**BILINGUAL PRACTICES IN GHANAIAN PRIMARY SCHOOLS:**

**IMPLICATIONS FOR CURRICULUM DESIGN AND EDUCATIONAL PRACTICE**

ELVIS YEVUDEY

Doctor of Philosophy

ASTON UNIVERSITY

June 2017

© Elvis Yevudey, 2017

Elvis Yevudey asserts his moral right to be identified as the author of this thesis.

**ASTON UNIVERSITY**

**Title:** Bilingual practices in Ghanaian Primary Schools: Implications for Curriculum Design and

Educational Practice

**Name:** Elvis Yevudey

**Degree:** Doctor of Philosophy

**Date:** June 2017

**Thesis Summary**:

Ghana is a multilingual country with around 79 indigenous languages and English as the official language. The country has had several educational language policies since independence from British colonial governance in 1957 and even before. These policies are mainly in regard to the attitude towards either monolingual use of English or bilingual use of the indigenous languages and English. In March 2016, for instance, the Ghana Ministry of Education announced its plan to eliminate English as the primary language of instruction in schools, especially at the lower grades 1-3. This decision was intended to give more prominence to the use of the indigenous languages. These unstable policies over the years have raised certain significant questions: What does the language of education stipulate, and how is the policy reflected in code choices in bilingual and monolingual medium classrooms? What are the pedagogic relevance of bilingual and monolingual code choices in the classrooms? What are the perceptions of teachers and pupils towards the language of education in Ghana?

This study therefore explores the pedagogic relevance of code choices in bilingual and monolingual medium classrooms at the lower grades 1-3. The research was conducted in bilingual Ewe-English classrooms, and monolingual Ewe and English classrooms in Ho, in the Volta Region of Ghana. To understand code choices in these contexts, triangulation was adopted as a research methodology including ethnographic field notes, audio recordings of classroom interactions, teacher interviews, teacher questionnaire surveys, and pupil focus groups.

The ethnographic field notes and the classroom data show that both Ewe and English play significant pedagogic roles in bilingual and monolingual medium classrooms. Some of the pedagogic functions identified in the classrooms include switching for vocabulary acquisition, for teaching pronunciation during English lesson, for recapitulation and explanation, for instruction, for quotation/quotative, for class control, for teaching grammar, for teaching pronunciation during English lesson, and for enhancing pupils' understanding of class exercises.

The attitudes of teachers and pupils based on teacher questionnaire surveys and interviews, and pupil focus groups, show mainly positive attitudes towards bilingual medium of instruction. In addition to expressing positive attitudes, some teachers and pupils expressed preferences for monolingual Ewe and English medium of instructions. Based on the observed pedagogic functions of Ewe and English in both classroom contexts, the diversity of opinions, and the linguistic realities in the classrooms, this study recommends *inclusive-flexible multilingual language of education policy and planning* that considers the socio-linguistic realities in the schools, the linguistic backgrounds of the teachers and pupils, and the linguistic realities and needs of the community and the country at large. Curriculum design should also take into account the multilingualism of the country and specifically the multilingualism of the various regions in developing contents and code choices that reflect the linguistic realities.

**Keywords:** monolingual education, bilingual education, bilingual practice, pedagogy, Ewe, Ghana

**Dedication**

I dedicate this research to the following people for their encouragement and support during my studies (in no particular order)

Ms. Regina Afi Agodo

Dr. Margot van den Berg

Mr. Kevin Bierton

Dr. Francisca Adzo Adjei-Akordor (blessed memory)

## Acknowledgements

"Not to us, LORD, not to us but to your name be the glory, because of your love and faithfulness" (Psalm 115:1). My greatest acknowledgement goes to the Almighty God for His protection and guidance during my PhD journey. My deepest acknowledgement goes to my supervisors Prof. Gertrud Reershemius and Prof. Jack Grieve for accepting to be my supervisors and for the guidance and patience, which has brought this study to fruition. I owe my gratitude to my dear mother Ms. Regina Afi Agodo, Dr. Francisca Adzo Adjei-Akordor (blessed memory), Mr. Adjei and family, Mr. Alexis Asuinura, and my entire family for their support during my studies. Bishop Francis Kofi Lodonu, the former Catholic Bishop of the Ho-Diocese, always had confidence in me and all the members of the Bishop Gbevivi Choir that everything we set out to do we can achieve it through prayers and hard work. His support, both physical and spiritual, is highly appreciated.

My sincere appreciation to all my family friends in the Netherlands for all their provisions. I acknowledge all my supporters from Germany: Mama Angela Schmaltieg, Mr. & Mrs. Oldekamp, Mama Elke Kammle-Geil and friends for their encouragement and prayers. My happy companion, Mr. Kevin Bierton, was a great support. When the going gets though, he is always there for me and refuel me with energy to work harder on the research. Thanks to @RuPaul for his extravaganza show @RuPaulsDragRace which was a great company for me during my research. My weekends couldn't have been fun and relaxing without Drag Race.

My acknowledgement goes to all the staff and pupils of the four schools. This research will never have been possible without your selfless and tremendous support during the data collection. My colleagues during my PhD journey have been a great source of inspiration and support. Sharing experiences with one another was reassuring. To the British Association for Applied Linguistics (BAAL), BAAL Language in Africa SiG, and Linguistics Association of Ghana (LAG) research communities, I deeply express my gratitude for all the opportunities I had to present my research through conference presentations and panel discussions. Being part of the leadership of BAAL and BAAL Language in Africa SIG has equipped me with requisite academic and leadership skills to pursue a career as a lecturer and a researcher. The last, but no means the least, I would like to express my sincere gratitude to Aston University for awarding me a scholarship under the School of Languages and Social Sciences scholarship scheme to pursue this degree. Thanks to all the academic staff, research and technical support teams for the tremendous support.

**List of Tables**

**List of Extracts**

**List of Figures**

## Grammatical Categories

| Grammatical category | Abbreviation |
| --- | --- |
| Auxiliary verb | Aux |
| Adverbialiser | AdvER |
| Adverbial phrase | AP |
| Adjective | Adj |
| Allative | ALLAT |
| Addressive particle | ADD |
| Addressive | ADDR |
| Augmentative | AUGM |
| Conditional | COND |
| Content question marker | CQ |
| Completive | COMPL |
| Complementizer | COMP |
| Comparative | Compv |
| Direct object | DO |
| Discourse Marker | DM |
| Demonstrative | DEM |
| Dative | DAT |
| Diminutive | DIM |
| Determiner | DET |
| Definite | DEF |
| Focus Marker | FOC |
| Future | FUT |
| First person | 1 |
| Habitual | HAB |
| Indefinite | INDEF |
| Indirect object | IO |
| Infinitive | INF |
| Intensifier | INT |
| Irrealis | IRR |
| Insertion | INS |
| Locative | LOC |
| Logophoric pronoun | LOG |
| Modal | MOD |
| Negation | NEG   (NEG$_1$,NEG$_2$) |
| Nominative | NOM |
| Nominal | N |
| Nominaliser | NER |
| Nominal phrase | NP |
| Non-present | NPRES |
| Object | OBJ |
| Oblique object | OBLOBJ |
| Plural | PL |
| Present | PRES |
| Particles | PTCL |
| Past | PST |
| Participle | Part |
| Passive | PASS |
| Progressive | PROG |
| Perfective | PFV |
| Predicative focus | Pfoc |
| Possessive linker | Poss |

| | |
|---|---|
| Possessum | POSS |
| Pronominal | PRO |
| Purposive | Purp |
| Question | Q |
| Quotative | QUOT |
| Reduplicative | RED |
| Repetitive | REP |
| Relativiser | REL |
| Singular | SG |
| Second person | 2 |
| Serialising connective | SER |
| Subjunctive/Subject | SUBJ |
| Third person | 3 |
| Verbal phrase | VP |

**List of Abbreviations**

CS – Codeswitching

LMC – Language Mode Continuum

MOI – Medium of instruction

MM – Markedness Model

UNESCO – United Nations Educational Scientific and Cultural Organisation

NIC – Non-repetitive Intersentential Codeswitching

NEA – National Education Assessment

RIC – Repetitive Intersentential Codeswitching

**Table of Contents**

*"Education is the most powerful weapon which you can use to change the world"-*

*"If you talk to a man in a language he understands, that goes to his head.*
*If you talk to him in his language that goes to his heart." –*
*Nelson Mandela*

## CHAPTER ONE: INTRODUCTION

### 1.1. General Introduction

Providing quality education is instrumental to the development of a nation, and selecting the appropriate language of instruction plays a significant role. In particular, early childhood education up until eight years of age is a crucial stage in the linguistic and cognitive development of a child (Ghoyega & Idiat 2013, Gerdes, et. al. 2013), and an equally important stage in an individual's intellectual, emotional, social and physical development (Osanyin 2002). The two quotations above from Nelson Mandela highlight the uncompromising way in which education is perceived and equally the emotional impact that a person's linguistic repertoire – whether first or second languages – has on achieving their communicative goals. Education forms a crucial part of the development of individuals as well as being fundamental to the development of a nation. This study addresses the education system in Ghana through the lens of language of education. It explores the linguistic situation in the country through empirical research on language of education and the perceptions of teachers and pupils towards code choices in the classroom. The research is contextualised in the field of contact linguistics, and language policy and planning in order to identify the code choices in Ghanaian classrooms and how the code choices reflect the recommended medium of instruction. The study is based on the use of Ewe and English in the classroom in Ho, in the Volta Region of Ghana.

One of the intrinsic components of education is language. Language, and for that matter the language of education, is a necessity in the educational process. The linguistic experiences of speakers may differ based on the language they speak or the languages in which they are addressed. As the quotation from Nelson Mandela states, when communication is carried out in a language that people understand it goes to their head whereas when they are spoken to in their own language it goes to their heart. This perspective on language has an implication for language use in multilingual contexts and more so for language use in the educational context. In multilingual contexts, language use is socially and culturally constructed (Blum-Kulka 1997, van Dijk 1997, Schiffrin 1994), and the engagement of language users with text and talk is based on group membership informed by social categories, organisations, professions, cultures (van Dijk 1997). Within the educational context, adopting the appropriate medium of instruction (MOI) is crucial in achieving pedagogic goals. In multilingual contexts, for instance, there could be language of education fluctuations between monolingual MOI and bilingual/multilingual MOI. Such fluctuations in language of education policies are witnessed in many African countries.

Africa is known as the hub for multilingualism and multi-ethnicity with over 2000 languages spoken across the continent (Grimes 2000, Adegbija 1994, Batibo 2005). Chachu (2013:81), for instance, describes Africa as 'one of the continents where bilingualism is as natural to the people as eating and drinking.' The continent has inherited the language of the colonizers in addition to the many indigenous languages. On practical communication and language policy formulation levels, the multiplicity of languages in Africa may be seen as a hindrance to development (Adedimeji 2010, Bodomo 1996). However, multilingualism can be perceived as a resource rather than a problem (Ògúnwálé 2012, Harrison 2007, Ruiz 1984). The various languages can be translated into useful usage so as to contribute to development. Linguistic diversity and linguistic equality are crucial to the linguistic choices of individuals and communities, as well as for language policy formulation.

Although there are advocates for linguistic rights, these rights are impeded due to the dominance of other languages (Bulcha 1997). Speakers of minority languages are highly likely to switch to using a majority language. This may lead to the death or extinction of the minority language, therefore leading to loss of the speakers' identity (Ndhlovu 2008, May 2001, Anderson 1991). UNESCO figures project that about half of the world's languages may be endangered and may die by the end of this century. This projection indeed poses a threat to many minority languages in most part of the world, especially in Africa. The dominance of ex-colonial languages in most African countries, and the dominance of some African languages, are detrimental to the usage and survival of some minority African languages. Linguistic equality can be achieved when every language has a role in the life of a country. The triglossic approach (Batibo 2005, Agbozo & Yevudey forthcoming) and the trilingualism approach (Bodomo 1996) offer a stratum for an inclusive language policy formulation where every language has a role to play. Within the educational sector, most African countries adopt either a monolingual approach through the use of the ex-colonial language or a bi- or multi-lingual approach through the use of the ex-colonial language and the indigenous languages.

Ghana is no exception to this linguistic situation. Ghana is a heavily multilingual country having about 79 indigenous languages spoken nationwide (Simons and Fennig 2017), and has approximately 50 non-mutually intelligible languages (Dakubu 1988). Multilingualism plays a significant role when it comes to language of education. In the country, multilingualism influences decisions on general language policy and on the language of education. Historically, educational language policy on education in Ghana especially in the lower primary schools has undergone several unstable stages since the colonial era (Ansah 2014, Owu-Ewie 2006). Currently, Ghana's medium of instruction is based on a bilingual approach referred to as the National Literacy Acceleration Program (NALAP). This policy seeks to introduce pupils to the Ghanaian indigenous languages (L1), while developing English as a second language (L2). A transition is made to English as MOI from grade 4 onwards, while the pupils' L1 becomes a subject of study.

The educational language policy in Ghana has been in a flux since the country's independence in 1957 and even prior to independence. These unstable policy making decisions have a great deal of impact on code choices in the classroom in Ghana. These language policies are mainly related to the attitude towards either monolingual use of English or bilingual use of both the indigenous languages and English. In recent years, the Ghana government has decided to address the language of education policy issue in the country. In September 2009, the government introduced the bilingual literacy program NALAP. This program has mainly been implemented in public schools, and less so in private schools. In March 2016, the government announced its new plan to eliminate English as the primary language of instruction in schools, especially at the lower grades 1-3. Such a response was meant to make the use of the indigenous Ghanaian languages more prominent in the education curriculum. There have been responses to this unstable language of education issue in the country. For instance, at a conference on the theme *The Mother Tongue in National Development*, stakeholders have called on the government to adopt a clear language policy with legal backing that will specify the roles of the Ghanaian languages and other languages in the national life (Ghana Business News 2016).

In line with the linguistic and the language of education policies adopted in Ghana over the years, this study adopts a perspective on language of education planning where the socio-linguistic realities in the schools, the linguistic backgrounds of the teachers and learners, and the linguistic realities of the community and the country at large are considered in any language of education planning pursuit. This study therefore recommends an *inclusive-flexible multilingual approach* to language of education policy and planning. This approach focuses mainly on the medium of classroom interaction where teachers and learners can use their linguistic repertoires in the classroom for optimising content delivery and comprehension, and for enhancing language acquisition. In addition, the proposed inclusive-flexible multilingual approach departs from the *one-size-fits-all* approach, where the language of education policies adopted in both bilingual (public) schools, and monolingual (private) schools prescribe using specific languages, where all other repertoires of teachers and learners are to be excluded from classroom pedagogy. This restrictive approach to code choices in the classroom can delimit content delivery and exclude some learners from the pedagogic activities in the classroom.

Given this situation, this study analyses code choices in bilingual and monolingual medium classrooms in Ghana in order to ascertain whether or not they adhere to the expected medium of instruction, and to identify the pedagogic relevance of code choices in these classrooms. Because attitudes of speakers can influence their code choices, this study also investigates the attitudes of teachers and pupils towards code choices in the classroom. This research aims to contribute to the ongoing discussions on exploring the appropriate MOI in Ghanaian classrooms and in multilingual classrooms more generally. The next section presents the research background of the study.

## 1.2. Background of the study

My studies into bilingualism and multilingualism in Ghana serve as a background for this research. In Yevudey (2009[2012]), I conducted a research on Ewe-English codeswitching on radio in Ghana exploring code choices among hosts, guests and callers. For my masters dissertation, I explored bilingual education in the country investigating the functions and the pedagogic relevance of Ewe-English codeswitching in the classroom (Yevudey 2012, 2013). Yevudey (2015) presents a comparative study between bilingual and monolingual MOIs addressing the pedagogic relevance of code choices in both classroom contexts, and the perceptions of teachers and pupils towards code choices in the classroom. The paper is based on the initial findings from the data collected for this study.

In addition to my own research, this study also builds on research conducted by others. In the classroom, in particular, there has been substantive amount of work on the use of codeswitching as a code choice (Agbozo 2015, Atiemo 2015, Owu-Ewie & Eshun 2015, Quarcoo 2013, Shoba 2013, Opoku-Amankwa & Brew-Hammond 2011, Ekua 2005, Obeng 1997). These studies have shown that the Ghanaian indigenous languages and English have communication functions in the classroom, and teachers and leaners adopt bilingual code choices to achieve pedagogic goals. However, there is still debate as to the ideal MOI for teaching in the classroom, especially at the lower grade classes 1-3. In the literature, some studies recommend a monolingual use of the target language, for example the exclusive use of English, French or Spanish as a medium of instruction (e.g. Edstrom 2006, Krashen 1981), while others recommend bilingual language use where both the first language of the learners and the target language are used concurrently (e.g. Littlewood & Yu 2011, Cummins 2007, Duff 2007).

These debatable concerns regarding the appropriate language of education present a gap in the literature, which this study aims to explore. In addition, my master's research on code choices in Ewe and English classrooms focused only on bilingual medium schools. There is, therefore, a gap in my previous research when it comes to presenting a broader insight into language of education in Ghana taking into account the various types of classrooms, which are bilingual/multilingual medium classrooms and monolingual medium classrooms.

Given these backgrounds, this research explores, among other phenomena, the language use patterns and code choices in bilingual and monolingual medium classrooms in Ghana. Furthermore, the perceptions of teachers and pupils are considered in order to ascertain the impact and the implication of the perceptions on language use during classroom teaching and learning. The transcripts of the classroom interactions are structurally analysed to explore the various types of language mixing patterns that occur in the classrooms. In addition, the functions and the pedagogic relevance of code choices in bilingual and monolingual medium classrooms are explored.

The research is a comparative study between state/public schools and private schools, which are synonymously used in this research as bilingual medium schools and monolingual medium schools,

respectively. The public schools mostly follow the NALAP and the private schools adopt mainly the exclusive use of English and the Ghanaian languages as MOI. Public schools, as used in this study, refer to government owned or government assisted schools and private schools refer to individual or private institution owned schools.

### 1.3. Research aim and questions

<u>**Aim**</u>

The study is a comparison between bilingual classrooms and monolingual classrooms in Ghana exploring the use of Ghanaian indigenous languages and English in the classroom. The case study is the use of Ewe and English in the classroom. The study looks at the pedagogic functions of bilingual practices and monolingual code choices in the classroom, and the perception of teachers and pupils towards these code choices.

To better understand code choices in the classrooms, the following research questions are investigated through empirical analyses of classroom interactions, ethnographic field notes, teacher interviews, teacher questionnaire surveys, and focus group discussions.

<u>**Research questions**</u>

1. What are the code choices in Ghanaian classrooms?

   a. *Do bilingual practices occur in both bilingual medium and monolingual medium classrooms in Ghana?*
   b. *What are the various types of bilingual practices that occur in the classrooms?*

2. What are the pedagogic functions of code choices in Ghanaian classrooms?

   a. *What are the pedagogic functions of code choices in bilingual classrooms?*
   b. *What are the pedagogic functions of code choices in monolingual classrooms?*

3. What are the perceptions towards bilingual and monolingual media of instruction in Ghanaian classrooms?

   a. *What are the perceptions of teachers towards bilingual and monolingual media of instruction?*
   b. *What are the perceptions of pupils towards bilingual and monolingual media of instruction?*
   c. *How do these attitudes reflect in their classroom language use?*

### 1.4. Intended outcome and contribution to scholarship

Bilingual and multilingual code choices in the classroom have gained scholarly attention over the years. Most of these studies have been carried out in multilingual contexts and have shown the impact of code choices in the classroom on pupils' comprehension and language acquisition. Studies into language of education in Ghana have focused mainly on bilingual medium classrooms. Therefore, this study consists

of a comparative study between bilingual and monolingual classrooms. The aim is to explore code choices in the two classroom contexts, and to present insights into the medium of instruction that enhances content comprehension and language acquisition. In addition, the outcome of this research is to contribute to the existing body of literature on the pedagogic relevance of L1 and/or L2 use in the classroom. Subsequently, the study advances to show the impact of bilingual and monolingual code choices and their implications for curriculum design and educational practices.

## 1.5. Structure of the dissertation

This study contains eight chapters, with chapter 1 presenting a general introduction on the language of education in Ghana, research backgrounds, aims and questions, and the intended outcome and contribution to scholarship.

Chapter 2 begins with an introduction followed by a review of literature on language contact concepts such as codeswitching, translanguaging and bilingual practice. Two main theoretical concepts are presented, which include the Language Mode Continuum and the Markedness Model. A conceptual framework is developed based on the theoretical frameworks for the analyses of the data sets.

Chapter 3 discusses the definitions and types of language planning, and models and ideologies of language planning. Literature reviews on code choices in the multilingual contexts, language policy and planning in Ghana, and language use and classroom code choices are presented.

Chapter 4 describes data collection and the research methodology by discussing how the various data sets collected are used to explore the research aim and questions. The data collected for the research include ethnographic field notes, audio recordings of classroom interactions, teacher interviews, teacher questionnaire surveys, and pupil focus groups. The ethical considerations of the research before and after the fieldwork was conducted are also presented. This is followed by discussions on the types of classrooms observed and the significance of choosing those classrooms. The procedures involved in collecting each of the data sets are discussed. The chapter also presents the data processing procedures for each data set, and the approaches adopted in analysing the data.

Chapter 5 discusses the pedagogic relevance of code choices in bilingual and monolingual classrooms, taking into account the participants, the situation, the form and content of the message, and the function of the language act. This chapter presents analyses that address research questions one and two. The first research question is addressed by presenting an overview of the various types of code choices in bilingual and monolingual media classrooms, as well as the various types of bilingual language patterns that are adopted in the classrooms. The second research question is addressed by exploring the pedagogic relevance of bilingual and monolingual code choices in the classrooms. The analyses involve quantitative and qualitative explorations of classroom interaction data, ethnographic field notes and teacher interview data. A comparison between bilingual and monolingual classroom interactions are presented in section 5.4. Thematic analyses are also carried out on the teacher interview

data. The aim of this analyses is to present insights into the merits and demerits of bilingual and monolingual MOI in Ghanaian classrooms, and how the findings can inform the decisions of the government and head of schools on appropriate language of education policy formulation and implementation at the lower grade classes.

Chapter 6 deals with the perceptions of teachers and pupils towards code choices in the classroom. Teacher questionnaire surveys and pupil focus group data sets are presented. The questionnaire survey data are analysed both quantitatively and qualitatively. This chapter addresses research question 3 by exploring the perceptions towards bilingual and monolingual media of instruction. The analyses of teacher questionnaire survey data are presented first followed by the analyses of the pupils' focus group data. Comparative analyses between the perceptions of teachers in bilingual and monolingual media schools (section 6.2.3) and the perceptions of pupils in the two media schools (section 6.3.3) are also presented.

Chapter 7 presents a discussion of the various types of code choices adopted in the classrooms (section 7.2). The pedagogic relevance of code choices in the classrooms are also discussed (section 7.3), and the chapter ends with discussions on the perceptions of teachers and pupils towards code choices in the classroom (section 7.3). Syntheses of results from chapters 5 and 6 are also presented with reference to the broader literature.

Finally, Chapter 8 presents a summary of research findings, conclusions, some limitations of the current research, recommendations for future research, and proposed research impact strategies.

# CHAPTER TWO: MULTILINGUALISM, THEORETICAL FRAMEWORKS AND CONCEPTUAL FRAMEWORK

## 2.1. Introduction

Studies on language contact explore code choices among speakers in bilingual and multilingual contexts. It is worthy of note, however, that the concept language contact is metaphorical in the sense that it is not the languages that are in contact, but the speakers of the languages. In other words, language contact describes the linguistic phenomenon where speakers with diverse linguistic repertoires come into contact with one another in a given speech event or community (Wei 2000). Scholars interested in language contact discuss this phenomenon and its outcomes using various terms including *metrolingualism*, *polylanguaging*, *polylingual languaging*, *heteroglossia*, *codemeshing*, *translingual practice*, *flexible bilingualism*, *multilanguaging*, and *hybrid language practices* (García and Wei 2014:36ff, Lewis at al. 2012:650). In addition to the above are the concept of *codeswitching* and *translanguaging*, which are the main topics of this section. This section advances by exploring the similarities and differences between these two concepts and how they are applied in describing code choices in the classroom. Based on these discussions, a concept of bilingual practice is introduced as a broader term for the purposes of this research.

First, the terms *code* and *bilingual practice* as used to describe the communication exchanges in both bilingual and monolingual media classrooms need to be explained. *Code* refers to any kind of linguistic system that people employ for communication (Wardhaugh 2010, Levine 2011, Auer 1998b, Alvarez-Cáccamo 1998). They are communicative resources that speakers use in constructing interactional meaning (Auer 1998b:2) and include not only language, but also other semiotic systems such as gesture, body language, facial expressions, graphic information such as pictures and chats, and other modalities present in the communicative event (Levine 2011, Atkinson 2002). Therefore, *code*, rather than *language*, is used in this study. *Language* is referred to as 'a systematic combination of smaller units to create meaning…hence a rule-governed system' (Wei 2000:8). Such conceptualisation of language considers 'systems' that speakers use to communicate as autonomous and discrete (García and Wei 2014, Melo-Pfeifer 2015) and often constitute a *monolingual orientation* to communication (Canagarajah 2013:1). *Code* is a more neutral term (Wardhaugh 2010), and similar to the concept of languaging, which is conceived as the simultaneous processes involved in communication that is conditioned by both linguistic and social practices in making meaning of the world (García and Wei 2014; Becker 1988, 1995). *Bilingual practice* refers to the concurrent use of two or more languages within an interactive event, in this case the classroom.

Proceeding from the above, the structural analysis of bilingual code choices, and two theoretical frameworks including the Language Mode Continuum and the Markedness Model are presented under sections 2.2 and 2.3, respectively. A conceptual framework is developed in order to explore the structural

patterns and the pedagogic relevance of code choices in the classrooms (section 2.4). Finally, section 2.5 presents a summary of the chapter.

## 2.2. Structural and socio-pragmatics of bilingual speech: Language contact concepts

### 2.2.1. Codeswitching

The inception of language contact research and the description of concurrent use of two or more languages were described as a disorderly and peculiar act (e.g. Luckmann 1983, Weinrich 1953). Studies have advanced to describe bilingual and multilingual language use as a language contact phenomenon (Amuzu 2005a; Wei 2005; Muysken 2000; Alvarez-Cáccamo 1998; Myers-Scotton 1983, 1993a; Auer 1988, 1998a; Poplack 1980). Such code choices are conditioned by linguistic and social factors (Auer 1998b, Myer-Scotton 1983, Poplack 1980). This section presents definitions of codeswitching and discussions on some models of codeswitching.

Codeswitching generally refers to the concurrent use of two or more languages within the same interactive event. This concept has been used to describe language use in various multilingual contexts, and to explore the linguistic and social motivations of code choices. Studies have addressed such code choices variously by presenting distinctions between, for example, codeswitching, codemixing and borrowing. Myers-Scotton (eg. 1983, 1993b), for example, conceives bilingual and multilingual code choices as codeswitching, which can occur as intersentential and intrasentential. Intersentential codeswitching refers to mixing of codes at the sentential or clausal level, whereas intrasentential codeswitching occurs within a sentence or clause. Myer-Scotton proposes the Matrix Language Frame Model (MLF) and the Markedness Model (MM) to explain the structure and social motivations of codeswitching, respectively. Within the MLF, there is a distinction between matrix language (ML) and embedded language (EL). The former refers to the dominant language within the codeswitching utterance, which provides the morphosyntactic frame for the codeswitched utterance, and the latter is the secondary language in the codeswitched utterance that contributes largely only content elements or short phrases exclusively in the EL (Myers-Scotton & Jake 2016; Myer-Scotton 1983, 2002). Codeswitching within the MLF model is influenced by psycholinguistic and sociolinguistic factors (Amuzu 2013; Ncoko, Osman & Cockcroft 2000). The Markedness Model considers bilingual and multilingual code choices as markedness where the expected code choice among interlocutors is considered as unmarked and any deviations from the expected code are considered as marked. A detailed discussion on The Markedness Model is presented in section 2.3.2.

In view of Myers-Scotton's classification, Adjei (2010) outlines three types of codeswitching patterns that are used during classroom interactions. These include intrasentential, intersentential, and repetitive intersentential codeswitching (RIC). Adjei (2010) describes the RIC to be a unique code choice in the classrooms observed. Teachers use a sentence in one language, e.g. Ewe, and repeat the

same sentence in another language, e.g. English, in order to explain concepts to the pupils. Building on the above findings, Yevudey (2012, 2013) identifies two main types of codeswitching based on the same bilingual language pairs, Ewe-English classroom data. The two main types identified are intersentential and intrasentential codeswitching. Intersentential codeswitching occurs as repetitive intersentential codeswitching (RIC) and non-repetitive intersentential codeswitching (NIC); and intrasentential codeswitching occurs as borrowing and tag switches.

Muysken (2000) presents three structural types of language contact including insertion, alternation and congruent lexicalization. According to Muysken, any case of language use where there is mixing of lexical items and grammatical features from two or more languages in one sentence is called codemixing. Insertion codemixing involves mixing lexical items or entire constituents from one language into a structure from other language. Alternation codemixing involves mixing between structures from different languages; and congruent lexicalization involves material from different lexical inventories into a shared grammatical structure (Muysken 2000:3). The term codeswitching, as used by proponents of language contact such as Myers-Scotton (eg. 1993c), Poplack (eg. 1980), and Auer (eg. 1998a), is avoided by Muysken as a term for the general process of mixing, because firstly the term suggests the concept of alternation rather than insertion; and, secondly, because the term codeswitching separates code-mixing from the phenomenon of borrowing and interference.

Poplack (eg. 1980) considers language alternation as synonymous to codeswitching, which involves alternation of two languages within a single discourse, sentence or constituent. Based on speaker competences, Poplack presents three types of codeswitching: inter-sentential switching, tag-switching and intra-sentential switching. Inter-sentential switching involves switching at the sentence or clausal levels, tag-switching refers to less 'intimate' or 'emblematic' codeswitching, and intra-sentential switching involves 'complex' or 'intimate' switching which must conform to the syntactic rules of the languages in the switch (Poplack 1980:615). Poplack's classification of inter-sentential and intra-sentential codeswitching is similar to Myers-Scotton's classifications. Sankoff and Poplack (1981) distinguish codeswitching from other language contact phenomena like interference, pidginization, borrowing, calquing, language death, relexification, as they involve 'deformation or replacement of parts of the grammar or lexicon of the language(s) involved' and often occurs in specific situations or languages functions (Sankoff & Poplack 1981:4). Sankoff and Poplack consider codeswitching to be a widely communicative norm in multilingual contexts.

Auer (e.g. 1999) presents a dynamic typology of exploring bilingual speech on the basis that bilingual or multilingual language use can be on a continuum from CS via language mixing to fused lect. CS, according to this typology, refers to cases in which there is a juxtaposition of two codes or languages and it is perceived by the participants as an expected choice. Language mixing is similar to codeswitching and it involves cases of juxtaposition of two codes or languages that are not only shared by the participants in the conversation, but also understood in a global sense. Such language mixing is

frequent and recurrent code choice among interlocutors. Fused lect involves a stage in the continuum where the variations in the language mixing patterns are reduced and there are emergence of rules and structural regularities. Comparatively, Sankoff and Poplack's (1981) definition of CS may exclude what Auer (1999) refers to as fused lect as the lexicon and grammatical features realised in the fused lect may have undergone certain nativisation strategies and integration, and, therefore, may not be considered as switched items. On a pragmatic level, Auer identifies two types of CS, which are discourse-related switching and participant-related switching. That is, CS can be conditioned by the discourse context or the participants in the conversation.

In addition to the definitions by some of the proponents of language contact above, Gumperz (1982:59) defines codeswitching as 'the juxtaposition within the same speech exchange of passages of speech belonging to two subsystems'. Gafaranga & Torras (2002) argues that defining CS as a switch between two codes or varieties demonstrates a *monolingual bias*. This is because such definitions lead to a neglect of the monolingual code choices of bilingual speakers when analysing bilingual interactions. This monolingual bias is accounted for in Gafaranga & Torras (1998, 2001) as *monolingual medium,* which is part of the code choices of bilingual speakers. Therefore, Gafaranga & Torras (2002:19-20) offer a redefinition of CS as follows:

> Codeswitching is not any occurrence of two languages within the same conversation, but rather any instance of deviance from current medium which is not oriented to by participants themselves as requiring any repair. In other words, codeswitching is an instance of interactional otherness at the level of language choice.

Thus, the definition of CS offered by Gafaranga & Torras is based on the argument that CS or language alternation should be observed through the lens of the participant rather than that of the observer or researcher which has been traditionally the case.

The above definitions and redefinition have commonalities with the description and analysis of bilingual data. Firstly, the language use phenomenon being described is carried out by bi- and multi-lingual speakers. Secondly, there are two or more codes involved in the interaction. The difference is based on the perspectives from which the language use is viewed and analysed, whether from the perspective of the speaker(s) or the analyst(s). This leads to a discussion on translanguaging as a concept in describing bilingual code choices. A comparison between codeswitching and translanguaging is therefore presented below.

### 2.2.2. Translanguaging

Current trends of research into bilingual education recommend mainly bilingual or multilingual code choice in the classroom that are tailored to developing pupils into balanced bilinguals (e.g., García & Wei 2014, Lewis et al. 2012, García & Sylvan 2011, Storch & Aldosari 2010, García 2009, Baker 2003). One of the concepts in describing classroom code choice is *translanguaging*. Translanguaging is a

relatively new concept in language contact research with its inception as a pedagogical practice in Welsh bilingual classrooms in Wales where language teaching and content delivery occur bilingually (William 1994, quoted in Lewis at al. 2012). *Translanguaging* is defined as 'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages' (Baker 2011:288). It refers to a bilingual language use phenomenon where a concept is introduced in one language and pupils interpret that concept either via discussing it or writing about it in another language (García & Wei 2014, Sayer 2013, Hornberger & Link 2012). Lewis et al. (2012) state that translanguaging in the classroom provides the opportunity for cross-language transfer, and flexibility of code choices and pedagogic classroom approaches. Translanguaging also creates a possibility of learning across languages; and ideas are easily conveyed, understood and relayed. The commonalities in these definitions accentuate the flexibility and the fluidity that characterise the use of two or more languages by bi- and multi-lingual speakers to make meaning of their communicative context and the potential to exhibit their diverse linguistic repertoires.

Being an emergent concept, translanguaging presents a departure from separate bilingual education to a more flexible bilingual education (Creese & Blackledge 2010). Its conceptualisation underpins *dynamic bilingualism* (Tsuchiya 2015), and reinforces the aim of developing the repertoire of the learners so they become balanced bilinguals who can confidently use both languages (Canagarajah 2011, Lin 1999). The repertoires of the speakers are therefore adopted dynamically making the repertoires into one whole linguistic system with fused linguistic features (Tsuchiya 2015). Such dynamic code choices can be described as the unmarked repertoire of the speakers (Myers-Scotton 1993a). Within the classroom context, translanguaging draws on the linguistic resources available to the pupils in order to enhance their understanding of concepts introduced in the classroom and to maximise their achievements in speaking, literacy and learning (Lewis et al. 2012:655). Equally, the aim of classroom translanguaging is to make maximum use of the linguistic repertoires of the pupils to augment teaching and learning.

Aside from classroom translanguaging, bilingual and multilingual speakers use their linguistic repertoire in their out-of-classroom interactions and daily conversations. García (2009) extends the scope of translanguaging to refer to processes that involve multiple discursive practices, where students incorporate the language practices at school into their own linguistic repertoire freely and flexibly. Therefore, language mixing has become part of their linguistic repertoire. It can be accentuated that mixing of languages to achieve certain interactive purposes is indispensable especially when bilinguals are aware they share the same repertoires.

The term translanguaging may seem relatively new, however, the basis of this term, which involves the alternation between languages, has been in existence since the emergence of language contact research. Translanguaging in many aspects is closely related to codeswitching (Park 2013). Translanguaging involves the concurrent use of two or more languages – a phenomenon which is the

focus of research into codeswitching. Additionally, though translanguaging is mainly pedagogically focused some studies have discussed its applicability in other contexts other than in education (e.g. Blackledge, Creese, and Hu 2015; Hua, Wei and Lyons 2015; Lewis at al. 2012; Wei 2011). Describing the linguistic practices in multilingual markets in Birmingham, Blackledge, Creese, and Hu (2015) note that the sellers and their customers translanguage in their transactions and use other paralinguistic strategies such as gestures and performance to achieve communication goals. This shows that translanguaging is viewed not only as a pedagogic or classroom language use phenomenon, but also a phenomenon that can be extended to describe language use among bilinguals and multilinguals alike (García 2011, 2009). The concept is used to describe how bilingual and multilingual speakers engage in discourse practices (García 2009). García (2011:147) writes that:

> Translanguaging includes code-switching, the shift between two languages in context, and it also includes translation; however, it differs from both of these simple practices in that it refers to the *process* by which bilingual students perform bilingually in the myriad ways of classrooms-reading, writing, taking notes, discussing, signing etc. Translanguaging is not only a way to "scaffold" instruction, to make sense of learning and language; rather, translanguaging is part of the metadiscursive regimes that students in the twenty-first century must perform.

Comparing translanguaging and codeswitching as linguistic terminologies, García and Wei (2014: 22) point out that:

> Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire.

The above distinction posited by García and Wei (2014) challenges the notion of 'language' which is considered to be discrete. It should be acknowledged that the distinctions between translanguaging and other language contact concepts such as codeswitching, bilingualism, multilingualism and plurilingualism are not exclusive mainly because the concepts are all describing code choices within bilingual and multilingual contexts and involves dynamic use of the linguistic repertoires of speakers. As Melo-Pfeifer (2015:179) postulates, the conceptual, theoretical, methodological and epistemological approach to exploring code choices as proposed in García and Wei (2014) can be to some extent *provocative* and *confrontational*. Provocative because the reader is challenged to reconceptualise old concepts such as language, language education, bilingualism, multilingualism and plurilingualism. Confrontational because the reader is expected to accept the concept that bi- or multi-lingualism is unrelated to languages being discrete entities, but more of multi- or trans-languaging. Melo-Pfeifer conceives such perspective to describing bi- and multi-lingual code choices as a 'plurisemiotic ensemble locally displayed to co-construct meaning in a specific setting' (ibid). The definition of translanguaging espouses the fluidity and dynamics that characterise the use of codes among bi- and multi-lingual speakers. Following from the above discussions on codeswitching and translanguaging both concepts are conceptualised as bilingual practice, which is the focus of the next section.

### 2.2.3. Bilingual practice

Translanguaging is considered as a linguistic performance and forms an integral part of classroom teaching and learning, and it is equally adopted by speakers with multiple repertoires. The concept of translanguaging is not exclusively distinct from, for instance, codeswitching. Both concepts are used to describe language mixing among bilinguals and multilinguals.

In lieu of the above discussions in sections 2.2.1 and 2.2.2, this study adopts the term *bilingual practice* in exploring the various types of code choices in the classrooms observed. Bilingual practice refers to the concurrent use of two or more languages within an interactive event, in this case the classroom. The term encompasses other related language contact terminologies such as codeswitching and translanguaging, and focuses on how bi- and multi-lingual speakers adopt their repertoires in the classroom to achieve pedagogic goals. Adopting bilingual practice is to license the use of the analytical tools from existing established language contact concepts in analysing the classroom data.

## 2.3. Theoretical frameworks: Some theories of language contact research

Codeswitching as a code choice is conditioned by linguistic, social and other external factors such as formality of speech event, age of participants, topic under discussion, linguistic competence of interlocutors, just to mention but a few. These factors are taken into account in exploring socio-pragmatics of bilingual practice. The two main theoretical frameworks adopted for this research are Grosjean's Language Mode Continuum and Myers-Scotton's Markedness Model. The next two sections focus on these theoretical frameworks. This is followed by a formulation of a conceptual framework for this study in section 2.4.

### 2.3.1. The Language Mode Continuum

Grosjean's (e.g. 2013, 2001, 1998) Language Mode Continuum provides socio-linguistic parameters in exploring bilingual and multilingual language use. The theoretical framework advances from the premise that the use of languages is based on certain linguistic and sociolinguistic factors, and based on these factors speakers can either adopt monolingual or bilingual codes when communicating. This perspective owes credence to the dynamics and variations associated with language use (Wardhaugh 2006), and such variations are determined by both internal and external factors which form the basis for describing code choices and communication patterns in a given context (Ostler & Rudes 2000, Ferguson 1997, Hudson 1996). This observation is fundamental to the prospects of the Language Mode Continuum.

Language mode of a bilingual is described as "the state of activation of the bilingual's languages and language processing mechanisms at a given point in time" (Grosjean 2001:3). A bilingual

may be in a monolingual mode, intermediate mode or bilingual mode. Monolingual mode is when a speaker finds himself or herself in a speech situation that requires the exclusive use of one language be it first or second language, or a situation where all the interlocutors are monolingual in just one language. A speaker is in an intermediate mode when the linguistic setting and/or the participants permit limited use of two languages. In such a speech situation, there is an expected code for the interaction with a limited use of other shared languages. The bilingual mode is when bilinguals within an interaction share more than one language and all the participants are competent speakers of the languages. This allows the activation of the languages and there is maximum comprehension of the code choices (cf. Grosjean 1998, 2001).

Grosjean (1998) describes factors that may condition language mode of speakers. These factors include the participants, the situation, the form and content of the message, and the function of the language act. Table 2.1 below expatiates on the factors.

**Table 2.1:** *Some factors in determining the language mode of speakers*

| Conditions | Factors |
|---|---|
| 1. The participant(s) | This refers to the people within the communicative event; and may include factors such as language proficiency, language mixing habits and attitudes, usual mode of interaction, etc. |
| 2. The situation | This refers to the physical location of the interaction, presence of monolinguals, degree of formality and of intimacy. |
| 3. The form and content of the message | This includes conditions such as the language used, topic, type of vocabulary needed, and amount of mixed language. |
| 4. The function of the language act | This refers to the functions the languages play such as to communicate, to request something, to create a social distance between the speakers, to exclude someone, to take part in an experiment, etc. |

(Grosjean 2008)

### 2.3.2. The Markedness Model

Markedness Model as proposed by Myers-Scotton (e.g. 1983, 1992, 1993a) presents research tools for exploring the social motivations for codeswitching. The theory advances based on the concept of 'markedness' where speakers in a given speech community or interactive event are aware of the rights-and-obligation sets (RO sets) that underpin the use of languages (Myers-Scotton 1983, 1993). The RO sets are the social codes that are shared among interlocutors in a given interaction. The awareness of the RO sets of a community or an interactive event enable speakers to make linguistic choices to enhance effective communication. Myers-Scotton (1983:115) points out that the association between code

choices and RO sets enables a researcher to calculate a conversational implicature from a given bilingual data. The use of varying linguistic forms whether monolingual or bilingual within a speech community is described as *indexicality* (Blommaert 2010, Matras 2010). That is, such choices are said to be socially indexical as the code choices become the norms of interaction. Codeswitching is a form of linguistic variability in undertaking social, discourse or referential meaning, and contributes to the understanding of social processes and linguistics forms (Heller 2010:3). Speakers engage in conversation using complementary negotiation principle in order to arrive at the relation import of a conversation (Myers-Scotton 2000:137).

The maxims of the Markedness Model are the unmarked code choice, the marked code choice, and the exploratory code choice (Myers-Scotton 1993a:114). The unmarked code choices are conventionalised exchanges that clearly specifies certain RO sets of which members of the speech community are aware. The marked code choice refers to nonconventionalised exchanges where there is no general agreement about the markedness of RO sets. The use of a code choice in this manner presents the RO sets that a speaker and addressee orient to in their interaction. In such interactions, the speakers may employ code choices that are not used in their interaction in order to either distance themselves, create an association and/or to perform a certain socio-pragmatic function in the interaction. In terms of exploratory code choice, the unmarked code of the conversation is not clear. Therefore, speakers adopt codeswitching to explore the appropriate RO sets for the interaction. Such a code choice is a rarity because most interlocutors may be aware of the RO sets of a given interaction.

Unmarked and marked code choices can be used, negotiated and understood by interlocutors. However, the exploratory code choice strategy may not be straight forward as interlocutors may not know the appropriate language(s) required for the interaction. Myers-Scotton's (eg. 1993a) perspective on the social motivations of codeswitching offers an insight into whether a code choice of bilingual speakers is a deviance from the expected medium or not. Instances where bilingual speakers use two or more languages other than the expected code choice, such code choice pattern can be described as marked, and, therefore, may require some repair. Conversely, when a speaker conforms to the expected code choice of their communicative context the speakers will be described as using the unmarked code. This expected code choice (unmarked code) or the unexpected code choice (marked code) can be either monolingual or bilingual depending on the communicative event. For instance, Nuworsu (2015), Asare-Nyarko (2012) and Yevudey (2009[2012]), find that bilingual use of Ghanaian languages and English as a code choice is unmarked due to the pervasive use of codeswitching in Ghana in general and their specific research contexts including inter-ethnic marriages, churches, and the classroom, respectively.

### 2.4. Conceptual Framework

This section discusses a conceptualisation of the theories discussed above and how they are applied in this study. The theoretical concepts of the study are positioned within the broader framework of language

contact, and language planning and policy. This section presents the conceptual framework adopted within language contact.

As introduced, bilingual practice refers to the concurrent use of two or more languages within an interactive event that are accepted as a code choice in daily interactions and in the classroom in particular. This concept is adopted in the data analyses and interpretations of the classroom data. The motivation behind this terminology is to explore the various types of code choices that are identified in the classrooms by using existing established parameters used in various language contact research. This term encompasses other related sociolinguistic terminologies such as codeswitching, translanguaging, and translingual practice. These terms consider code choices as flexible and dynamic phenomena. This is a break from a monolingual conceptualisation of the systems or codes that speakers adopt in achieving communicative goals. Bi- as conceived in the term *bilingual practice* does not connote binary. Bilingual practice, rather than trilingual/multilingual practices, is used in this study because *bilingual* is one of the most frequent terms used in language contact research and in exploring classroom interaction. This observation is shared by Levine (2011:18). Bilingual as used here include the use of two or more codes or systems.

The theoretical frameworks discussed under sections 2.3.1 and 2.3.2 present ways of exploring and analysing bilingual language use. Drawing inspirations from the above theories, this research adopts and conceptualises the theories in order to address the research aim and questions. The Language Mode Continuum as proposed by Grosjean is used in presenting information about the participants (the teachers and pupils of the various schools), the situation (the classrooms), and the form and content of the message (the topics taught and methods of delivery). Finally, the concept of the functions of the language act is used to explore the research question on the pedagogic relevance of code choices in the classroom.

In a similar vein, this research explores two types of classrooms: monolingual and bilingual. The Markedness Model provides insights into which code choices are unmarked and marked in the two classroom types observed. As presented in table 2.2, the expected code choices of the classroom types being investigated are as follows. The use of bilingual practices in public schools will be described as unmarked as the policy stipulates bilingual language use. On the other hand, bilingual practices in the private school classrooms will be described as marked as monolingual language use is the expected code choice either during Ewe teaching period or English period. Conversely, when bilingual medium schools adopt long conversation exchanges in exclusive first language, that is, Ewe, and second language, English, such code choices will be considered as marked.

Exploring the classroom interaction data present insights into the actual language use patterns in the two classroom contexts. The marked and unmarked code choice patterns reveal a great deal on the linguistic expectations within the schools and the linguistic realities in the classrooms. Teachers and pupils in their classroom interactions may or may not conform to the institutional linguistic expectations

based on socio-grammatical factors such as the content of the message, lack of the accessibility of vocabularies, the linguistic background of the pupils, the grammatical complexities of the languages, just to mention but a few. Adopting the Markedness Model is significant because it explicates the contextual, social and cultural factors that influence code choices in the classroom (Levine 2011:103). Understanding and establishing the communicative norms in a given classroom context provide a framework in analysing talk-in-interaction (Auer 1998b).

**Table 2.2.** *The Markedness Model and code choice pattern in the classrooms*

| Code choices | Bilingual classroom Language and Literacy | | Monolingual classroom | |
|---|---|---|---|---|
| | *Ewe session* | *English session* | *Ewe lesson* | *English lesson* |
| Ewe only | Unmarked | Marked | Unmarked | Marked |
| English only | *Marked [1] | Unmarked | Marked | Unmarked |
| Ewe-English | Unmarked | Unmarked | Marked | Marked |

Often, studies exploring code choices in bilingual and multilingual contexts do not consider monolingual code choices as one of the codes in the interactive event (Gafaranga & Torras 1998, 2001). Such an approach to exploring code choices is a *monolingual bias* (Gafaranga & Torras 2002) and does not reflect code choices in its entirety. In the classrooms observed, the predictive code choices in the classrooms include Ewe only, English only, and bilingual Ewe-English. Ewe only and English only code choices are two types of codes used in the classrooms, and a combination of them, that is, Ewe-English is described as bilingual practice. Bilingual practice can occur as intersentential switches and intrasentential switches, a classification that follows Myers-Scotton (eg.1993b). Intersentential switches are further classified as Repetitive Intersentential Switches and Non-Repetitive Intersentential Switches following Yevudey (2012, 2013) and Adjei (2010). Intrasentential Switches can occur as Repetitive Intrasentential Switches and Non-Repetitive Intrasentential Switches. Both Intrasentential Switches can occur as single lexemes or phrases. In addition, Intrasentential Switches can occur as tag switches following Poplack's (1980) classification.

Figure 2.1 presents a taxonomy for exploring structural patterns of bilingual practice in the classrooms observed (exemplifications under 5.2). The taxonomy is used to address research question one, which aims to explore the structural patterns of bilingual practice in the classrooms. The taxonomy

---

[1]* Due to the flexibility of code choices in bilingual classrooms, there is a tendency to describe all the possible code choices as unmarked as either of the languages can be used in the interaction. However, a long stretch of the exclusive use of either Ewe or English during English and Ewe parts of the lesson, respectively will violate the linguistic expectation and the policy. The policy stipulates that Ewe part of the lesson should be taught first followed by the English lesson. In either part of the lesson a flexible code choice is encouraged. Therefore, the concurrent use of both Ewe and English is an expected code choice, thus the unmarked code choice. In the monolingual schools, exclusive use of Ewe and English is the expected code choice during Ewe and English lesson, respectively. Any other code choice is a marked code.

can be used to explore language contact in general, and in understanding bilingual pedagogy in the classroom both qualitatively and quantitatively. Qualitatively, this stratification can be used in exploring the patterns of bilingual practice in the classroom. Quantitatively, the identifiable patterns can be counted to determine the types of patterns that occur more in a given classroom, which can be compared with other classrooms. Findings from both qualitative and quantitative analyses of classroom bilingual practice can reveal a great deal on language use patterns, which can influence language of education policies and curriculum development. Finally, the third research questions about the perception of teachers and pupils towards language mixing in the classroom is delved into via the analyses of questionnaire surveys, interviews and focus groups.

**Figure 2.1:** A taxonomy for ex*ploring structural patterns of bilingual practice in the classroom*
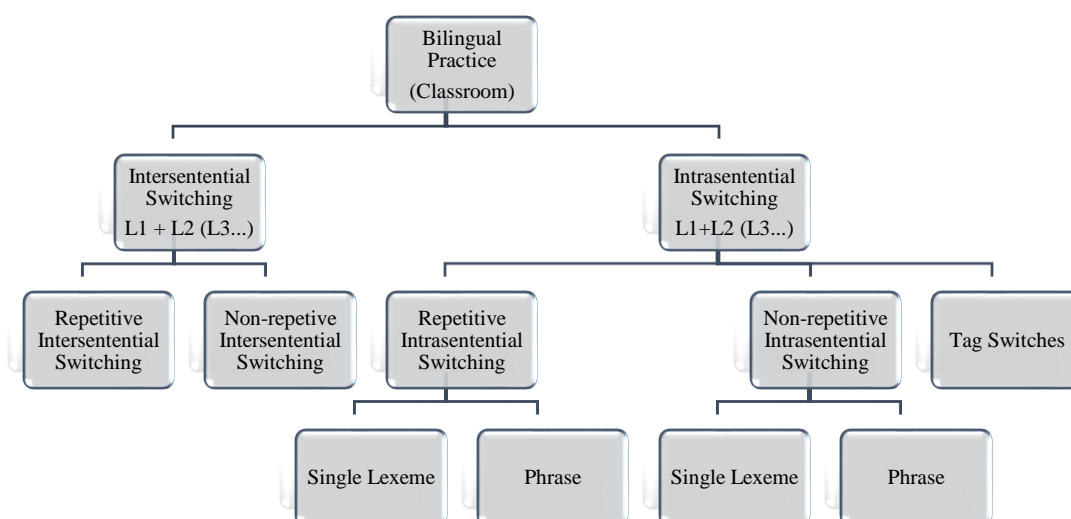


## 2.5.  Chapter Summary

The chapter began with discussions of the definition and the application of language contact models of codeswitching and translanguaging. Bilingual practice was introduced as an umbrella term for the current research in order to adopt the analytical tools in codeswtiching, translanguaging and other related language contact terminologies in exploring the research aim and questions. The concept is adopted in analysing the structural patterns of the mixed codes used in the classrooms. Based on the literature on the structural analysis of bilingual and multilingual code choices, a taxonomy was developed to explore structural patterns of bilingual practice in the classroom. Two theoretical framworks – Language Mode Continuum and the Markedness Models – were presented (sections 2.3.1 and 2.3.2). The Language Mode Continuum presents some sociolinguitic factors that condition language contact, which are the participants, the situation, the form and content of the message, and the functions of the language act.

In view of the Language Mode Continuum, bilingual and multilingual speakers may use two or more languages based on the their interlocutors, the context of the communicative event, the topic being discussed, and the intended function of the speech.

Three types of code choice patterns were identified as part of the Markedness Model. Bilingual code choices can be described as a marked, unmarked, or exploratory code choice. Marked code choice is the unexpected code in a particular communicative context. Unmarked code choice is a normative code shared by bilingual and mulitlingual speakers. That is, unmarked code choice is an expected code choice among speakers who share the same reportoire. Code choice as exploratory is mainly regarding speakers adopting multilingual language use in order to reach a shared code choice. The conceptual framework developed in section 2.4 encompassed analytical tools from codeswitching and translanguaging research in addition to the Language Mode Continuum and the Markedness Model.

**CHAPTER THREE: LANGUAGE PLANNING AND LANGUAGES OF EDUCATION**

### 3.1. Introduction

Language policy and planning plays a significant role in language of education and have impacts on code choices in the classroom. This chapter presents definitions of language planning and policy (section 3.2); the linguistic situations, models and ideologies of language policy (section 3.3); and a literature review of code choices in multilingual settings (3.4). These are followed by a discussion of the linguistic situation in Ghana (section 3.5), language and educational policy in Ghana (section 3.5.1), and language use and code choice in Ghanaian classrooms (section 3.5.2). Finally, section 3.6 presents a summary of the chapter.

### 3.2. Definitions and types of language planning

Language planning generally refers to attempts by government bodies, nations, communities, linguists, language advocators, and even individuals to solve language problems and to allocate functions to the languages of a given nation or speech community (Lo Bianco 2010, Ferguson 2006, Halliday 1972, Fishman 1971). Weinstein (1980:50) describes language planning as a 'government authorized, long term sustained and conscious effort to alter a language itself or to change a language's function in a society for the purpose of solving communication problems.' Kaplan and Baldauf (1997:3) consider language planning as 'a body of ideas, laws and regulations (language planning), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities.' Generally, the process of language planning is geared towards addressing and solving language issues. Coulmas (2005) considers language planning process as involving informed decisions concerning language development and/or taking interventions towards advancing or halting a language policy. This process often takes a holistic approach by accounting for both language development and usage.

The process of language planning can be motivated by the attempt to alter the language itself and/or to advance the contextual use and functionality of the language (Hornberger 2006, Ricento 2006, Baldauf 2004b). Based on the motivation and purpose of the language planning, different types of process can be involved which are classified as types of language planning. The types of language planning include *status planning*, *corpus planning*, *acquisition planning/language-in-education planning*, and *prestige/image planning* (Baldauf 2004a, Cooper 1989, Kennedy 1982). Status planning involves the decisions of governments and stakeholders on the standing or status of a language with respect to other languages. Corpus planning deals with the changes to the language itself in terms of vocabulary, structure, new scripts, morphology, spelling, etc. Acquisition planning is also known as language-of-education planning, which involves an attempt to increase the number of language users and domains of usability. This planning, in terms of language-of-education, may be initiated by

governments or individual schools in the attempt to incorporate languages into the schools' curriculum and to increase the number of speakers (Baldauf 2004a). Lastly, prestige/image planning involves the processes aimed at creating a positive image for the use of a language, particularly when the promoted language had a limited functionality prior to its selection (Mesthrie et. al. 2000). This stage of language planning may not be required if the selected language already has a high prestige.

The focus of the present research is based on the status planning, which is closely linked to acquisition/language-in-education planning. The study explores how English, the official language of Ghana, the nine government-sponsored languages, and other minority languages can be included in the schools' curriculum to reflect the multilingualism of the country.

### 3.3. Language planning: Linguistic situations, models and ideologies

Applied linguistics has experienced rapidly growing interest in two areas of language studies and linguistics (Tollefson 2002). Firstly, critical linguistics focuses on the study of language use within a given social, political, and historical context taking into account the concerns about (in)equality, linguistic discrimination, and language rights. The second interest is language policy which addresses the role of governments and other powerful institutions in shaping language use and language acquisition (Tollefson 2002:3). The position of critical linguistics in the field of linguistics is to critically evaluate language use in a given context in order to identify and address any linguistic issues that may affect daily activities. Evaluations of the use and status of languages in a given context require language policy and planning.

Language policy and planning, and for that matter language of education policy and planning, have gained much scholarly attention (Blege 2017, Brew-Hammond & Opoku-Amankwa 2012). Government bodies and academics are engaged in addressing language of education issues where minority languages can have a place in classroom pedagogy (Twumasi 2015). The major challenge of language planning is not the functional allocation of the languages, but rather the effective implementation and evaluation of the policies (Diesob 2017). Issues relating to education and language are very complex in Africa due to the multi-ethnic and multilingual situations (Guerini 2006, Ouadraogo 2000, Bamgbose 1991). Multi-ethnicity and linguistic diversity play a key role in language policy formulation especially in deciding language of education. In most African countries, the ex-colonial languages such as English, French and Portuguese are privileged through their use as official languages (Ndhlovu 2017). These languages are adopted as the only medium of instruction or in combination with other indigenous languages.

Choosing a language or number of languages is conditioned by various reasons. For example, Sarfo (2011:460) states that those who advocate for the choice and development of African languages

for national or official purposes other than English is as a result of 'language loyalty and nationalism rather than real socio-politico-economic needs of the times'. Therefore, Sarfo posits that the local language development must be based on the social, political and economic realities of the 21st Century. Contrary to this position, one cannot underestimate the significant roles of the African languages in the development agenda and the socio-economic development of the continent as a whole (Djité 2008). Most Africans who are playing key roles in the GDP growth of the continent, especially in the area of agriculture and food production have little or no command of English or other colonial languages. Therefore, denigrating the indigenous languages to a focus on the development of English is not the ideal way forward.

Discussing literature on the status of English in Singapore, Sarfo (2011) states that the economic development of Singapore is not as a result of the use of the indigenous language, but rather due to the adoption of English as the medium of instruction coupled with attitudes towards the language. Conversely, countries such as China and Korea are becoming countries with world-class development in technology and services where Chinese and Korean, respectively are used as the main languages. Therefore, these insights show that language policy formulation and implementation cannot be approached based on *one-size-fits-all*. The linguistic dynamics and diversity of a country are crucial to any language planning endeavour. The cited Singapore situation had experienced increase in English literacy from 56% in 1980 to 71% in 2000 (Rubdy et al 2008, cited in Sarfo 2011: 466). Such increase can be detrimental to local language acquisition and literacy.

In the context of Ghana, it is expedient to adopt multilingual policies that factor in all the languages at various levels of the country's administration. A model for localized trilingualism (Bodomo 1996) comprehensively captures a conceptualisation of providing equality for all languages. Localized trilingualism as a model proposes a multilingual communication spectrum where the ex-colonial language(s), the majority African languages, and the minority African languages are adopted at various levels of social organisations (Bodomo 1996:41). The model espouses and makes provision for all languages to be used. Firstly, at the top of the spectrum is the national level (the educational level is related to the tertiary level) where the language of wider communication, i.e. English, is to be adopted. The second level is the regional level, and thus, the secondary level in the education system. Here, the African regional lingua franca is the proposed language for communication. Lastly, at the district level, thus, at the primary level of the education system, the mother tongue is to be adopted as a means of communication. The strength of this model lies in the fact that there is a provision for all the languages irrespective of their status. The challenge, however, is the linguistic complexities at the district levels where there are many competing mother tongues or minority languages.

Similarly, Batibo (2005) proposes a three-tier model called a triglossic structure model. At the High (H) level of the classification is the official and technical language. The middle level stratification is the lingua franca, which is Low (L) with reference to the H and H with reference to the third level of

the spectrum. The Low (L) languages are the languages of limited communication. This pattern mirrors Bodomo's (1996) localized trilingualism, which also offers a three-tier stratification. The model is applicable in the Ghanaian context with similar procedural patterns in language policy formulation and the functional allocation of languages.

Agbozo and Yevudey (forthcoming) discuss the educational language and language planning in Ghana and present the applicability of the triglossic model in the country. As presented under figure 3.1, the ex-colonial language, English, is at the high (H) level of the spectrum. The second level is the nine government-sponsored languages- Akan (Twi, Fante and Akuapem), Dagaare, Dangme, Dagbani, Ewe, Ga, Gonja, Kasem, Nzema. Twi, Fante, and Akuapem are three dialects of Akan. Dakubu (1998) presents a fourth variety of Akan, which is referred to as unified Akan. This latter dialect is an attempt to present a unified orthography for the three dialects of the language. As presented in the section on the languages of Ghana, the Ghana Education Service considers the three dialects independently and students are examined in the Junior High School and Senior High School examinations separately. The third level of the spectrum presents minority languages, which are about 61. These languages are used for various communicative functions and used to perform complimentary roles within the country.

**Figure 3.1.** *A triglossic structure of language use in Ghana*

| | | |
|---|---|---|
| H | *Ex-colonial language*<br><br>English | |
| L | *Dominant indigenous language*<br><br>9 government-sponsored languages: Akan (Akuapem Twi, Asante Twi & Fante), Dagaare, Dangme, Dagbani, Ewe, Ga, Gonja, Kasem, Nzema | H |
| | *Minority language*<br><br>Other Ghanaian indigenous languages | L |

(Agbozo & Yevudey *forthcoming*)

### 3.4. Code choices in multilingual classrooms

Multilingualism influences language planning and code choices in the classroom. In multilingual contexts, the indigenous language(s) and foreign language(s) can be adopted as medium of instruction and/or as subject of study. Switching between the languages is inevitable in the classroom where more than one language is adopted. Such switches are predominantly described in the literature as codeswitching. The use of codeswitching has been a debatable issue in particular regarding the pedagogic relevance of such code choices. Some research works (e.g. Lightbown 2001, Chaudron 1988)

state that the use of pupils' first language and for that matter codeswitching in the classroom may hinder effective acquisition of the target language. Therefore, these studies recommend a monolingual use of the target language as a medium of instruction. Other studies (e.g. Opoku-Amankwa & Brew-Hammond 2011, Adjei 2010, Arthur 1996) show that the use of learners' first language and the target language in the classroom play a significant role when it comes to learners' active participation and understanding of concepts. They suggest that bilingual language use in the classroom is the ideal MOI especially for teaching at the lower grade levels.

Discussing issues on the use of codeswitching in the classroom, some studies describe the situation as smuggling the vernacular into the classroom (Graham, McGlynn & Islei 2015; Opoku-Amankwa & Brew-Hammond 2011; McGlynn & Martin 2009; Probyn 2009; Wei & Martin 2009). Smuggling vernacular into target language classrooms describes how teachers use mother tongue of the learners in the classroom contrary to the prescribed and expected MOI, which is mainly monolingual use of the target language. Such a contradiction in the expected MOI and actual MOI in the classroom underscores the importance of making a distinction between medium of instruction and medium of classroom instruction (Bonacina & Gafaranga 2011). Medium of instruction refers, generally, to the expected language of classroom pedagogy, whereas medium of classroom instruction refers to the actual language used in the classroom. Monolingual approach to language teaching and learning aims to promote monolingual pedagogy in the classroom to achieve *coordinate bilingualism*; however, such separations of languages do not proscribe learners from using their repertoires, which involves their mother tongue(s) and the target language. This situation, therefore, leads them to internally achieve compound bilingualism (Widdowson 2003).

Bilingual schooling refers to the use of two languages in the 'instructional process' (Jacobson & Faltis 1990:vii). Traditionally, bilingual education has been based on the concept of separation of languages in teaching and learning in order to help language learners (Creese & Blackledge 2010). Such an approach to bilingual education aims to introduce learners to their mother tongue and the target language to avoid any linguistic confusions. This perspective on bilingual education is articulated by Jacobson (1990:4), who states that:

> Bilingual educators have usually insisted on the separation of the two languages, one of which is English and the other, the child's vernacular. By strictly separating the languages, the teacher avoids, it is argued, cross-contamination, thus making it easier for the child to acquire a new linguistic system as he/she internalizes a given lesson. This viewpoint was felt to be so self-evident that no research was ever conducted to support this argument…. The insistence on language separation for bilingual programs has generated, by the very nature of this dogma, the opposition to the concurrent use of two languages.

Contrary to this concept of linguistic contamination, Jakobson (1990) argues that concurrent use of two or more languages do not affect language acquisition of children. Leaners have the linguistic capacity to acquire two or more languages concurrently.

In terms of evaluation of bilingual literacy programmes, Walker de Felix's (1990) recommends that studies into and the evaluation of bilingual programmes should address *how* and not *whether* bilingual education is effective. In other words, in the attempt to explore *how* a given bilingual or multilingual literacy programme is implemented will provide the opportunity to unravel the pedagogic relevance of bilingual language use and how it aids both language acquisition and content comprehension.

A substantial amount of work has been carried out on bilingual media of instruction in schools (Baker 2011, Creese & Blackledge 2011, Martin et. al. 2006, Sneddon 2000, Swain & Lapkin 1982, Fishman 1976). Most studies have outlined the importance of bilingual code choice to language acquisition and cognitive development of the learner. Studies, such as, Lewis et al. (2012) and Baker (2003, 2011) point out that developing literacy of pupils in two languages contributes to their cognitive development by enabling them to learn a concept in one language and explain or write about the same concept in another language. Equally, this biliteracy enables the development of the pupils into balanced bilinguals where their stronger language is used to develop their weaker language be it the first or second language (Williams 1996). In many respects, biliteracy and codeswitching are intertwined, in that, in biliteracy classrooms, there will be codeswitching between two or more languages.

*Multilingual creativity* is a fairly new terminology used when discussing multilingualism in schools. The concept of multilingual creativity is an umbrella term for a series of related research on multilingualism and plurilingualism across schools, arts/cultural organisations and universities dubbed *Multilingual Creativity Projects*. Capturing the definition of multilingual creativity, Holmes (2015) explains that Multilingual Creativity involves engaging in a positive way the reality of plurilingualism at the classroom and general society levels, and taking steps towards promoting such plurilingualism. In the classroom, the experiences of multilingual learners through bilingual or multilingual education create a backdrop for using their full linguistic repertoires, which is both social and educational necessities (Holmes 2015).

As part of the multilingual creativity projects, Jørgensen et al. (2011:34) address multilingualism via the concept of *polylingualism norm* where language users maximize their communication by employing the linguistic features at their disposal. In doing so, speakers achieve communicative goals regardless of their competences in the languages being used. Linguistic hybridisations and other multilingual practices (e.g. codeswitching, code-mixing, and translanguaging) may not necessarily require a native-speaker competence level in the languages involved. Based on these trajectories, the multilingual creativity projects are meant to address multilingualism at the general societal level and in schools. Five principles are identified as part of a review of successful project in the field of *Multilingual Creativity*: 1. plurilingualism over monolingual usage; 2. exuberant smatterings over fluency; 3. reflexive exploration over linguistic "common sense"; 4. collaborative endeavour over individualisation; and 5. investment over "immersion" (see Holmes 2015:4 for an expanded discussion

on the various principles). These interrelated projects address multilingualism in light of the outlined principles in a quest to provide a premise for the way forward and to demonstrate strategies for engaging with plurilingualism. The principles of multilingual creativity underscore the significant contributions of plurilingualism to various trajectories of human communication endeavours. This approach to exploring code choices underscores the importance of societal code choices and its impact on classroom code choices, and vice versa.

In most multilingual African contexts, bilingual education involving ex-colonial language(s) and the indigenous languages seems to be the norm. Most of these studies underscore the pedagogic relevance of the first language or the indigenous language to the acquisition of the second language (e.g. Hovens 2002, Lillian & Rosier 1978). Observing bilingual classrooms in Guinea-Bissau and Niger, Hovens (2002) illustrates, based on test results between bilingual and monolingual (ex-colonial language) schools, that the pupils taught via bilingual medium and those who had early exposure to their mother tongue are more equipped in reading and writing even in the second language. The study further shows that bilingual medium classrooms are "more stimulating, interactive, and relaxed" (Hovens 2002:249).

In a nutshell, there is no consensus on the appropriate MOI in the classroom especially in multilingual contexts. However, what is paramount is that there is no concrete set of code choice strategies that are generalisable across all classroom settings (Canagarajah 2011, Hornberger & Link 2012), as language use in general and its use in the classroom in particular is dynamic and maximally unstructured and unpredictable. For instance, when bilingual practices are adopted in the classroom to facilitate teaching and learning, there may not be a point in the classroom interaction, where, for instance, a teacher or a student will say, "now I am going to switch to the first language or the second language". Almost all the language mixing processes occur naturally and smoothly to achieve communicative and pedagogic goals.

### 3.5. Languages of Ghana

Ghana is a former British colony, and was known as Gold Coast. After independence from Britain in 1957, Ghana adopted English as the official language. In addition to English, the country has about 79 indigenous languages (Simons & Fennig 2017, Ansah 2014). Five language groups can be identified in Africa which include: 1) Niger-Kordofanian, 2) Nilo-Saharan, 3) Afro-Asiatic, 4) Khoisan and 5) Malayo-Polynesian on Madagascar (Mason-Middleton 2006, Lodhi 1993). Ghanaian indigenous languages fall within the Niger-Kordofanian group. The language families in Ghana include Gur, Kwa, and Mande. Widespread languages include Akan, Ewe, Ghanaian Pidgin English, Ghanaian Sign Language, Hausa, and Massina Fulfulde (*Ethnologue*). Figure 3.2 presents a distribution of the Ghanaian languages across the country.

Out of the seventy-nine indigenous languages, nine of them are government-sponsored languages, which are Akan, Dagaare, Dangme, Dagbani, Ewe, Ga, Gonja, Kasem, and Nzema. Akan has three main dialects, which are Akwapem Twi, Asante Twi and Fante. The government-sponsored languages are approved languages of government that are to be taught and studied from pre-school to tertiary levels, and are approved as languages that can be used in parliament. These languages are used as the major languages or one of the major languages of one of the ten regions, where they tend to serve as lingua franca. Figure 3.3 presents the ten regions and their locations within the country. Akan is spoken in Ashanti Region, Dagaare in Upper Western Region, Ewe in Volta Region, Dangme in Greater Accra, Dagbani in Northern Region, Ga in Greater Accra, Gonja in Northern Region, Kasem in Upper Eastern Region, and Nzema in Western Region. In the respective regions, these languages are also used as a medium of instruction from pre-school to lower grade classes 1-3 and as subjects of study from upper grade classes to tertiary levels where the latter refers to University, Polytechnics, and Colleges of Education.

**Figure 3.2:** *The linguistic map of Ghana*



Aston University

Illustration removed for copyright restrictions

(Ethnologue 2016)

**Figure 3. 3:** *The administration map of Ghana*



Aston University

Illustration removed for copyright restrictions

Ewe is the focus of this study in addition to English. In the indigenous orthography, the language is written as Eʋe and pronounced as /əβə/. Ewe belongs to the Westernmost language of the Gbe language, a sub-group of Kwa languages. It is the major member of the Gbe group that stretches from the River Volta in Ghana to the Benin-Nigeria border (Dakubu 2006). Other dialects of Ewe (or Gbe) include Gen (Togo), Aja (Togo and Benin), Xwla & Xwela (Benin), and Fon (Benin and Nigeria). The mutual intelligibility of the dialects of Gbe is influenced by geographical contiguous dialect divisions in that there is mutual intelligibility, for example, between Ewe and Gen, between Gen and Aja, between Aja and Fon, between Xwela etc. (see Ameka 1991). Thus, the geographical distance between the various dialects of Gbe conditions their mutual intelligibility. In Ghana, there are over 2.5 million native speakers of Ewe. However, the total speaker population of over 3 million given that it serves as a regional lingua franca for speakers of other languages, and functions as a first language, second language or additional language of some speakers.

### 3.5.1. Language policy and language of education in Ghana

After Ghana's independence in 1957, the policy of the country on language of education especially for the lower primary/grade has been characterised by a succession of multiple, sometimes conflicting, policies. The policies either support monolingual MOI by promoting exclusive use of English, or bilingual MOI through a combination of the indigenous languages and English. Although the policies put forward by the government are subject to implementation in all schools, this often is not the case. The policies are mainly adhered to in public/government schools or even sometimes implemented on pilot bases. As Leherr (2009:2) states

> Despite being a multilingual country, Ghana has never had a nationwide approach for bilingual education, but rather a history of non-systematic instruction in English and local language and a changing and ambiguous language policy.

A closer consideration of the historical account of the language policies of the country provides evidence of the fluctuations over the years. Table 3.1 presents a historical overview of the language policies from 1929 to 2002, which is adapted from Owu-Ewie (2006:77) with the era beyond 2002 added.

**Table 3.1:** *A diagrammatic representation of language of education policy from pre-colonial era to the present*

| PERIOD | 1ST YEAR | 2ND YEAR | 3RD YEAR | 4TH YEAR |
|---|---|---|---|---|
| 1525-1925: | | | | |
| a. Castle Schools Era | | | | |
| b. Missionary School Era | ■ | ■ | ■ | |
| 1925-1951 | ■ | ■ | ■ | |
| 1951-1955 | ■ | | | |
| 1956-1966 | | | | |
| 1967-1969 | ■ | | | |
| 1970-1973 | ■ | ■ | ■ | ■ |
| 1974-2002 (Sept.) | ■ | ■ | ■ | |
| 2003-2006 | | | | |
| 2003/4-2008/9(EQUALL)[2] | ■ | ■ | ■ | |
| 2009-Present | ■ | ■ | ■ | |

**Key:** ■ = Ghanaian language used as the medium of instruction

☐ = Ghanaian language not used

From the historical evidence presented above, it could be argued that the current inconsistencies and conflicting policy on language of education in Ghana is as a result of historical consequences. Taking

---

[2] From 2003 to 2008, two language policies were in operation. First, the schools that use English-only medium of instructions and some selected schools called EQUALL schools were under the Education Quality for All (EQUALL) pilot study, a programme which was a bilingual medium of instruction.

into account the language of education between 1529-1925 period, Ghana had two education eras – the Castle School Era and the Missionary Era. Both eras operated under different language policies. The castle schools were the schools that were set up by the colonial administrators as the first formal education in the country aside the already existing informal education, which was mainly oral. These castle schools were preceded by the mission schools following the arrival of the missionaries such as the Wesleyan and Basel Missionaries. The MOI for the Castle Schools was English-only whereas the Mission Schools adopted a bilingual approach that stipulated using Ghanaian languages from first to third year of studies with a transition to English from the fourth year onwards. These variations in policy are a consequence of the motivation of the two groups. Whereas the castle schools were meant to develop the local people into fluent speakers of the colonial languages, the missionaries, on the other hand, aimed to develop the language of the people while introducing them to their languages. Studies such as Agbozo and Yevudey (forthcoming)[3] and Ansah (2014) provide comprehensive historical insights into various languages of education policies. These studies conclude that the historical evidence and the motivations for the previous policies on education have a great consequence for the formulation and implementation of future policies.

As part of Ghana's commitment towards the provision of quality education, the government set up the Education Strategic Plan via the Ghana Ministry of Education. This was in congruence with research into language of education and the realisation of the benefits of bilingual education for both pedagogic purposes and the cognitive development of pupils. The strategic plan includes:

> "1) To ensure that by P3, pupils will be functionally literate and numerate and will have achieved reading fluency in their mother tongue (L1) and in English (L2); and,
> 2) To ensure literacy and numeracy in Ghanaian Language and English by 50% of Primary 6 pupils by 2013." (Leherr 2009:1).

One of such strategies is the Breakthrough to Literacy/Bridge to English (BTL/BTE) programme, which was jointly funded and implemented by the Ghana Ministry of Education and the USAID-funded Education Quality for All (EQUALL) Project. The BTL/BTE project was meant to develop literacy and numeracy of pupils in both Ghanaian languages and English. This language of education strategy is meant to develop pupils into balanced bilinguals in their mother tongue and English. Inspired by the success of this project, the Ministry of Education in Ghana formed a National Literacy Task Force (NLTF) in June 2006 to develop and implement the National Literacy Acceleration Program (NALAP). This literacy programme came into effect in 2009 and was implemented mainly in public schools with supports from USAID (Leherr 2009). The general aim of the NALAP is to provide quality education to

---

[3] Agbozo &Yevudey (forthcoming) present a comprehensive overview of the historical account of the various language of education polices from colonial era, post-colonial era and contemporary era. This paper is due to appear as part of a special issue on language and development in Africa by the British Association for Applied Linguistics (BAAL) Language in Africa Special Interest Group.

pupils from kindergarten via the language they already know – that is, their mother tongue or language of wider communication of a given region/district – and their second language English. The programme also aims to provide reading and teaching materials in selected Ghanaian indigenous languages and English to enable the pupils acquire literacy and numeracy in both languages (Fobih et al. 2008). This bilingual programme is adopted in the public schools observed for this study.

Generally, the educational system in Ghana, especially taking into account the policies on language of education, draws our attention to the various types of classrooms and the types of linguistic repertoires that could characterise a given classroom. There are differences between the classroom types and the linguistic diversity of pupils in rural and urban classrooms. The linguistic diversity of pupils in a classroom, for instance, was one of the reasons for the change in the language of education from bilingual medium of instruction to English-only medium of instruction by the government (*The Statesman*, Thursday July 16, 2002, as cited in Owu-Ewie 2006). Among other reasons, it was claimed that the bilingual MOI, which involves the use of pupils' first language and English, has influence on the under achievements of pupils in schools. Furthermore, it was claimed that the language diversity of pupils in the classrooms especially in urban centres does not help matters with the effective implementation of the policy.

Table 3.2 below presents the type of classrooms in Ghana, the type of languages used, and the linguistic repertoire of the pupils. This stratification is typical of most multilingual African countries. The case study is based on Ho Municipal of Volta Region in Ghana.

**Table 3.2:** *Types of classrooms in Ghana (and most African countries) and pupils' linguistic repertoire(s): A case of Ho Municipal*

| Type of Classrooms | Language(s) Used | Pupils' Linguistic Repertoire(s) |
|---|---|---|
| Monolingual | Monolingual European Language | Monolingual English |
| | Monolingual African Language | Monolingual Ewe |
| Bilingual | European and African languages | Bilingual English and Ewe |
| | Two African Languages | Bilingual Ewe and Other Ghanaian indigenous Languages |
| | Two European Languages | Bilingual English and French[4] |
| Trilingual/Multilingual | European/European/African Languages | Trilingual/Multilingual English-French-Ewe |
| | European/African/African Languages | Trilingual/Multilingual English-Ewe-Other Ghanaian indigenous Languages |

European languages: e.g. English, French, Portuguese, Spanish, German
African Languages: e.g. Ewe, Akan, Ga, Dagbani, Swahili

---

[4] In some schools, especially private schools, the use of Ghanaian indigenous languages is prohibited. Instead pupils are only permitted to use either English or French in their interactions in schools.

In all, the discussions above present the linguistic and sociolinguistic realities that a given policy on language of education has to take into account, and in addition, the influence that these realities will have on the implementation and evaluation processes of the policy. It is evident that the multilingual nature of Ghana has had overwhelming consequences for language policy on education over the years. This historical evidence will contribute to Ghana's decision to espouse a policy that works, a policy that takes into consideration the linguistic needs of pupils and the country, and a language policy that will develop pupils into both local and global citizens.

### 3.5.2. Classrooms in Ghana: Code choices and perceptions

Ghana has about seventy-nine languages spoken nationwide. English in Ghana could be described as a language that comes with the country's independence. English was chosen as the official language of the country at independence partly due to the multilingual nature of the country. Therefore, English serves as a common and ethnic-neutral language. Although English has been an official language for over five decades, it is apparent that the language has remained a preserve of only educated Ghanaians, who constitute less than fifty percent of the country's total population. English has been part of the education curriculum of the country over all these years, but under performance of pupils in the language at the junior and senior high school levels has been a major concern. Some newspapers attempt to address this situation. Some articles address the situation in light of the methodological approach to teaching and learning English in schools while others associate the abysmal performance of pupils to the language policies being implemented by the country.

Kwarteng and Ahia (2013), for example, have addressed issues on the teaching and learning of English and Ghanaian indigenous languages in schools via the title *Rethinking English Language in Ghanaian Schools*. This article points out that schools, both public and private, prohibit the use of indigenous languages and any student heard using vernacular on the school premises is subject to punishment of various forms: suspension, penal labour, corporal punishments, etc. This language attitude, the authors argue, has intrinsic effect on the perception of students towards their culture of which language is integral. Commenting on the position of English in Ghana and speaker-competence, the authors recommend a "balanced English language instruction" that will attempt to teach grammar and oral communication skills equally as opposed to the current trends of teaching that focus on a learner's grammatical competent to the detriment of the oral competence (Kwarteng and Ahia 2013).

Furthermore, *New language policy to fail* is the title of an article by Ato Kwamina Dadzie on Modern Ghana online. This article was published at the early stages of the implementation of the current language policy of education, NALAP. The article argues that the then new language policy being put forward by the country is subject to fail due to the multilingual nature of the country. Comparing Ghana to other African countries which adopt the use of indigenous languages in education, e.g. Kenya and Tanzania, the author states that these countries use languages that have nationwide usage and have

materials on them unlike the Ghana situation where there is no single dominant indigenous language. The author posits that the linguistic situation of the country will lead to a failure of the language policy that indorses the use of indigenous languages in lower grade classes. The argument put forward was that English should be used from preschool to higher level in order to enhance competence and that early exposure is the key to effective acquisition of English (Dadzie 2009).

A rejoinder published in response to this news article by Asare (2009) claims that the anticipation that the then new language policy will fail is "unfounded and without merit". The paper points out that an average school going pupil is more fluent in the indigenous language(s) than in English. Asare (2009) substantiates on this point by indicating that the 2007 National Education Assessment (NEA) test shows that only about 15% of pupils in the lower grade classes have proficiency in the English Language compared to an average 50% fluency in Akan or Ga or Ewe or Hausa. The above arguments present the sociolinguistic realities of Ghana and how these realities influence and affect policies on language of education especially at the lower grade classes. Most pupils at the early grade classes have competence in a Ghanaian language other than English. In most cases, a pupil's first exposure to English is at school.

In the midst of these debates, a recent article advocates for a change in language of education policy in Ghana. The article reported on the deliberations at a stakeholders' meeting in Tamale, in the northern part of Ghana, which addresses a revision of the current MOI at the lower grade levels of education. A speech made by the Executive Director of the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), Dr Paul Opoku-Mensah, reiterates that:

> '…local languages must be the centre of Ghana's development and education…[and] that the current situation where the country was oscillating between English and Ghanaian languages in the early years, with prevailing negative attitudes towards the use of local languages, and a preference for English, did not auger well for development.'

(Ghana News Agency, 7.10.2015)

As part of this initiative for a change in the language policy, the report says there will be in-service trainings for 51,000 teachers across the country with the aim of providing supplementary materials to support educational curriculum development.

The Association of Teachers of Ghanaian Languages held a conference in January 2016. The theme was "Ghanaian Languages: Key to improvement in Ghana Education System". Some of the key points raised at the conference include extending the period for Ghanaian language study at the colleges of education; and making Ghanaian languages a core subject in the same category as Mathematics, Science, and English. In addition to other efforts in developing Ghanaian indigenous languages and their integration into the education system in Ghana, the indigenous languages are to be a key part of the requirements for admission into the colleges of education and also entering into the Tertiary Institutions. In an address, Dr. Avea Nsoh, a Senior Lecturer at University of Education, Winneba, said "[t]he goals of appropriate language policies for effective education is worth pursing" as over-reliance of the current

policies on exoglossic languages are failing individuals, communities, and Africa as a whole (Ghana Business News, 28.01.2016). The language of education policies over the years and the Ghana education system have acknowledged the significant role of the Ghanaian indigenous languages in teaching and learning, especially at the lower grade levels (Agbozo 2015, Opoku-Amankwa, Edu-Buandoh, & Brew-Hammond 2015, Yevudey 2015, Adjei 2010). What is required now is advancing and translating these language advantages into jobs and employments. The country ought to create job opportunities where the Ghanaian indigenous languages can be used significantly.

Codeswitching is one of the outcomes of bilingual and multilingual language use. In Ghana, this language use phenomenon has become unmarked code such that it permeates both formal and informal contexts (Chachu 2013, Yevudey 2013, Asare-Nyarko 2012). Codeswitching, as presented above, refers to the concurrent use of two or more languages within the same interactive event (Wardhaugh 2010). Historically, as recounted in Forson (1979), codeswitching was rarely a code choice in Ghana until after the early 1950s when English was introduced in the elementary schools as a medium of instruction. The introduction of English in schools led to the emergence of mixing of indigenous Ghanaian languages and English. Commenting on language and development in Ghana, Bodomo (1996) recommends mother-tongue education in primary schools as an important means of communication when it comes to adequate understanding of concepts by pupils. The use of foreign languages, for example English and French, is said to hinder pupils from a better understanding of the belief and knowledge systems of their society, and better understanding of concepts in general. These and other findings point to the importance of mother-tongue education and the use of codeswitching as an effective communicative tools when it comes to pupils understanding and participation in class.

Studies, for example Amuzu (2005b, 2012) and Asilevi (1990), address the use of codeswitching in Ghana pointing out its pervasive use among interlocutors. Asilevi (1990:2), for instance, explores language use in Ewe-English bilingual schools. The outcome of the study shows that the language mixing patterns among bilinguals in the schools have become an integral part of their communicative performance. Based on this, it was speculated that, in no distant time, a speaker of Ewe might need some level of competence in English in order to be able to communicate in his own speech community. Asilevi (1992) describes such code choice as a *third tongue* of the speakers due to its pervasive usage.

Conversely, Amuzu (2005b:48) argues that although it is apparent that codeswitching is used very pervasively among the educated and has become part of their daily interactions, describing such code choice as a third tongue is misleading. The author states that codeswitching between Ghanaian indigenous languages and English is as a result of the inability of speakers to access readily their mother tongue lexicon during oral communication. Additionally, Amuzu (2012:1) addresses the socio-pragmatic motivations for codeswitching in Ghana and shows that there is pervasive use of codeswitching when bilinguals speak their mother tongue. However, the prediction that this language

use phenomenon will lead the indigenous languages to become mixed codes cannot be supported. This argument is based on the premise that bilinguals who use codeswitching even pervasively still have the mental or cognitive capacity to use their languages separately.

Although the above findings and arguments seem valid, observing the general language use phenomenon among Ghanaians presents some interesting insights. Ghanaians, especially educated Ghanaians, are usually able to speak English monolingually whereas the use of the indigenous languages involves switches to English. This can be associated with lexical gaps and lack of competence in the indigenous languages.

Attitudes towards language and language use affect language learning and conditions motivation (Sarfo 2011). The perception of codeswitching as a code choice in the classroom has not been a straightforward discussion. Attitudes may be expressed in terms of agreement, disagreement and conditions (Metila 2009). Some studies unravel negative perception towards codeswitching as some speakers consider its use in the classroom as "embarrassing", "wrong", "dilemma-filled, bad practice", "feelings of guilt", "squandering our bilingual resources" as the two languages "contaminate" each other." (Blackledge & Creese 2010, quoted in Lewis et al. 2012:649). Lewis et al. (2012:649) point out that codeswitching in the classroom is perceived and associated with pupils who are from "socioeconomically disadvantaged" backgrounds, which makes the use of such code undesirable.

Amidst these negative perceptions, there are conditional attitude towards codeswitching where the use of codeswitching in the classroom is to be adopted and restricted to lower grade classes due to less or no experience of the pupils in the second language, and its use in upper grade classes is to be limited to explanation of difficult concepts (Yevudey 2012, Metila 2009). On the basis of positive attitudes, codeswitching is to be encouraged in the classroom in order to meet the language needs of all the pupils especially where the pupils have different levels of competence in both languages, and also that codeswitching will encourage active participation and enhance content comprehension (Agbozo 2015, Adjei 2010, Arthur 1996).

Notwithstanding the aforementioned perceptions, there are variation in terms of the perceptions of teachers towards code choices such as codeswitching in the classroom and what their actual classroom code choices use exhibit. While some teachers expressed negative attitude towards codeswitching, their real classroom language use is characterised by its pervasive use. And when some teachers were asked about their classroom code choice they were found to be "ambivalent in their views of code switching and reluctant or even ashamed to admit to its part in their classroom practice" (Arthur 1996:21). These attitudinal variations may be attributed to the consciousness with which bilinguals communicate in that speakers may use their repertoires consciously, semi-consciously, or subconsciously (Reershemius 2009).

Some studies explore the use of codeswitching in the classroom and how it enhances pupils' academic performance and active participation in classroom interactions (Brew-Daniels 2011, Amekor

2009, Ezuh 2008). To ascertain a link between type of medium of instruction and its contribution to pupils' academic performance, the teachers were asked to teach a topic in a bilingual mode (both first and second language) and another topic in the monolingual mode (second language only), and in both lessons teachers were asked to conduct a classroom test and record the marks (Brew-Daniels 2011). A comparative analysis of the results show that the peoples performed better when taught bilingually when compared to the results they attained in second language only class. Based on Ewe-English codeswitching in a rural primary school in Volta Region, Adjei (2010) outlines the role and functions of codeswitching in the classroom, and the attitudes of teachers towards codeswitching. In that work, the use of codeswitching in the classroom is said to be 'teacher-initiated' and 'bi-desire' (Adjei 2010:24-25). In terms of the former, the use of codeswitching in the classroom is said to be unidirectional where the teacher always initiates the use of codeswitching during lessons. The use of codeswitching is also a bi-desire in that the teacher uses codeswitching to help improve the English proficiency of the pupils, and to help them reach a better understanding of concepts introduced during lessons. On the perceptions of teachers, Adjei (2010) states that teachers have positive attitude towards codeswitching as they believe it is an important communicative tool that facilitates pupils' understanding and participation.

Similarly, Yevudey (2012, 2013) explores the functions of Ewe-English codeswitching in the classroom in Ghana. The language policy under which these classrooms operate is a bilingual literacy programme. This policy stipulates that the first language of the pupils (Ewe) and the target language (English) should be used within the same lesson. Operating within this policy leads to pervasive use of codeswitching during lessons. This is because concepts are introduced in both Ewe and English usually concurrently. Codeswitching in these classrooms perform various functions in achieving pedagogic goals. These functions include the explanation of concepts, the introduction of English lessons, the correction of pupils, and the acknowledgement and the selection of pupils during lessons. On the perception of primary school teachers towards codeswitching, evident from quantitative and qualitative analyses of questionnaires and interviews show an attitude of agreement, disagreement and conditional use of codeswitching in the classroom. The overall attitude based on the questionnaire survey indicates that teachers predominantly have positive attitude towards codeswitching. Most of the responses indicate that codeswitching is an effective medium of instruction that increases pupils' understanding of concepts and active participation during lessons. The research, as a result of the findings, concludes that the use of codeswitching in general and the use of Ewe-English codeswitching in particular should be encouraged in classrooms as it facilitates pupils' understanding and participation. The study also found parallel between the perception of the teachers and their classroom language use. Thus, the teachers who have positive attitudes towards codeswitching in the classroom use it pervasively, whereas those that encourage monolingual Ewe and monolingual English adhere to that to some extent.

In summary, mother-tongue of the pupils are important when it comes to their understanding and participation in the classroom, and the target language English is equally important for the pupils to

achieve formal education which will enable them to meet the linguistic demands of the global market. Bilingual and multilingual code choices in the classroom seem to be met with mixed perceptions and sometimes even conflicting ones. However, many studies have acknowledged the importance of bilingual education systems that aimed to develop both the first and the second language of the pupils.

### 3.6.    Chapter summary

The chapter began with an introduction (section 3.1) followed by discussions on the definitions and types of language planning(3.2). Language planning generally refers to attempts by government bodies, nations, communities, linguists, language advocators, and even individuals to solve language problems and to allocate functions to the languages of a given nation or speech community (cf. Nekvapil & Sherman 2015, Spolsky 2009). Section 3.3 presented language planning in terms of linguistic situations, models and ideologies. Two main models and ideologies of language planning were presented which included the localized trilingualism (Bodomo 1996) and the triglossic structure model (Batibo 2005). Code choices in multilingual classroom was the focus of section 3.4 where literature on code choices in various classrooms, and perceptions towards code choices are discussed. The linguistic situation in Ghana was presented under section 3.5. Being a multilingual country of about 79 indigenous languages, Ghana has had various language of education policies from monolingual use of English as a MOI to concurrent use of the indigenous languages and English. These unstable language of education policies are mainly at the pre-school to lower grades 1-3 (see sections 3.5.1). The final section (3.5.1) presented litereture reviews on classrooms in Ghana discussing code choices and the perceptions of teachers and learners.

The studies discussed have shown the inconsistencies in the language policy and planning in Ghana. This suggests that, first, there is yet to be any consensus on the appropriate MOI in teaching in Ghanaian classrooms, especially, at the lower grades 1-3. Secondly, there has been substantive amount of research on the pedagogic functions of bilingual practices in the classroom and the perceptions of teachers and learners. However, the gap identified in previous research, including my previous studies into language of education in Ghana, is exploring code choices in both bilingual and monolingual classrooms, and the perceptions of teachers and learners in both classroom contexts. Code choices in these schools, and the perceptions of teachers and learners may differ as both contexts operate under different language policies. As stated, the public schools operate under the bilingual policy NALAP, whereas the private schools operate under school-internal policies mainly monolingual policies.

This dissertation addressed the research gap through a comparative study of code choices in public and private schools in Ho, Volta Region of Ghana. The research explores whether bilingual practices occur in both bilingual and monolingual medium classrooms, and identifies the types of bilingual practices. This is in response to the research question 1(a) and (b). In addition, the pedagogic relevance of code choices in both classroom contexts are explored, which is informed by research

question 2(a) and (b). To further understand the classroom code choices, research question 3(a), (b) and (c) aim to address the perceptions of teachers and pupils in order to determine their preferred code choices in the classroom, and whether their perceptions influence their classroom language use. The findings from the research aim to contribute to discussions on language of education in Ghana, and to feedback into language of education policy formulation in the country and inform curriculum development at the lower grades 1-3.

# CHAPTER FOUR: DATA AND RESEARCH METHODOLOGY

## 4.1. Introduction

A successful sociolinguistic project requires pre-planning in order to collect appropriate data sets for the research (Schilling 2013). Extensive pre-planning was crucial for this project as I had to travel to Ghana for the fieldwork. It can, however, be stated that surprises – whether good or bad – during fieldwork are inevitable. One can only plan enough to obtain adequate and appropriate data to explore any particular research aims and questions. This chapter presents the preparations undertaken prior to the research trip to Ghana and data sampling, which are discussed under section 4.2. Ethical considerations are discussed in Section 4.3. Section 4.4 discusses the data collection procedures undertaken for each data set. Finally, the approach to data processing and analysis for each data set is discussed (section 4.5), which is followed by a summary of the chapter (section 4.6).

## 4.2. Research preparations and data sampling

The data collection for the research was undertaken from mid May 2014 to early August 2014. The context of the research was Ho, the capital of Volta Region, Ghana. Ho is a semi-urban area characterised by a highly mobile population, resulting in a highly multilingual town. It was observed in the schools sampled that there were pupils who spoke not only Ewe and English, but also French, Ga, and Akan. Other languages that some pupils may have exposed to, although not part of the repertoires of the pupils sampled, include Avatime (spoken in Amedzofe, Volta Region), Hausa (Ho has Muslim communities generally called Zongos, and there are pupils from these backgrounds), Siwu (spoken around Hohoe area), Tafi/Nyangbo-Tafi (one of the Ghana–Togo Mountain languages of the Kwa family), just to mention a few. Therefore, although Ho may not be as linguistically diverse as the capital city Accra, the linguistic backgrounds of the pupils reflect the multilingual nature of the country.

The schools sampled were four in total. The classrooms selection was decided based on the type of schools and the location of the schools. In terms of types of schools, two public schools and two private schools were selected. The public schools operated under the national language of education policy, NALAP, which is a bilingual medium of instruction from pre-school to grade three with a transition to English-only medium from grade four onwards. The languages used in the bilingual medium schools sampled were Ewe, the dominant language of the immediate community, and English, the official language. The private schools operated under school-internal language policies, which is monolingual. In this case, the schools have separate sessions for Ewe and English lessons. In terms of location, all the schools selected were located in Ho. Ho is predominantly Ewe-speaking and the four schools selected have Ewe as a subject in their curricula.

The pupils in grades 1-3 are between ages four and seven. There were some variations in the number of pupils in the classrooms in both school contexts. The observation was that in the public schools there were more pupils in the classrooms than there were in the private schools. The public schools observed had an average of 35 to 45 pupils in a class while the private schools had an average of 15 to 25 pupils in a class. The reason is partly due to the cost of education in private schools, where tuition fees are high, when compared with those of the public schools. Secondly, private schools also have restrictions on the number of pupils for each class whereas the cap on the number of pupils in a class in public schools are less regimented.

These factors were taken into account during the pre-planning stage. Selecting these two classroom contexts provided comparable data sets to ascertain language use within and between the classroom contexts. In addition, selecting these two classroom contexts provided data to explore the research aims, which are to conduct a comparative study between monolingual and bilingual medium schools in Ghana with a focus on the case of Ewe and/or English classrooms, and to explore the pedagogic relevance and perceptions of teachers and pupils towards code choices in the classroom.

These classrooms represented the two major types of media of instruction that are currently adopted in schools in Ghana (see section 2.7 on types of classrooms in Ghana). In the bilingual medium classrooms, there are time allocations for teaching the Ghanaian languages and English. The Ghanaian languages are allocated more time at the kindergarten level, and as the pupils progress, more time is allotted for the English period. As shown in Table 4.1, at the kindergarten level the Ewe-English lesson, that is, Language and Literacy period, is 90 minutes in total. Within the lesson, 80 minutes is allocated to Ewe lesson and 10 minutes to English lesson. As shown under primary 3, equal duration of 45 minutes each is allocated for teaching both Ewe and English. In private schools, on the other hand, 90 minutes each is allocated to Ewe and English lessons.

**Table 4.1:** *Time allocation for the NALAP programme*

| Class | *Time allocation during NALAP lesson* | |
|---|---|---|
| | **Ghanaian Language** | **English Language** |
| KG 1 | 80 minutes | 10 minutes |
| KG 2 | 70 minutes | 20 minutes |
| P 1 | 60 minutes | 30 minutes |
| P 2 | 50 minutes | 60 minutes |
| P 3 | 45 minutes | 45 minutes |

(A handout on NALAP, 2006)

The participants for the research were teachers and pupils in the sampled schools. Ethical issues were considered as the research involves human participants. Prior to the commencement of the data collection, I submitted ethics application to the Aston University, School of Languages and Social Sciences (see Appendix I). Upon the ethics approval, my supervisors wrote a letter of introduction. In

addition to this letter, I wrote a personal introduction letter in addition to a description of the research, and curriculum vitae. A portfolio was put together for the schools, which included the approved ethics application, letter of introduction from supervisors, personal introduction letter, description of the research and curriculum vitae. Each of the schools were given the portfolio in advance of the data collection. In my meetings and discussions with the heads of the schools, I introduced the research generally as exploring teacher-learner interactions in the classroom without specifically stating I was exploring instances of bilingual practices in the classroom. The motivation behind discussing the research project generally is 'not to give the game away' (Richards 2003:123), where teachers may or not switch between languages if informed that their bilingual practices will be explored as part of the research.

A week after the submissions of the portfolio, I went back to the schools for their decisions as to whether or not they have approved the research request. All the sampled schools agreed to participate in the research. During my second visit to the schools to know about their decision, the head of schools invited the assistant heads of school to be part of the meeting. I was introduced to the assistant heads. The heads informed me that the assistant heads should be my first point of contact in their absence. This facilitated the data collection as there was always someone to talk to regarding the research procedures and data collections. I decided with the head teachers and the class teachers on the dates I will be in the school for the research and the teaching periods I will observe. This gave me and the teachers enough time to plan in advance. Individual pupils were not part of this stage of entry into the fieldwork. Section 4.5 elaborates on the ethical considerations.

The initial schedule was to spend two weeks in each of the schools. However, upon arrival I noticed that the academic term was short. Therefore, a week of data collection in each school was carried out instead of the initial two-week period. Reducing the weeks from two to one did not affect the data collection. The research plan was to observe Ewe and/or English lessons taught at grades $1 - 3$ of both bilingual and monolingual medium schools. Even though the weeks were reduced from two to one, I observed all lessons required for the study within a week. I observed a total of six lessons, that is, three lessons each, in the two bilingual medium schools, and a total of twelve lessons, six lessons each, in the two monolingual medium schools, except in one of the schools where one of the Ewe lessons was not observed due to ill-health of the teacher.

In addition, the initial data collection was to involve both video and audio recordings of the classroom interactions and interviews. However, the administrators of school A and C proposed that the data collection should involve only audio recordings. The reason was to protect the identity of the teachers, pupils and the schools. For this reason, audio recordings were carried out in all the four schools observed. Excluding video recordings as a data collection tool did not affect the data sets in exploring the research aims and questions. The ethnographic field notes were used to compensate for the video recordings. The ethnographic field notes detailed the pedagogic relevance of code choices in the

classrooms and how the code choices impact the participation of pupils. One limitation for not using video recordings has to do with the challenge of identifying individual pupils in the classroom. The approach used, however, was voice identifications and the proximity of the pupils to the recorder. In addition, the teachers mentioned the name of some of the pupils, which enabled me to identify them.

## 4.3.    Ethical considerations

Ethical considerations are crucial in conducting social research especially when the research involves human participants and involves methodologies such as interviews, questionnaires, observations and use of personal documents, such as diaries (*Aston School of Languages and Social Sciences, Policy on Research Ethics 2011*). Research ethics refers to the moral responsibilities and issues taken into consideration throughout a research process (Edwards and Mauthner 2002), and involves the researcher's effort to protect the dignity and safety of the participants and the general public (Silverman 2013). Generally, ethical considerations arise in research works that are psychological, sociological or social anthropological in nature as well as linguistic in nature such as observing language use pattern of speakers (Rees 1991). From these perspectives, this research is sociological and linguistic in nature as it involves looking at code choices of teachers and pupils in their day-to-day classroom interactions.

Also, in conducting social research there are general principles that should be taken into account and addressed before, during and after the data collection (Silverman 2013; Fargas-Malet et al. 2010; Craig, Corden & Thornton 2000). For example, Silverman (2013: 161) discusses the importance of ethical considerations in conducting social research and raises certain principles that include but not limited to the following:

- Voluntary participation and the right to withdraw
- Protection of research participants
- Assessment of potential benefits and risks to participants
- Obtaining informed consent
- Not doing harm

The research was carried out ethically. Prior to the data collection, I submitted ethics application, which was approved by the ethics committee of the School of Languages and Social Sciences. Taking the above mentioned as a guideline, first, one of the ethical considerations of the research is to gain access to the schools and to receive appropriate permissions to conduct the research. After the submission of the portfolio, the research was carried out in the schools that have granted permission. All the schools that were contacted were willing to participate in the research. This facilitated the data collection processes.

Secondly, voluntary participation and data protection were vital ethical considerations. The data collection was carried out on voluntary basis and all the participants were provided with consent forms. As part of the consent form, the participants were informed that they have the right to opt out at any stage of the research and two months after the data collection. They were also given the chance to request

that any part of the data could be taken out. On the part of the pupils, there was a consent form that pupils had to send to their parents. However, when discussing the possibilities and realities of doing so the head teachers advised that it may not be possible to have all parents sign the consent forms. This is because not every pupil lived with their parents and moreover, not all parents could read and write. On these bases, the schools wrote a letter of consent to allow the pupils to participate in the research. Therefore, the school acted in loco parentis. All the research activities involving the pupils were supervised by the teachers and the head of the schools. This provided an enabling environment for me and the pupils.

Regarding data protection, the data collected were kept on a password-protected computer for the purposes of confidentiality. Any information that identifies the participants and the schools were anonymised using pseudonyms in the case of the transcribed data. Audacity was used in anonymising the audio data by applying sound effects at sessions of the data where the participants and the schools could be identified. The participants were informed that the data will be made available to the supervisors, the external examiner and Aston University during and after the research period. However, the data protection laws will be adhered to appropriately throughout the research.

### 4.4. Data collection: Triangulation

The strategy of enquiry, in other words research methodology, adopted for this research is mixed methods. This involves a combination of both quantitative and qualitative methods. Using mixed methods enable me to achieve triangulation and I was able to explore the research aim and questions through the inter-dependence of all the data sets.

Creswell (2009) discusses three general strategies for mixed methods: sequential mixed methods, concurrent mixed methods, and transformative mixed methods. A sequential mixed method was adopted for this study, as the study seeks to elaborate on or expand on the findings of one method with another method (Creswell 2009). The data collection was carried out in a sequential manner. This involved observation via classroom recordings, ethnographic field notes, teacher interviews, teacher questionnaire surveys, and pupils focus groups.

The data for this research are of two main types: qualitative and quantitative. The first sets of data consist of classroom observations via audio recordings, ethnographic field notes, teacher interviews, and focus groups with pupils. The second set of data consists of the teacher questionnaire surveys. The two data sets are analysed qualitatively and quantitatively. The approach to analysing each of the data sets are described in section 4.5.

Table 4.2 presents the summary of the data collected. For the purposes of data analyses and anonymity, the four schools observed are presented as follows based on the order in which they were observed.

| Bilingual Medium Schools | Monolingual Medium Schools |
|---|---|
| School A | School B |
| School C | School D |

In each school, five main types of data sets were collected which included audio recordings of classrooms interactions, ethnographic field notes, teacher questionnaire surveys, teacher interviews, and pupil focus groups. There were classroom observations in all the four schools which involved grades 1-3 of each school. This makes a total of twelve (12) classroom observations. Interviews were conducted with the teachers whose classrooms were observed. In addition, heads of schools A and C were interviewed in order to elicit their opinions on language of education in their schools and perceptions towards code choices in the classroom. There was no interview with the head of school B due to other commitments. However, I had an informal discussion with the head of school on the language of education within the school and the perceptions towards code choices, which I have written as part of the ethnographic field notes. In School D, the head of school was present during the data collection, but interview was not conducted. During the data collection for my master's research in 2012 on language of education in Ghana, I interviewed the head of school on the theme related to the current research, which was on the perceptions towards code choices in the classroom. This head teacher was on retirement and currently the head of school D, which is a private school. I reference the 2012 interview data where relevant to this research. Tables 4.3, 4.4, 4.5, and 4.6 present detailed overviews of the data collected. A total of 19:22:44 hours of audio recordings were conducted which included classroom observations, interviews and focus groups. In addition, a total of 88 questionnaires were administered in the four schools. Ethnographic field notes were also taken as part of the data collection. Each of the data sets are described in the sections below addressing the data collection procedures.

**Table 4.2:** *Summary of data collected*

| | SCHOOLS | | | |
|---|---|---|---|---|
| **DATA COLLECTED** | **School A: Public School** | **School B: Private School** | **School C: Public School** | **School D: Private School** |
| Classroom observations (class 1-3) | + | + | + | + |
| Interview with teachers | + | + | + | + |
| Interview with head of school | + | NA | + | NA |
| Focus group with teachers | + | NA | NA | NA |
| Focus groups with pupils | + | + | + | + |
| Questionnaire survey | + | + | + | + |
| Ethnographic field notes | + | + | + | + |

### 4.4.1. Ethnographic field notes and classroom interaction data

The main focus of this research is on linguistic practices by exploring the various code choices in classrooms through multiple research methods. Following from the above, this section presents the processes of the data collection and the manner in which they were collected. Some of the discussions in this section were presented on the research methods section of the approved ethics application (see Appendix I).

The first data set discussed is the ethnographic field notes based on the ethnographic approach. Among other definitions of ethnography, it is 'the study of how the members of a community behave and why they behave in that way' (Levon 2013:69). This often involves an *interpretive*, *reflexive*, and *constructivist* process (Whitehead 2005). Ethnography usually involves a prolonged observation and active participation of the researcher in the socio-cultural activities of the community being observed (Levon 2013). Alhough this study was not carried out for a prolonged period of time due to time constraints, it adopted key principles of ethnographic methods 'such as secondary data analysis, fieldwork, observing activities of interest, recording field notes and observations, participating in activities during observations (participant observation), and carrying out various forms of informal and semi-structured ethnographic interviewing' (Whitehead 2005:2).

Equally, the research can be situated within the paradigm of linguistic ethnography. Linguistic ethnography as defined by Copland and Creese (2015:13) is 'an interpretive approach which studies the local and immediate actions of actors from their point of view and considers how these interactions are embedded in wider social contexts and structures'. It combines ethnography and linguistics as a way of understanding the complexities of modern life and social practices (Shaw, Copland & Snell 2015; Blommaert 2007). Exploring modern life and social practices through the lens of linguistic ethnography involves a combination of a wide range of linguistic and discourse analytic traditions in addition to ethnography (Shaw, Copland & Snell 2015:9). In other words, linguistic ethnography explores socio-linguistic situations in a given (speech) communication using ethnographic approach in combination with linguistic approaches.

Adopting an ethnographic approach involves participating in the day-to-day activities of the various schools in order to understand the various social and linguistic activities with a particular focus on code choices. This study is thus situated within the Linguistic Ethnographic paradigm in that, the ethnographic observations in the schools were meant to explore the various linguistic choices while looking at the social contexts of the code choices. Ethnographic field notes were taken every day during the data collection in the four schools. The information recorded included name of school, day, date, context of the event (thus whether out-of-classroom or during classroom interactions), and the participant (whether teachers or pupils). Including these key information as part of the ethnographic field notes enable me to identify the where, when and who of the sociolinguistic event. At the end of

each day, I transferred the information from the notebook onto a Microsoft Word spreadsheet for the purposes of the data analysis. Extract 4.1 presents a sample of the ethnographic field notes.

**Extract 4.1:** *Format of the ethnographic field notes*

| Number | Date | Activities/comments/Time |
|--------|------|--------------------------|
| 1 | Mon, 19 May 2014 | • Visit to School A, Ho<br>• Questions for the visit to the head of school: -What is the language policy of the school? –How is Ewe and English taught?<br>• 11:20-12:25, meeting with the acting head of school and two other members of staff. NB: Head of school was absent<br>• Male teacher: 1980s-Language policy is Ewe only in P1-3 and English from P4 onwards.<br>NALAP being a government required bilingual literacy program, which is under pilot implementation in some schools.<br>• School time schedules: 7:30am-tidying up of campus<br>     8am-class starts<br>     2:30pm- closing<br>• Approval was granted to commence data collection on Monday, 26 May 2014<br>-Proposed duration-26-30May/4 June 2014<br>• The school operates under the NALAP program (meaning the school is part of the NALAP pilot schools).<br>• 12:40pm: Arrived in School C – Submitted my research portfolio and discussed my research plan with the assistant head of school as the head of school was attending to other duties. The assistant head of school advice I send my research portfolio to the Director of Schools A and C in Ho, which I did. |

The next data sets to be described are the observations via audio recordings of classroom interactions. Each of the schools had kindergarten to Junior High School, and my research focused on lower grades 1-3. This is because historically the language of education fluctuations is mainly at the lower grades. The policies fluctuate variously from monolingual use of English as MOI from lower grades to higher levels, or the concurrent use of the indigenous languages and English with a transition to monolingual English from grade 4 onwards. Concentrating and comparing code choices at these grades in both bilingual and monolingual medium classrooms will unravel code choice patterns in both contexts. Findings from the study will inform language of education policy and curriculum design in the country.

Prior to the start of the lesson, I went to the classrooms to setup the recorders one at the front and one at the back. The aim was to capture all the interactions ongoing in the classrooms. The recorders used were Zoom APH-1H1 Handy Recorder and ZOOM H4N Handy Recorder, and had a windscreen for visual display of recording settings, USB cable for easy data transfer to the computer, adjustable tripod stand that helps to stand the recorder to capture the interactions, a padded-shell case to protect the recorder, and microphone clip adapter. The recorders also had a foam microphone cover which helps to filter the recordings from external noises for clearer audio data. The recordings were saved in wav format for quality sounds.

Recordings were carried out for each of the classroom teaching sessions. After the end of the data collection for each day, I transferred the data to my personal computer. The recordings were labelled according to the school, class and the teaching period. For instances, the file name Sch_A_Class 1_Language_&_Literacy refers to classroom interaction in school A classroom 1 and the teaching period was Language and Literacy. This helped me to identify each of the recordings. I made sure I saved all the data sets daily in order not to lose them and secondly to free the recorder of space.

While the classroom interactions were ongoing, I supplemented the recordings with the ethnographic field notes. With the permission of the teachers, I sat at the back of the classroom during the lesson. I made notes of the code choices in the classroom and other observable pedagogic choices of the teachers and pupils. Sitting at the back of the lesson enabled me to have better insights into the audio data and facilitated my analyses particularly in identifying the pedagogic relevance of code choices in the classrooms. The observation of the lesson also gave me insights into the various types of bilingual practices in the classroom, especially on the use of repetitive intersentential and intrasentential switches.

The motive of the classroom interaction data is to ascertain the various code choices in the classroom and to identify the pedagogic functions of the codes adopted by the teachers and the pupils. The recordings of the classroom interactions, which are transcribed into text, shed light on the language use patterns in the various classes and how the language use facilitates the teaching and learning processes.

Table 4.3 presents a breakdown of the classroom interaction data collected for the research. In schools A and C, which were public schools, a total of 01:48:44 and 02:53:57, respectively of audio recordings of classroom interactions were collected. In school B and D, which were private schools, a total of 04:46:57 and 03:21:57, respectively were collected. The variations in the durations between public and private schools were due to the time allotted for each lesson. In public schools, as mentioned, Ewe and English lessons were taught within the same teaching period called Language and Literacy with an average lesson duration of 90 minutes. The private schools, on the other hand, had separate teaching periods for both languages with an average of 90 minutes for each language.

| Data collected | School A (Public) | Duration | School B (Private) | Duration | School C (Public) | Duration | School D (Private) | Duration |
|---|---|---|---|---|---|---|---|---|
| **1. Classroom observations (1-3)** | **Classroom 1:** Language and Literacy | 00:42:10 | **Classroom 1:** English lesson | 00:36:09 | **Classroom 1:** Language and Literacy | 00:48:50 | **Classroom 1:** English lesson | 00:25:18 |
| | | | Ewe lesson | 00:59:31 | | | Ewe lesson | 01:23:35 |
| | **Classroom 2:** Language and Literacy | 00:27:10 | **Classroom 2:** English lesson | 00:56:44 | **Classroom 2:** Language and Literacy | 00:51:17 | **Classroom 2:** English lesson | 00:16:28 |
| | | | Ewe lesson | 00:32:04 | | | Ewe lesson: | 00:35:00 |
| | **Classroom 3:** Language and Literacy | 00:36:24 | **Classroom 3:** English lesson | 00:51:54 | **Classroom 3:** Language and Literacy | 01:13:50 | **Classroom 3:** English lesson | 00:41:36 |
| | | | Ewe lesson | 00:50:35 | | | Ewe lesson[6] | NA |
| Sub total | | 01:48:44 | | 04:46:57 | | 02:53:57 | | 03:21:57 |
| **Total** | | | | | | | | **12:51:35** |

### 4.4.2. Teacher interviews

As a follow up on the classroom observations, I conducted interviews with the teachers after the lesson. The aim of the interviews was to have immediate response from the teachers on the observable classroom language use and practices, and to discuss the teaching session. The interviews were also conducted immediately after the lesson to maximise time as I will not have to arrange a separate session with the teachers for the interviews. This turned out to be efficient and enabled the teachers to carry on with their daily teaching activities without any interruptions.

The interviews generated qualitative data. Qualitative interviews are generally less structured in their approach and allow the interviewer to expand and follow-up on the responses of the interviewee (Jones 1991). Although I was the interviewer and was mainly asking questions and directing the flow of the interaction, I acted more in a capacity of a participant observer where I responded to the questions of my interviewees frankly. This is a departure from being an objective observer - a detached 'outsider'- to be more of an insider through active interaction rather than merely establishing a rapport (Jones 1991:203). My responses to questions from the respondents are often after I have asked them questions. Therefore, my responses did not influence their answers because they had already provided any answers they wanted to give. Adopting this type of question-answer approach, where I have the chance to ask the respondents questions first before they ask me any question was appropriate in order to avoid any bias in their answers, which could be influenced by my responses.

Language is essential when it comes to the amount of and the type of information that will be provided during an interview. The more comfortable both the interviewer and interviewee are with the

---

[5] Public/bilingual medium schools have class teachers whereas private/monolingual medium schools have subject teachers

[6] No Ewe lesson due to ill-health of teacher (same teacher taught Ewe lesson in class 2)

language of the interview the more effective the interaction. Therefore, the interviewees were asked to choose the language for the interviews. Majority of the interviewees chose English as the medium for the interview and there were switches to other languages such as Ewe and Akan (Twi) where necessary. The flexibility of code choices provided a semi-formal to informal communicative context, which put the interviewees and myself at ease during the interviews.

The interviews began with an appreciation of teachers' willingness to support and participate in the research. This was followed by general discussions on code choices in the classroom, which was narrowed down to discussions on observable code choices and pedagogic activities during the lessons. The teachers had the opportunity to share with me their perceptions and the motive behind some of their code choices during classroom pedagogy. In the interviews, some of the teachers expressed that they switched codes due to the linguistic diversities in the classroom where pupils come from various linguistic backgrounds and have different levels of competence in the languages especially competence in Ewe and English. Some of the teachers also asked me to give them any feedback on their teachings. As a response to this specific request, I made it clear to them that I did not have a formal training in teacher training and classroom practices. But I provided feedback based on my expertise, which is on language of education and classroom code choices in general and specifically on bilingual practices in the classroom. Being open with the teachers and sharing my personal observations and experiences made the research activities mutual.

The teacher interviews involved class and subject teachers, and head of schools. Public schools have class teachers where they teach all the subjects while the private schools have subject teachers who taught in more than one class. Table 4.4 present the interview data collected. Interviews were conducted with all the teachers whose lessons were observed. I had spare time in school B so I observed a Mathematics lesson and interviewed the teacher after the lesson. Data from the Mathematics lesson are not analysed for this research as the focus here is on language classrooms. The future aim is to analyse such data to explore how code choices in Mathematics lessons compare to language classrooms. For the reasons explained under section 4.2, heads of school B and D were not interviewed as the head of school B had other commitments during my period in the school, and the head of school D was interviewed in 2012 during my master's data collection in a previous school. The data from that research is referenced in this research where relevant. In sum, the interviews provided data sets to explore the perceptions of teachers towards code choices and to ascertain their preferred code choices in the classroom.

**Table 4.4:** *The interview data*

| Data collected | School A (Public) | Duration | School B (Private) | Duration | School C (Public) | Duration | School D (Private) | Duration |
|---|---|---|---|---|---|---|---|---|
| **2.Teachers** | Teacher 1 | 00:20:14 | Ewe teacher | 00:12:35 | Teacher 1 | 00:11:59 | English Teacher | 00:05:12 |
| | Teacher 2 | 00:21:01 | Maths teacher | 00:24:25 | Teacher 2 | 00:07:44 | Ewe teacher | 00:11:57 |
| | Teacher 3 | 00:08:33 | English teacher | 00:02:25 | Teacher 3 | 00:10:13 | Ewe Teacher | 00:07:37 |
| **3.Head Teachers** | Head | 00:15:51 | Head | NA | Head | 00:08:29 | Head | NA |
| Sub total | | 01:05:39 | | 00:39:25 | | 00:38:25 | | 00:24:46 |
| **Total** | | | | | | | | **02:48:15** |

### 4.4.3.   Teacher questionnaire surveys

The next data set in the sequential mix methods approach was questionnaire surveys. The survey was meant to explore on a bigger scale the perception of teachers towards code choices in the classroom and to elicit their views on the language of education in Ghana. Questionnaire surveys, as well as other types of survey research such as structured interviews, provide quantitative or numeric data that can be used to explore trends, attitudes, or opinions of a population based on the response from part of that population (Creswell 2009). Such quantifiable data consist of closed-ended questions in the questionnaire. Equally, questionnaire surveys can generate qualitative data when they constitute open-ended questions that require the respondents' opinion or explanation of an opinion. In view of this research, the questionnaire survey, among other questions, teachers were asked to state their preferred code choice in the classroom that will facilitate the acquisition of both first and second languages, and content comprehension.

Section A of the questionnaire required teachers to state their awareness of the language of education policy in Ghana and to express their opinions on the appropriate media of instruction. In addition, they expressed their attitudes towards language of education and provided reasons for their attitudes. The questionnaire is carried out to explore research question 3(a) in understanding the recommended medium of instruction by teachers and their perceptions towards language of education. Section B of the questionnaire constitutes biographical information of the teacher participants. The survey comprises of twenty-seven questions in total (see Appendix III). Table 4.5 presents a breakdown of the questionnaire responses per school and the total. The questionnaire surveys were carried out with teachers in lower grades, upper grades, and Junior High School of the four schools.

For the survey, I coded the questionnaires with numbers in order to know the number of questionnaires I gave to each school. I gave the coded questionnaires to the head of schools. The heads then appointed a teacher who distributed them to the other teachers and subsequently collected them after they were completed. This facilitated the research process, as I did not have to contact individual teachers for the questionnaires. Participation of the teachers in the survey was voluntary. Each of the

questionnaires was accompanied by a consent form, which the teachers completed. The teachers had the option to withdraw their responses two months after the survey. On the questionnaire, they had the option to write their first name and not necessarily both first and last names. Some of the questionnaires do not have names on them, but this does not affect the identification of the questionnaires as all of them were coded prior to distribution. These codes were used during the analyses. The codes also helped to anonymise the teachers. A total of eighty-eight (88) questionnaires were collected.

**Table 4.5:** *Questionnaire survey*

| Data collected | School A (Public) | School B (Private) | School C (Public) | School D (Private) |
|---|---|---|---|---|
| 6.Questionnaire surveys | 36 | 19 | 16 | 17 |
| Total | | | | 88 |

### 4.4.4.   Pupil focus groups

The final data collected in the sequence was focus groups. Focus groups are essential in obtaining first-hand information in a highly natural, although set-up, environment. They can either be set up prior to an interview in order to have an overview of possible questions to ask during the interview or they can be carried out as a standalone qualitative data (Silverman 2010:211). In this study, the focus groups were post-interview data, which were meant to explore in detail collective responses from the teachers who participated in the classroom observation. Although the initial research plan was to conduct focus groups for both teachers and pupils, the focus group was only organised for the teachers in the first school, anonymised as School A. After running the focus group for the teachers in this school, I realised that the focus group may not be necessary for the teachers as the discussions during the focus group were repetitions of what were discussed during the interviews with individual teachers. For this reason, the focus groups were carried out only with the pupils.

Generally, classroom based research and other research works involving children have been concerned about researching on children as opposed to working with or for children (e.g. Mayall 2000, O'Kane 2000). However, recent studies have identified significant contributions that children are making towards research that involves and concerns them (e.g. Fargas-Malet et al. 2010, Kellett & Ding 2004). The motivation to conduct focus group with the pupils was to explore their perceptions on language use in the classroom, and to ascertain what language they feel should be used in teaching them. The focus groups were conducted in bilingual mode involving switching between English and Ewe, and in one of the schools Akan (Twi) (one of the lingua francae in Ghana). This made the focus groups more linguistically flexible and pupils were free to express themselves in the language they feel comfortable with.

The medium of communication during the focus is flexible multilingual code choices. For every focus group, I began by explaining the motive of the research in Ewe and English. Although some pupils spoke other languages other than Ewe and English, all the pupils understood at least one of these languages. In a situation where pupils did not understand either of the languages, I explained it in other languages, such as, Akan. After stating the aim of the focus group, I invited the pupils to state their preferred language for the focus groups. Thereafter, during the interview I gave the pupils the opportunity to speak their preferred languages. The dominant code choices used were English, Ewe, and Ewe-English. The significance of such flexible multilingual code choices during the focus group was that pupils were able to express their opinions in the language they were comfortable with. Adopting flexible multilingual code choice was possible as I can speak English, Ewe and Twi.

The challenge experienced during the focus groups in terms of code choices was the ability to recall the preferred medium of communication of each of the pupils. I navigated through this challenge by asking and responding to questions in both Ewe and English. Through this approach, I was able to carry out effective communication and made the focus groups interactive. The class teachers contributed to the communitive success of the focus groups. During the focus groups, some of them were present and they supported the process by, for instance, explaining questions and contributing to discussions. To obtain data in exploring research question 3(b) on the perceptions and preferred medium of pupils, I asked the questions below:

> i. What is your name?
> ii. Which class are you?
> iii. What language(s) do you speak?
> iv. What language(s) do speak at home with your parents?
> v. Which language or combination of languages will you like teachers to use in teaching in the classroom? And Why?
> vi. Which language or languages help you to understand lessons in class?

The responses to these questions also present data on the linguistic backgrounds of the pupils in both bilingual and monolingual medium schools, and to understand how their backgrounds can inform language policy formulation and implementation in Ghana. Analyses of this data is presented in chapter six. As presented in table 4.6, a total of 01:18:00 hour of focus group was carried out.

**Table 4.6:** *Focus groups data*

| Data collected | School A (Public) | Duration | School B (Private) | Duration | School C (Public) | Duration | School D (Private) | Duration |
|---|---|---|---|---|---|---|---|---|
| **4.Teachers** | Teachers group | 00:02:09 | NA | NA | NA | NA | NA | NA |
| **5.Pupils** | Pupils group | 00:14:28 | Pupils group | 00:15:24 | Pupils group | 00:29:19 | Pupils group | 00:18:28 |
| Sub total | | 00:16:37 | | 00:15:24 | | 00:29:19 | | 00:18:28 |
| **Total** | | | | | | | | **01:18:00** |

In sum, adopting mixed methods and approaching the data collection in a sequential manner provided data sets to explore the research aims and questions. Additionally, the above discussions on the research methods illustrate the importance of adopting mixed methods as the quantitative methodology, in this case the questionnaire surveys and types of bilingual practices in classroom interaction data, are used to explore the 'how many' aspects of the research; and the qualitative methodology, in this case classroom observations via audio recordings, ethnographic observation, interviews and focus groups, provided insights into the 'how' aspects of the research (Silverman 2010:118).

### 4.5. Data processing and analyses

After the data collection, the data sets are processed for the purpose of analyses. This section constitutes discussions on data processing procedures and the approach to the analyses of the data sets. As similarly presented under the section on data collection above, the ethnographic field notes and classroom interaction data are described in 4.5.1, followed by teacher interviews data in 4.5.2, teacher questionnaire data in 4.5.3, and the pupils focus groups data in 4.5.4.

### 4.5.1. Ethnographic field notes and classroom interaction data

The ethnographic field notes were hand-written during the data collection. As part of data processing, the hand-written notes were typed into a Microsoft Word for the purposes of analyses. The notes were quoted at relevant parts of the classroom interaction data analyses in order to substantiate the social and linguistic observations made during the data collection.

The audio recordings of the classroom teaching and learning, the interview and the focus groups data were transcribed using the GAT 2[7] conventions. The processing and analyses of the pupils focus group data are presented under section 4.5.3. The conventions help to illustrate within the transcripts numbers, standard contractions, abbreviations, overlaps, hesitations, pauses, vocalic emphasis, just to mention but a few. Using the GAT 2 conventions provide the possibility to represent the audio data in a word format for analyses. GAT is a German acronym which stands for Gesprächsanalytisches Transkriptionssystem (discourse and conversation-analytic transcription system). It is used for annotating and presenting prosody of natural everyday talk-in-interaction (Selting et al. 2011). The first version of the transcription conventions presented in Selting et al. (1998) is referred to in Setling et al. (2011) as GAT 1. The principle of GAT is to represent verbal interaction in a readable format for

---

[7] The GAT convention provides tools in representing spoken/audio data in a written form. The application of the convention is, however, limited when it comes to tone languages such as Ewe. Features such as stress syllable which is presented using capitalisation can not be applied to Ewe, because there is no clear distinction between tone and stress in tonal languages. Secondly, intonation patterns such as low and high per GAT 2 convention can be applied to languages such as English, but not Ewe. This is mainly because falling and raising tones are morphologically and phonologically marked in Ewe, and have semantic relevance. The application of the GAT 2 on Ewe may obscure the meaning of the data. Therefore, the conventions were mainly applied to the English and Ewe-English parts of the data.

linguists and non-linguists through the use of iconic transcription symbols. Following from these principles, the classroom interaction data, and pupils' focus group data were transcribed based on the following transcription conventions within GAT. The teacher interview data, however, was transcribed in a standard written form because the focus of the analysis was the content.

**Table 4.7:** *GAT 2 transcription conventions*

| Conventions | Functions |
|---|---|
| = | latching of intonation phrases |
| ↑↓ | pitch reset at the beginning of the intonation phrase |
| (.) | micro pause, estimated, up to 0.2 sec. duration appr. |
| (-) | short estimated pause of appr. 0.2-0.5 sec. duration |
| (--) | intermediary estimated pause of appr. 0.5-0.8 sec. duration |
| (---) | longer estimated pause of appr. 0.8-1.0 sec. duration |
| (0.5)/(2.0) | measured pause of appr. 0.5 / 2.0 sec. duration (to tenth of a second) |
| °h / h° | in- / outbreaths of appr. 0.2-0.5 sec. duration |
| °hh / hh° | in- / outbreaths of appr. 0.5-0.8 sec. duration |
| °hhh / hhh° | in- / outbreaths of appr. 0.8-1.0 sec. duration |
| <<creaky> > | creaky voice at the end of the phrase |
| [ ] [ ] | overlap and simultaneous talk |
| [name] | anonymization of names |
| and_uh | cliticizations within units |
| uh, uhm, etc. | hesitation markers, so-called "filled pauses" |
| ((laughs)) ⌐ ((cries)) ⌐ | description of laughter and crying |
| <<laughing> > | laughter particles accompanying speech with indication of scope |
| hm, yes, no, yeah | monosyllabic tokens |
| hm_hm, ye_es, | bi-syllabic tokens |
| ((coughs)) | non-verbal vocal actions and events |
| <<coughing> > | …with indication of scope |
| ( ) | unintelligible passage |
| ((unintelligible, appr. 3 sec)) | unintelligible passage with indication of duration |
| SYLlable | focus accent |
| !SYL!lable | extra strong accent |
| : | lengthening, by about 0.2-0.5 sec. |
| :: | lengthening, by about 0.5-0.8 sec. |
| ::: | lengthening, by about 0.8-1.0 sec |
| **mí-a-ŋlɔ̄ nu-a nyuie ɖe** | ewe marked in bold |

| | |
|---|---|
| *someone said english*(.)*and YOU*! | english marked in italics |
| **wa te** | all other languages marked in bold and italics. |

The transcripts of the audio data involved the use of Ewe and English. Structural analyses and presentation follow the Leipzig Glossing Rules (2015), and the rules presented in Croft (2003). The glossing categories presented in Ameka (1991) are also adopted in glossing some Ewe morphemes such as adverbialiser-AdvER, locative-LOC, habitual-HAB. Three-tier[8] levels of the bilingual Ewe-English data are presented. Tier 1 presents the actual bilingual speech, tier 2 presents a morpheme-by-morpheme glossing, and tier 3 presents the English translation of the speech. The analyses of the classroom data and interview are translated into English for broader readership.

Quantitative analyses of the types of bilingual practices involves identifying the base language and the embedded language of the lesson. This is followed by a line-by-line identification of the types of bilingual practices. The embedded language is underlined. After underlining all the switches, they are labelled according to the taxonomy developed under the conceptual framework (see diagram 2.1). The *macro* level analyses identify two types of bilingual practices: intersentential and intrasentential. The *micro* level analyses identify the two types of bilingual practices in terms of the intersentential switches as repetitive intersentential switches and non-repetitive intersentential switches. In terms of intrasentential switches, there are three main types, which are repetitive intrasentential switches, non-repetitive intrasentential switches, and tag switches. Repetitive intrasentential switches and non-repetitive intrasentential switches can occur as single lexemes or phrases. The types are quantified within Excel using the =COUNT feature. The frequencies are transferred to a separate Excel sheet for which percentages are calculated for the purposes of data interpretation. The results are interpreted in order to identify similarities and differences between the bilingual classrooms and monolingual classrooms, and, in addition, to explore the similarities and differences between the two classroom contexts.

In terms of the qualitative approach, the analyses of the classroom interaction data are informed by the theoretical frameworks and the conceptual framework discussed earlier. The factors that condition code choices, as proposed by the Language Mode Continuum, are outlined as the core elements in exploring and interpreting the data sets. This includes the participants, the situation, the form and content of the message, and the function of the language act. The subsection on the participants presents how the teachers and pupils condition and determine code choices during lessons, followed by discussions on the situation. The classroom situations are linguistically different. The bilingual medium schools adopt concurrent use of Ewe and English as media of instruction in the classroom whereas the

---

[8] A three-tier level of bilingual data glossing and interpretation is adopted in presenting the types of bilingual practices in the classrooms under section 5.2.1. The data sets presented on the pedagogic relevance of code choices in the classroom involve a direct interpretation of the bilingual data into English. This is because the focus of the interpretation of the data sets is based mainly on the content.

monolingual medium schools adopt the exclusive use of Ewe and English. The section on the content of the message discusses the topics discussed in the classrooms observed. The pedagogic relevance of code choices in the classrooms are presented under the section on functions of the language act.

In addition to these factors, the data are analysed and interpreted based on the Markedness Model, and the broader literature on language contact, bilingualism/multilingualism, language of education and language policy. This approach to the analysis of the data and its interpretation is adopted in order to position the data and the results within the frameworks of language of education and language planning, and broadly within language contact and bilingualism/multilingualism paradigms.

Conversation Analysis (CA) was carried out on the transcripts of the classroom interaction data, interviews, and focus groups to explore research questions 2 (a, b) and 3(a, b). CA is vital to the analysis of spoken data and it is part of the Discourse Analysis approach to discourse-related analysis (Thiele 2013:124). The study follows CA as presented in Gumperz (1982) and its applicability to bilingual interactions as described in studies such as Auer (1988, 1998a) and Wei (2002). CA attempts to explore text or transcripts of spoken language by taking into account the factors that condition conversational involvements of interlocutors by specifying shared linguistic and socio-cultural knowledge that characterises a given conversational exchange (Gumperz 1982:3). Such linguistic and socio-cultural knowledge aid in the interpretation of the data. CA being a growing field in exploring conversation attempts to depart from the dichotomy that existed between grammatical analysis and socio-psychological analysis of language use (Wei 2002). Conversation, as Gumperz describes, is a social activity that involves two or more speakers, and as such CA focuses on conversation involving dialogic properties. The application of CA takes into account the micro and macro levels of the conversation exchange in its interpretation and probes into the functions and intentions of the conversations from the perspective of the speaker(s). Gumperz (1983) suggests two properties in understanding conversational exchanges, which include, firstly, the negotiations made by a speaker and a hearer in the interpretation of the message, and, secondly, the internal evidence of the conversation that demonstrates whether the participants have a shared interpretation of the exchange or the communicative goal is achieved. Taking these two properties into consideration when interpreting a conversation will reduce the tendencies of the difficulties posed in describing messages in isolation.

CA is applied variously in understanding bilingual interactions in order to unravel the communicative strategies adopted by interlocutors who share more than one repertoire (see Auer 1998a). Approaching analyses of bilingual interactions using CA enables the analyst to pay attention to the way in which interlocutors use the code in their bilingual repertoires in achieving communicative goals, and such analyses are carried out through the lens of participants actions rather than the imposition of existing global social categories (Wei 2002:159). Thus, the CA approach to analysing bilingual interaction goes beyond interpreting the conversation exchanged based of pre-established parameters, but more of exploring a given conversation exchange to understand the functions of the code choices.

This approach to interpreting bilingual interaction is exploratory in nature subsuming the linguistic and socio-cultural norms, and the communicative context. In terms of analysing codeswitching data, Wei (2002:166) states that "the CA approach to code-switching was developed against the backdrop of an overwhelming tendency in bilingualism research to explain code-switching behaviour by attributing specific meanings to the switches, and by assuming that speakers intend these meanings to be perceived by their listeners." Stroud's (1992) viewpoint, as discussed by Wei, is that, any attempt to impose specific meanings on bilingual code choices will defile the dynamicity of codeswitching of which the meanings assigned by the analyst may differ from the intended meaning of the speakers. A remedy to reducing such 'ANALYST-ORIENTED classificatory frameworks' is by adopting an interpretative approach through detailed analyses of the communicative turns and identifying how the meaning of code choices are constructed in the interaction (Wei 2002:167).

The CA approach to analysing bilingual conversation underscores procedural apparatus for interpreting the intended meaning of a conversation based on two category pairs: transfer versus codeswitching and participant-related versus discourse related (Auer 1988). Transfer refers to whether language alternation involves a connection to a particular conversation's structure in terms of a word, sentence or a larger unit; or it involves language alternation at a particular stage of the conversation exchange, that is, codeswitching. Additionally, language alternation can be described based on the organisation of the interaction, that is, discourse-related, or based on speaker attributes, that is, participant-related.

Certain linguistic and socio-pragmatic functions of code choices are identified through the application of the CA approach. Code choices by interlocutors can be adopted to achieve communicative goals and functions. Gumperz (1982) identifies functions of bilingual code choices, which include quotations, addressee specification, interjections, reiteration, message qualification, and personalization versus objectivization. Other studies implicitly adopt the CA approach to understanding bilingual code choices. Speakers may adopt a code choice due to common linguistic repertoire, to signal new identities, to exclude or include interlocutors, and to communicate a given social or discourse messages (Amuzu 2012). Within advertisements, bilingual code choices functions as an expression of inclusion (Chachu 2013), and establishment of solidarity (Vanderpuije 2011). In describing the factors and motivations for codeswitching in written communication, Duah and Marjie (2013) identify that bilinguals and multilinguals use bilingual code choice in their writing as a means to decrease or increase social gap, to display identities, and to lay emphasis.

Exploring the pedagogic relevance of bilingual practices and monolingual code choices in the classrooms using the CA approach involves identifying similar themes emerging from the transcripts of the monolingual and bilingual medium schools. The identified themes are then compared across the classrooms observed to determine the similarities and the differences within the monolingual and bilingual classrooms as well as between monolingual and bilingual classrooms. The results of these

analyses are presented under sections 5.3. The general context of the utterances and the communicative motivations are presented as part of the analyses. The emerging themes are informed by the research aims and questions. This analytical approach is to identify the discourse topics, discursive strategies and the communicative functions of the conversation exchanges. The CA approach was also adopted in exploring the data from the teacher interviews, which is the focus of the next section.

### 4.5.2. Teacher interviews

The interviews provided qualitative data for the research. The data analyses processes were exploratory and situated within the scope of Conversation Analysis and Thematic Analysis. Conversation Analysis, as discussed above, is part of Discourse Analysis approach and adopted in exploring conversations (Thiele 2013, Wei 2002, Auer 1998a, Gumperz 1982). As the interview data involved conversation between the teachers and myself, analysing the data within the CA paradigm enabled me to explore the content of the interviews. To understand the perceptions of teachers more closely, emerging themes from the transcripts of the teacher interview data were identified, categorised and interpreted. This approach is within the paradigm of Thematic Analysis. Thematic Analysis is frequently used to analyse qualitative data (Fugard & Potts 2015) and considered a fundamental method in qualitative analysis (Braun & Clarke 2006). This approach to analysing qualitative data enables the analyst to identify, analyse and report patterns (themes) within the data (Braun & Clarke 2006:79). These themes are often informed by the research agenda. That is, exploring themes in a given data is driven by the research aims and questions.

For this research, processing of the interview data was done using the GAT conventions. The audio data were transcribed in Microsoft Word for the purposes of the analyses. The aims of interviews were to explore the perceptions of teachers towards language of education and code choices in the classroom; and their recommended medium of instruction for teaching lower grades. During the data transcription, I began to explore some of the themes emerging from the responses. In doing so I started looking at some of the key perceptions expressed by the teachers and how they compare to other teachers. I opened a separate Microsoft Word document, where I gave a tentative title to each of the recurring theme and I copied the extracts that expressed opinions related to any of the themes. I added more themes and extracts during the data transcription. After the transcriptions, I read through the whole transcripts again to explore other themes and identified the extracts that fit within the themes. I started with general themes, and then narrowed them. For instance, I stared with the theme *classroom code choices* and later narrowed it to other themes such as *first-language-first¸ teachers' accommodation towards pupils' linguistic digression in the classroom*, and *inside and outside the classroom code choice*. Adopting CA and Thematic Analysis enabled me to explore the interview data in response to research questions 3(a) and (c) which are to find out the perceptions of teachers towards code choices and how that reflect in their classroom code choices.

### 4.5.3. Teacher questionnaire surveys

The questionnaire data was analysed both qualitatively and quantitatively in order to ascertain the perceptions of teachers towards monolingual and bilingual medium of instruction, and their preferred code choice for teaching lower grade classes. The analyses address the research questions 3(a) and (c).

The questionnaire data were processed for the statistical analysis and interpretation in SPSS. Therefore, some of the categories were restratified in order to have adequate responses to the stratifications and to provide comparable data. For example, the age stratifications were six: under 20, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49 and 50-above. However, some of the age ranges did not have any respondents or some had fewer respondents, which do not provide enough comparable data for the SPSS analyses. Therefore, the six strata were recategorised into two, which are *35-below* and *above-35* for the purposes of the statistical analysis. Similar restratifications were carried out, for example, on the question on level of education of the teacher respondents.

The questions and responses from the questionnaire surveys were transferred from the paper documents onto a Microsoft Excel spreadsheet. Prior to transferring the data on the Excel sheet, all the questionnaires were coded with numbers from 1 to 88. On the Excel spreadsheet, the questions were presented in a row and the respondents were presented on the left column of the page. The names of the teachers were anonymised. For instance, A1 refers to teacher 1 in school A, B5 refers to teacher 5 in school B, and C10 refers to teacher 10 in school C. The open-ended questions were presented under their respective close-ended questions. The close-ended questions were coded with numbers 1, 2, 3, etc. for the SPSS analysis as exemplified by question 5.

> Q5. How often do you mix Ewe and English when speaking with fellow colleague teachers and pupils outside the classroom?
> *Very Often* ☐   *Often* ☐   *Not at all* ☐   *Rarely* ☐   *Very Rarely* ☐

For the SPSS analysis, the five responses on the Likert scale - Very Often, Often, Not at all, Rarely, Very Rarely - are coded as 1, 2, 3, 4, and 5, respectively.

The data from the Excel spreadsheet are transferred into the data editor view of SPSS. SPSS is a statistical tool for analysing quantitative data. This tool operates in two windows which are the *data editor* and the *data viewer* (Field 2013: 90). The data editor window is where data input and statistical functions are carried out, and the results of the data analysis appear in the data viewer window.

After the data input in SPSS, descriptive statistical analyses are carried out to explore the perceptions of teachers towards monolingual and bilingual mediums of instructions. The crosstabs feature is used to map either the school type and/or the teachers to a given response. For instance, the first crosstab analysis shows a relation between the type of schools taught by teachers – thus, either monolingual or bilingual medium schools – and their awareness of the current language policy on

education in Ghana. The responses to the questionnaire surveys were categorical, therefore, frequencies were used to determine the number of teachers who gave each response (Pallant 2013). Using the descriptive statistics analytical tools in SPSS, the study explores the attitudes of teachers within public and private schools, and between public and private schools on the languages of education in the classroom.

### 4.5.4. Pupils focus groups

The data from the pupil focus groups were analysed both quantitatively and qualitatively. The analyses addressed research question 3(b), which is meant to ascertain the perceptions of pupils towards bilingual and monolingual MOI in the classroom. Thus, the aim of the focus groups is to explore the linguistic backgrounds of the pupils in bilingual and monolingual classrooms, and to ascertain whether or not their backgrounds influence their preferred code choices in the classroom.

The data processing involved transcribing the audio data into Microsoft word. The number of languages spoken by each of the pupils and the language(s) they spoke at home are identified in the transcripts. Each pupil is anonymised using a pseudonym. The analyses are carried out by discussing the types of languages spoken by the pupils in each bilingual school, and monolingual school. The interpretations were complemented by responses of the pupils on their preferred code choices in the classroom in order to explore whether or not the linguistic backgrounds of the pupils had an impact on their preferred code choices and MOI (sections 6.3.1 and 6.3.2). A comparison between the two bilingual schools, and monolingual schools, and a comparison between bilingual and monolingual schools were presented. The linguistic repertoires of the pupils and language of the home were counted and quantified into percentages. For instance, the number of pupils who had in their repertoire Ewe and English; Ewe, English and Twi; and English and Fante, etc. are counted per school. The results are then compared to determine the similarities and differences (section 6.3.3).

### 4.6. Chapter summary

This chapter presented the research preparations and data samplings, the process of data collection, and how the data sets were processed and analysed. The research was conducted in Ho, Volta Region of Ghana. Prior to the data collection, ethics approval was obtained from the ethics committee of the School of Languages and Social Sciences of Aston University. On arrival in Ho, four sampled schools were contacted, which included two public schools and two private schools. The public schools adopted bilingual MOI under the National Literacy Acceleration Program (NALAP). The private schools, on the other hand, adopted school-internal language policy which was monolingual use of Ewe and English during Ewe and English lessons, respectively. These two classroom sets were chosen because they reflect the two main classroom types in Ghana.

The focus of section 4.4 was on data collection. The data sets collected included ethnographic field notes, observations via audio recordings of classroom interactions, teacher interviews, teacher questionnaire surveys, and pupils focus groups. I kept ethnographic field notes in all the four schools sampled by observing daily code choices in the school with a focus on classroom code choices. The ethnographic field notes were also used to supplement the audio recordings of classroom interactions where I noted the pedagogic relevance of code choices in the classrooms. Language and Literacy lessons from public schools, and Ewe and English lessons from private schools were recorded. The recordings were carried out in grades 1-3. A total of twelve (12) classrooms were recorded constituting three (3) classrooms per school.

In addition, interviews were conducted with class teachers and head of schools. The aim of the interviews was to have explanations from the teachers on the code choice patterns observed during the lessons, and obtain the opinions of the teachers and the head of schools on language of education in Ghana and the pedagogic relevance of code choices in the classroom. Teacher questionnaire surveys were also conducted in order to explore the perceptions of teachers. A total of eighty-eight (88) questionnaires were collected from the four schools. Finally, in order to explore the linguistic backgrounds of the pupils and their perceptions towards language of education, focus group discussions were conducted in all the sampled schools. Fifteen (15) pupils from each school participated in the focus groups.

The procedures undertaken in processing and analysing the data sets were discussed in section 4.5. The ethnographic field notes were hand-written during the observation and later typed into Microsoft Word for the analyses. The audio recordings of classroom interactions and focus groups were transcribed using GAT 2 transcription conventions. The audio recordings of the teacher interviews were transcribed in a standard written form. These three data sets were analysed within the Conversation Analysis paradigm. In addition, a Thematic Analysis was carried out on the teacher interview data to explore the perceptions of teachers towards code choices in the classroom and their recommended MOI for teaching at the lower grades. The questionnaire surveys were analysed both quantitatively and qualitatively. The close-ended questions were analysed quantitatively using SPSS, and the open-ended questions were analysed qualitatively. Adopting triangulation provided multiple data sets in exploring the research aims and questions.

**CHAPTER FIVE: CODE CHOICES IN THE CLASSROOM**

## 5.1. Introduction

Code choices in the classroom may differ based on the type of language policy adopted, and other linguistic and social factors. Therefore, this chapter focuses on exploring the types of code choices adopted in bilingual and monolingual classrooms. The pedagogic relevance of code choices is identified in the classroom interaction data. The ethnographic field notes are used to substantiate the functions of code choices identified. In addition, the teacher interview data are presented in order to explore the opinions of teachers on the code choices observed in the classrooms, and other themes that emerged from the data on language of education and pedagogic relevance of code choices in the classroom.

The chapter is structured as follows: sections 5.2.1 presents analyses of the types of code choices in bilingual and monolingual classrooms, and section 5.2.2 presents the frequencies and percentages of the amount of mixed languages in the classrooms. These two sections present analyses in exploring research questions 1(a) and 1(b). Section 5.3 presents the pedagogic relevance of code choices in both classroom contexts based on the participants, the situation, the form and content of the message, and the functions of the language act. A comparison is made between bilingual and monolingual classrooms in section 5.4, followed by thematisation of the pedagogic relevance of code choices in the classroom based on teacher interviews in section 5.5. A summary of the chapter is presented in section 5.6.

## 5.2. Bilingual practices: Types and frequencies

The various types of bilingual practices in the classroom are exemplified (research question 1.b). To understand whether or not bilingual practices occur in both bilingual and monolingual classrooms (research question 1.a), the frequencies of the various types of bilingual practices in the classroom are presented, and comparative analyses are carried out between the two bilingual classrooms, and between the two monolingual classrooms. In addition, comparative analyses are carried out between the two classroom contexts bilingual and monolingual classrooms.

### 5.2.1. Types of code choices in the classrooms

Various types of code choices can be adopted in the classroom, which can be bilingual or monolingual. The focus of this section is to present the types of bilingual code choices identified in the classrooms. Figure 5.1, a reproduction of figure 2.1 in chapter 2, presents the types of bilingual practices. The taxonomy presents two main types of bilingual practices. These are intersentential switches and intrasentential switches. Intersentential switches can occur as repetitive or non-repetitive in a form clauses and sentences. Intrasentential switches can occur as repetitive and non-repetitive in a form of

single lexemes or phrases. In addition, intrasentential switches can occur as tag twitches. The various types of bilingual practices are exemplified in the sections that follow.

**Figure 5.1:** *A taxonomy for exploring structural patterns of bilingual practices in the classroom*
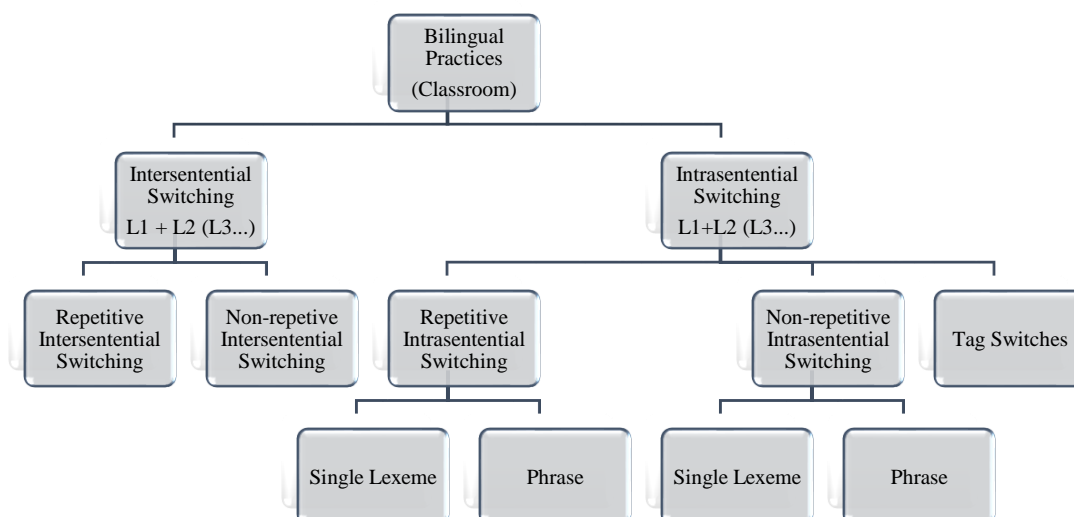


### i. Intersentential switching (L1+L2 (L3…))

There are two identifiable types of intersentential switches: repetitive intersentential switches and non-repetitive intersentential switches. Repetitive intersentential switches involve a repetition of one sentence/clause in one language (e.g. Ewe) and the same sentence/clause is repeated in juxtaposition in another language (eg. English). The sentence/clause from both languages are semantically similar or the same, although there may be syntactic and grammatical differences in the languages in the switch. Non-repetitive intersentential switches, on the other hand, involve switching sentences/clauses from one language (e.g. Ewe) to another language (eg. English) in juxtaposition to each other, but the semantics of both sentences are different.

### a. *Repetitive intersentential switching*

Two examples are presented under section (a). During classroom teaching and learning in classroom 1 of school B, as presented under extract 5.1, the teacher gave a class exercise after the lesson. While the pupils were doing the assignment, the bell rang for break time. In order for the pupils to work on the assignment quickly and on time, the teacher used repetitive intersentential switches between Ewe and English stating that the pupils will not be allowed to go for break if they did not finish the assignment. The use of repetitive intersentential switches can be attributed to the teacher's goal of ensuring that all the pupils understood the instruction. Similarly, in extract 5.2 the teacher in classroom 1 of school C

adopted repetitive intersentential switches during the Ewe lesson in order to instruct the pupils to repeat the rhymes after her (Line 28). The function of adopting repetitive intersentential switches is for emphasis and clarification.

**Extract 5.1:** *Repetitive intersentential switching during classroom interaction*

| 159 | TC1_B | (-)**mí-a-ŋlɔ̃     nu-a      nyuie ɖe**     (.)<br>2PL-FUT-write thing-DEF well   ALLAT<br>'Write the thing well.'<br><br>**ewo ya     me-dze     dɔ-a      gɔme kpɔ o?**<br>2SG FOC  NEG₁-start work-DEF  under yet NEG₂.<br><br>**ne ameɖe   me-wɔ   vɔ   o    mà-do      go  o** (.)<br>if  someone NEG₁-do finish NEG₂ 2SG.FUT-go out NEG₂<br>'if someone does not finish s/he will not go out.'<br><br>*if you don_t finish you_re not going to break* (--) |

(Classroom interaction, School B Classroom 1(Ewe lesson), Line 159)

**Extract 5.2:** *Repetitive intersentential switching during classroom interaction*

| 26 | TC1_C | *it is a rhyme* (.) *colours of food.* |
| --- | --- | --- |
| 27 | PS_C | *colours of food.* |
| 28 | TC1_C | **ame sia ama ne-gblɔ-e          loo** (.)<br>everybody     should-say-3SG  ADD<br>'everybody should say it'<br><br>*everybody should say it* (.) *colours of food.* |

(Classroom interaction, School B Classroom 1(Ewe lesson), Lines 26-28)

b.  *Non-repetitive intersentential switching*

Non-repetitive intersentential switches are identified in some of the conversational exchanges. In extract 5.3, the teacher was instructing the pupils about how to go about a class exercise. As shown in line 157, the instruction was carried in bilingual Ewe-English by switching from intrasentential switches between Ewe and English sentence to a monolingual English sentence and then back to intrasentential switches between Ewe and English. The meaning and structure of the two sentences are different, and they occur is juxtaposition to each other.

**Extract 5.3:** *Non-repetitive intersentential switching during classroom interaction*

| 157 | TC1_B | **eyike     è-wɔ    vɔ   koa  na-de**   *answer* **ɖe enu** (---)<br>that.which 2SG-do finish then  3SG-put answer   at end<br>'Once you have finished you should put the answer at the end.'<br><br>*yes don_t write this one (.) but write the red* (---)<br>**ele   me-wɔ-e      ko    wo-hã   na-wɔ-e       nenema** (.) |

| | | how 1SG-do-3SG ADDR 3SG-too 3SG-do-3SG  same |
|---|---|---|
| | | **na-da**  *answer* **ɖe enu** (.) **emekɔ      ɖé**? <br> 3SG-put answer at end      inside-clear  Q |
| | | 'You should do it according to how I did it. Put the answer at the end. Is that clear?' |

### ii. Intrasentential switching (L1+L2 (L3…))

Intrasentential switches involve switching single lexemes and phrases from one language to another within a sentence/clause. Switching single lexemes and phrases from English into Ewe and vice versa is frequent in the classrooms observed (a detailed quantitative analysis is presented under section 5.2.2). Non-repetitive intrasentential switches involve switching single lexemes and phrases from one language (e.g. English) to another (eg. Ewe). In extract 5.4, there were instances of single lexeme switches from English into Ewe sentences. In the extract, the teacher used single English lexemes such as *date* and *exercise* in addressing a pupil who was not doing the class exercise. In extract 5.5, there were instances of single lexemes in a form of onomatopoeia (lines 93 & 94) and English lexeme *madam* (lines 96 & 98).

    a.   *Non-Repetitive intrasentential switching: single lexemes*

**Extract 5.4:** *Non-Repetitive intrasentential switching: Single lexemes*

| 159 | TC1_B | ((Speaking to individual pupil)) **mè-le          dɔ-a        wɔ-m      a?** (.) <br>                                 2SG-be:PRES work-DEF do-PROG Q |
|---|---|---|
| | | **è-wɔ      vɔ-a?**    (.) *date* **ɖe**? <br> 2SG-do finish-Q     date Q <br> 'Are you not doing the work? Are you done? Where is the date? |
| | | (.) **me-ɖo          *date* **o** (.) **me-ŋlɔ̃      *exercise* **o** <br>   NEG₁-arrange date NEG₂  NEG₁-write exercise NEG₂ <br> 'You have not written the date. You have not written exercise.' |

**Extract 5.5:** *Non-Repetitive intrasentential switching: single lexemes*

| 93 | TC1_A | **lɔri**[9] **aɖe   nɔ du dzi gbɔ-na        krrrrrr** <br> lorry INDF be  run top  come-PROG ONOMATOPOIEA <br> 'A speeding vehicle was approaching.' |
|---|---|---|
| 94 | PS1_A | **lɔri   aɖe   nɔ du  dzi gbɔ-na        krrrrrr** <br> lorry INDF be  run top come-PROG ONOMATOPOIEA <br> 'A speeding vehicle was approaching.' |
| 95 | TC1_A | ahã::: (.) **ameka kple ameka-wo-e nɔ du  dzi yi-na       suku**? <br>   DM     who   and who-PL-FOC be  run top go-PROG  school <br> 'Alright, who were running to school?' |
| 96 | PS1_A | ((simultaneously)) *madam, madam, madam.* |

---

[9]**lɔri** 'lorry' (Lines 93 & 94) and **suku** 'school' (lines 95 & 97) are instances of borrowing from English to Ewe. Based on Poplack (1980) classification of types of bilingual switches, borrowed words from English to Ewe are not considered as bilingual practices as they have undergone morphological and phonological adaptations. Borrowed words are part of the lexicons of the borrowing language.

| 97 | TC1_A | **meka kple ameka-wó-e nɔ du dzi yi-na  ɖe suku**? |
|---|---|---|
| | | who  and  who-PL-FOC be  run top  go-PROG at school |
| | | 'Who were rushing to school?' |
| 98 | PS1_A | ((simultaneously)) *madam*(.) *madam*(.)*madam.* |

(Classroom interaction, School A Classroom 1, Lines 91-98)

There were also instances of non-repetitive intrasentential switches in a form of phrasal switches, that is, switches, such a, *number one*, *number two*, *number three*, *number four*, *number five* (extract 5.6), and *traffic light* (extract 5.7). These single lexemes and phrases occur with no repetition.

**Extract 5.6:** *Non-Repetitive Intrasentential switches: Phrases*

| 156 | P8_B (F) | *SIR*! (.)**me-ɖeku    mía-ŋlɔ** *number one* **tse**? |
|---|---|---|
| | | 1SG-remove-hat 1PL-write number one too |
| | | 'Please, should we write number one too?' |
| 157 | TC1_B | *number one* **ye   nye ya** (.) **à-wɔ-e**       (.) *number two* |
| | | number one FOC is   this    2SG.FUT-do-3SG |
| | | 'This is number one, you will do it.' |
| | | (.) *number three* (.) *number four* (.) *number five* (.) |
| | | **à-ŋlɔ       nu  ɖe    flidzi** |
| | | 2SG.FUT-write thing ALLAT line.top |
| | | 'Write on the line.' |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 156-157)

**Extract 5.7:** *Non-Repetitive intrasentential switching: Phrases*

| 128 | P11_A (F) | *traffic light.* |
|---|---|---|
| 129 | TC1_A | *traffic light*(.)**kple nu-ka    hã**? |
| | | and  thing-what  too |
| | | 'And what else?' |

(Classroom interaction: School A Classroom 1, 125-129)

*b.  Repetitive Intrasentential switching*

Repetitive intrasentential switches can occur as single lexemes or phrases. For such switches, the single lexemes or phrases being switched are repeated in one language (e.g. English) and repeated in another language (e.g. Ewe). In extract 5.8, the single lexeme *question* was switched into Ewe sentence and repeated in monolingual Ewe sentence as **babia** 'question' (Line 95) and in extract 5.9 the single lexemes **kpɔɖeŋu** 'example' was used in Ewe sentence and subsequently repeated in English (Line 185).

**Extract 5.8:** *Repetitive intrasentential switching: Single lexemes*

| 93 | P15_B(M) | **nuka    tse le    nɔnɔmetata me**? |
|---|---|---|
| | | thing.what else be:PRES picture      inside |
| | | 'what else is in the picture.' |
| 94 | TC1_B(Ewe) | **mè-kpɔ agba**. |
| | | 1SG-see bowl |
| | | 'I have seen a bowl.' |

| 95 | P12_B(M) | **ɖo to** (.) **ɖe-e** **mè-bia** *question* **wò-a**? (.) |
|----|----------|-----------------------------------------------------------|
| | | put ear Q-FOC 1SG-ask question 2SG-Q |
| | | **mè-bia babia wò-a**? (.) *yes.* |
| | | 1SG-ask question 2SG-Q yes |
| | | 'Keep quiet. Did I ask you any question? Did I ask you any question? Yes.' |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 93-95)

**Extract 5.9:** *Repetitive intrasentential switching: Single lexemes*

| 185 | TC_B(EWE) | **na kpɔɖeŋu ɖeka** (.) *example* (.) **na-m** *example* **ɖeka** |
|-----|-----------|------------------------------------------------------------------|
| | | give example one example give-1SG:0BJ *example* one |
| | | (.) ahẽ (.) **mì-kpe ɖe è-ŋu** (.) **è-tsi mɔ dzi**(.) ehẽ. |
| | | DM 2PL-hold at 3SG-skin 3SG-remain road top DM |
| | | 'Give me one example. Example, give me one example. You should help him/her. S/he is stuck.' |

(Classroom interaction, School B, Class 3, Ewe lesson, Line 185)

There were instances of repetitive intrasentential switches occurring as phrases. In extract 5.10, the teacher mentioned the page number in Ewe **bla adrɛ vɔ anyi** 'seventy-eight' and repeated the page number in English *seventy-eight* and subsequently repeated the phrase in Ewe. Similarly, in extract 5.11, the teacher stated the topic in English as *home and family* and repeated it in Ewe as **aƒeme kple ƒometɔwo** 'home and family'. In addition to the phrasal switches, in the same conversation exchange the teacher used single lexemes switches in an attempt to provide the meanings of the various lexical items that made up the phrasal switch (Line 34).

**Extract 5.10:** *Repetitive intrasentential switches: Phrases*

| 4 | TC_B(EWE2/3) | *hey* (.) **wó-a ɖo to**(.) **mì- tso** (---) |
|---|--------------|----------------------------------------------|
| | | hey 2PL-TP put ear 2PL-stand |
| | | **mì-ʋu agbalẽ-a ɖe axa bladrɛ vɔ anyi** |
| | | 2PL-open book-DEF at page seventy of eight |
| | | (.) *seventy eight* (.) **bladrɛ vɔ enyi.** |
| | | seventy eight seventy of eight |
| | | 'Hey, keep quiet. Stand up, open the book to page seventy eight, seventy eight, seventy eight.' |

(Classroom interaction, School B, Class 3, Ewe lesson, Line 4)

**Extract 5.11:** *Repetitive intrasentential switches: Phrases*

| 34 | TC2_B | *FINE!* **aƒe** (.) **mì-yi mìaƒe aƒeme** (.)*home and family* |
|----|-------|---------------------------------------------------------------|
| | | fine home 2PL-go your house home and family |
| | | **alo aƒeme kple ƒometɔwo** (.) **ame sia ame se eme be aƒeme** |
| | | or home and families everybody hear inside that home |

83

| | | eya-e    nye *home* (.) a*nd* ya-e    nye  kple (.) *family* <br> that-FOC be.at home    and that-FOC be.at and    family <br><br> ya-e    nye  nuka (.) ƒometɔwo. <br> that-FOC be.at what    families <br><br> 'Fine!  Home, you went home. Home and family or home and family (in Ewe). Does everyone understood that home is home (in Ewe), and is and (in Ewe) and family is families (in Ewe).' |
|---|---|---|

<center>(Classroom interaction, School A, Class 1, Language and Literacy, Line 34)</center>

### c.  Intrasentential switching: Tag switches

During English lessons, there were instances of intrasentential switching in a form of tag switches. These switches can be associated with indigenous languages, in this case Ewe. These tag switches have communicative functions. For instance, in line 185, pupil P18_D (M) was answering a question posed by the teacher and in his statement he used the form 'aahhh' as a form of self-correction. In line 208, the teacher used similar tag switches in expressing what can be described as a disappointment of the pupils not sharing the books. These tag switches function as discourse markers.

<center><strong>Extract 5.12:</strong> <em>Intrasentential switches: Tag switches</em></center>

| 184 | PS_1 | *madam* (.) *madam* (.) *madam.* |
|---|---|---|
| 185 | P18_D(M) | *you will do* (.) aahhh (.) *you will make a mistake.* |
| 189 | P16_D(M) | *the boy has red bag.* |
| 208 | TC1_D | *HEY!* (.) aahh ((in quest to make pupils to keep quiet)) *if you cannot share the book put it down for me to share.* |

<center>(Classroom interaction: School D Classroom 1, Lines 184-189, 208)</center>

Extract 5.13 is a classroom interaction in school A classroom 3. In line 7, there was an instance of non-repetitive intrasentential switching *yes* and there were instances of tag switches 'Eh_he' in line 9, which has a discourse function of calling pupils to answer a question, line 12 is a tag switch functioning as a response to the teacher's question, line 13 functioning as tag switch for recollection, and line 15 functioning as affirmation of the pupil's answer. These tag switches are also used during English lessons.

<center><strong>Extract 5.13:</strong> <em>Intrasentential switches: Tag switches</em></center>

| 7 | TC3_A | è-kplɔ    xɔ  me(.) è-kplɔ    xɔ  me(.) <br> 2SG-sweep room inside  2SG-sweep room inside <br><br> enububu    ka  tse mì-ga-wɔ?    (.)*yes*[10] |
|---|---|---|

---

[10] Switches such as *Yes* and *madam* can be described as tag switches because they occur in both Ewe and English lessons. The frequency of their occurrence can be ascertained as not being considered as switched words, but more of a formulaic use. However, for the purposes of this research, these formulaic switches are classified as non-repetitive intrasentential switches mainly because they are English switches and can be classified as instances of bilingual practices.

| | | thing.another what else 2PL-REP-do<br>'You swept the room. You swept the room. What else did you do? Yes.' |
|---|---|---|
| 8 | P3_A(M) | **mè-klɔ    agba.**<br>1SG-clean bowl.<br>'I cleaned the bowl.' |
| 9 | TC_A | **mì-klɔ    agba**(.) Eh_he<br>2PL-clean bowl    DM<br>'You cleaned a bowl.' |
| 10 | P4_A (M) | **mì-nyà    nu.**<br>2PL-wash thing<br>'I did washing.' |
| 11 | TC3_A | **e-nya-nu        ŋudi    ke hafi    va    suku-a**?<br>2SG-wash-thing morning this before come school-DEF<br>'Did you do washing this morning before coming to school ?' |
| 12 | PS_A | mm_hhh<br>DM |
| 13 | TC3_A | errrm<br>DM |
| 14 | P5_A (F) | **mè-do    gbe na    nɔnye.**<br>1SG-plant voice give mother<br>'I greeted my mother.' |
| 15 | TC3_A | **yoo** (.)mh_he.<br>okay    DM<br>'okay.' |

(Classroom interaction, School A, Class 3, Lines 7-15)

### 5.2.2. Frequencies of code choices in the classrooms

Research question 1(a) aims to find out whether or not bilingual practices occur in both bilingual and monolingual classroom contexts. This question is explored through quantitative analyses of the various types of bilingual practices that occur in the classrooms. The results of the frequencies are converted into percentages for the purposes of interpretation.

The Language Mode Continuum based on the form and content of message postulates that the amount of mixed languages can determine the language mode of the speakers. The analysis of this continuum is presented under the pedagogic functions of bilingual practices in the classroom in terms of the language use, topic and the type of vocabulary needed (section 5.3). The focus of this section is to present the amount of mixed languages used in the classrooms. The aim is to determine the type of bilingual practices that are frequently used in the classrooms, and to determine whether these code choices occur in both classroom contexts. Presenting the data on the amount of mixed languages serves as a prelude to exploring the pedagogic relevance of code choices in the classrooms.

*Bilingual classrooms*

In the bilingual classrooms, Ewe and English lessons were taught in the same teaching period. Tables 5.1 and 5.2 present the amount of mixed languages in bilingual classrooms. In school A class 1, 220 (44.9%) of the switches were from English during the Ewe session of the lesson and 111 (22.7%) were Ewe switches during the English session of the lesson. In class 2, there were 131 (26.8%) English switches during the lesson, which was carried out bilingually with the base language being Ewe. In class 3 of the same school, there were 23 (4.8%) English switches during Ewe session of the lesson and 4 (0.8%) Ewe switches during English session.

In school C class 1, 117 (25.1%) of the switches were from English into Ewe and 41 (8.8%) were Ewe switches during the English session. There were also bilingual practices in classroom 2 where 16 (3.4%) were switches from English into Ewe and 25 (5.4%) were Ewe switches into English. In classroom 3, 252 (53.9%) of the switches were English into Ewe and 16 (3.4%) were from Ewe into English.

The main observations that can be drawn from the above frequencies and percentages is that there were more intrasentential switches than intersentential switches during the lessons. In terms of intrasentential switches, there were more occurrences of tag switches in addition to non-repetitive intrasentential switches involving single lexemes and phrases. There were some occurrences of repetitive intrasentential switches involving repetitive single lexemes and phrases. The frequencies have also shown instances of intersentential switches during the classroom teaching and learning. There were more instances of non-repetitive intersentential switches with less occurrences of repetitive intersentential switches. In sum, there were more instances of intrasentential switches than intersentential switches during the bilingual Ewe-English lesson. The most frequent occurrences were tag switches. Comparatively, there were more bilingual practices during Ewe session of the lesson than during the English session. This shows that the teachers and pupils switch more during Ewe session of the lessons than during the English session.

**Table 5.1:** *The amount of mixed languages: Bilingual classrooms School A*

| Schools/Classes | Bilingual practices | | | | | | Total (%) |
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **School A** | | | | | | | | |
| Class 1: Ewe session | 1 | 34 | 12 | 0 | 49 | 25 | 99 | 220(44.9%) |
| Class 1: English session | 1 | 32 | 0 | 0 | 41 | 7 | 30 | 111(22.7%) |
| Class 2: Ewe session | 3 | 3 | 27 | 9 | 52 | 5 | 32 | 131(26.8%) |
| Class2: English session[11] | NA | NA | NA | NA | NA | NA | NA | NA |
| Class 3: Ewe session | 0 | 2 | 0 | 0 | 12 | 1 | 8 | 23 (4.8%) |
| Class 3: English session | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 4 (0.8%) |
| **Total** | 5 (1.0% | 72 (14.7%) | 39 (7.9%) | 9 (1.7%) | 154 (31.5%) | 38 (7.7%) | 172 (35.5%) | **489 (100.0%)** |

**Table 5.2:** *The amount of mixed languages: Bilingual classrooms School C*

| Schools/Classes | Bilingual practices | | | | | | Total (%) |
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **School C** | | | | | | | | |
| Class 1: Ewe session | 3 | 29 | 7 | 13 | 35 | 0 | 30 | 117 (25.1%) |
| Class 1: English session | 1 | 3 | 4 | 0 | 3 | 0 | 30 | 41 (8.8%) |
| Class 2: Ewe session | 0 | 2 | 0 | 0 | 0 | 0 | 14 | 16 (3.4%) |
| Class 2: English session | 2 | 0 | 0 | 0 | 4 | 0 | 19 | 25 (5.4%) |
| Class 3: Ewe session | 8 | 38 | 0 | 1 | 66 | 8 | 131 | 252 (53.9%) |
| Class 3: English session | 1 | 0 | 0 | 0 | 1 | 0 | 14 | 16 (3.4%) |
| **Total** | 15 (3.2%) | 72 (15.5%) | 11 (2.4%) | 14 (2.9%) | 109 (23.3%) | 8 (1.8%) | 238 (50.9%) | **467 (100.0%)** |

*Monolingual classrooms*

Similar to the bilingual classrooms observed, as presented in tables 5.3 and 5.4, the frequencies of bilingual practices in the monolingual classrooms were explored. In school B classroom 1, 196 constituting (30.2%) of the switches in the monolingual classroom were from English into Ewe and 15 (2.3%) were from Ewe into English. In classroom 2, 185 (28.5%) were switches from English into Ewe and 27 (4.1%) were switches from Ewe into English. During the Ewe lesson in class 3, there were 207 (31.8%) English switches, and 20 (3.1%) were switches from Ewe into English.

---

[11] In this classroom, there was no exclusive Ewe or English part of the lesson. The lesson was carried out in bilingual Ewe-English. The lesson was a recap of a previous lesson, which was on the board and the teacher used the teaching period to reiterate some of the key concepts learnt. Ewe was the predominant code with some switches to English, therefore in the data Ewe is considered as the base language and English the embedded language. The frequencies presented under *Class 2: Ewe lesson* show the number of English switches during the lesson. The amount of switches used reflects the length of the lesson.

In school D class 1, 67 (35.3%) switches were from English into Ewe, and during the English lesson there were 12 (6.3%) Ewe switches. In class 2 of the same school, there were 70 (36.9%) English switches during Ewe lesson and 29 (15.2%) Ewe switches during English lesson. During the English lesson in class 3, there were 12 (6.3%) Ewe switches. There was no Ewe lesson for this class.

In the monolingual classrooms, as equally observed in the bilingual classrooms, there were more instances of intrasentential switches during the lesson than intersentential switches. In terms of the intrasentential switches, the frequencies and the percentages have shown that there were more instances of tag switches. In addition, there were instances of intrasentential switches involving non-repetitive intrasentential switches of single lexemes and phrases. There were few repetitive intrasentential switches involving single lexemes and phrases. In terms of intersentential switches, there were more occurrences of non-repetitive intersentential switches than repetitive intersentential switches.

The general observation of the frequencies and percentages has shown that there were more instances of tag switches, and intrasentential switches involving single lexemes and phrases particularly non-repetitive intrasentential switches. On the average, there were more instances of bilingual practice during Ewe lessons than during English lessons. In other words, the teachers and pupils switched from Ewe to English during Ewe lessons more than they switched from English to Ewe during English lessons.

**Table 5.3:** *The amount of mixed languages: Monolingual classrooms School B*

| Schools/Classes | Bilingual practices | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | Total |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **School B** | | | | | | | | |
| Class 1: Ewe lesson | 2 | 24 | 1 | 0 | 83 | 9 | 77 | 196(30.2%) |
| Class 1: English lesson | 0 | 0 | 0 | 0 | 1 | 0 | 14 | 15 (2.3%) |
| Class 2: Ewe lesson | 3 | 24 | 2 | 0 | 64 | 10 | 82 | 185(28.5%) |
| Class 2: English lesson | 0 | 0 | 0 | 0 | 3 | 0 | 24 | 27 (4.1%) |
| Class 3: Ewe lesson | 3 | 24 | 3 | 1 | 78 | 16 | 82 | 207(31.8%) |
| Class 3: English lesson | 0 | 0 | 5 | 0 | 0 | 0 | 15 | 20 (3.1%) |
| **Total** | 8 (1.2%) | 72 (11.1%) | 11 (1.6%) | 1 (0.2%) | 229 (35.4%) | 35 (5.3%) | 294 (45.2%) | **650 (100.0%)** |

**Table 5.4:** *The amount of mixed languages: Monolingual classrooms School D*

| Schools/Classes | Bilingual practices | | | | | | | Total |
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **School D** | | | | | | | | |
| Class 1: Ewe lesson[12] | 3 | 4 | 7 | 1 | 25 | 0 | 27 | 67 (35.3%) |
| Class 1: English lesson | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 12 (6.3%) |
| Class 2: Ewe lesson | 0 | 1 | 8 | 0 | 8 | 1 | 52 | 70 (36.9%) |
| Class 2: English lesson | 0 | 0 | 0 | 0 | 17 | 0 | 12 | 29 (15.2%) |
| Class 3: Ewe lesson [13] | NA | NA | NA | NA | NA | NA | NA | NA |
| Class 3: English lesson | 0 | 0 | 0 | 1 | 0 | 11 | 0 | 12 (6.3%) |
| **Total** | 3 (1.6%) | 5 (2.6%) | 15 (7.9%) | 2 (1.1%) | 50 (26.3%) | 24 (12.6%) | 91 (47.9%) | **190 (100.0%)** |

*A comparison between bilingual and monolingual classrooms*

Table 5.5 presents comparisons between bilingual and monolingual medium classrooms. In both bilingual classrooms, there were a total of 759 (79.4%) English switches during the Ewe sessions of the lesson, and there were 197 (20.6%) Ewe switches during the English sessions. Similarly, in the monolingual classrooms there were 725 (86.3%) English switches during the Ewe lessons, and 115 (13.7%) Ewe switches during the English lessons. This comparison shows that there were more bilingual code choices during Ewe sessions/lessons than in English sessions/lessons. In other words, English is more activated during Ewe sessions/lessons than the activation of Ewe during English sessions/lessons.

**Table 5.5:** *A comparison between bilingual and monolingual classrooms*

| School type | Bilingual practices | | | | | | | Total |
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **Bilingual Schools: A & C** | | | | | | | | |
| Ewe sessions | 15 | 108 | 46 | 23 | 214 | 39 | 314 | 759(79.4%) |
| English sessions | 5 | 36 | 4 | 0 | 49 | 7 | 96 | 197(20.6%) |
| **Total** | 20 (2.1%) | 144 (15.1%) | 50 (5.2%) | 23 (2.4%) | 263 (27.5%) | 46 (4.8%) | 410 (42.9%) | **956 (100.0%)** |

---

[12] The lesson was a recap of a previous lesson. The teacher gave a class assignment to the pupils after the recap. The bilingual code choices during the recap were identified.
[13] There was no Ewe lesson due to ill-health of the teacher. It was the same teacher who taught class 2 Ewe lesson.

| School type | Bilingual practices | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | Intersentential Switching L1 + L2 (L3...) | | Intrasentential Switching L1+L2 (L3...) | | | | | |
| | Repetitive Intersentential Switching | Non-repetitive Intersentential Switching | Repetitive Intrasentential Switching | | Non-repetitive Intrasentential Switching | | Tag Switches | |
| | | | Single Lexeme | Phrase | Single Lexeme | Phrase | | |
| **Monolingual Schools:B & D** | | | | | | | | |
| Ewe lessons | 11 | 77 | 21 | 2 | 258 | 36 | 320 | 725(86.3%) |
| English lessons | 0 | 0 | 5 | 1 | 21 | 23 | 65 | 115 (13.7%) |
| **Total** | 11 (1.3%) | 77 (9.2%) | 26 (3.1%) | 3 (0.3%) | 279 (33.2%) | 59 (7.0%) | 386 (45.9%) | **840 (100.0%)** |

Within the bilingual classrooms, the quantitative analyses show that there were more tag switches during the Ewe and English sessions 410 (42.9%). There were also instances of more non-repetitive intrasentential switches in a form of single lexemes 263 (27.5%), and non-repetitive intersentential switches 144 (15.1%). A similar pattern can be observed in monolingual classrooms. There were more instances of tag switches during the lessons (386 (45.9%) of which majority of them occurred in the Ewe lesson. There were also instances of non-repetitive intrasentential switches in a form of single lexemes 279 (33.2%), and non-repetitive intersentential switches. In addition, in both classroom contexts repetitive intrasentential switches in a form of phrases rarely occurs during English sessions/lesson, although this does happen during the Ewe session/lesson.

In sum, first, the frequencies and percentages have shown that there were more switches from English into Ewe during the Ewe sessions and Ewe lessons when compared to the English sessions and lessons. Second, in both classroom contexts there were more instances of tag switches and intrasentential switches. In terms of intrasentential switches, the analyses have shown high frequencies of non-repetitive intrasentential switches involving single lexemes and phrases. The frequent use of tag switches and intrasentential switches suggest that bilingual and multilingual speakers are highly likely to adopt lexical and phrasal constituents when switching between two or more codes. There were also instances of non-repetitive intersentential switches in both classroom contexts. In response to research question 1(a), the frequencies and the percentages have shown that bilingual practices involving both intersentential switches and intrasentential switches occurred in both classroom contexts. The symmetry between both classroom contexts is that there were more switches during the Ewe sessions/lessons than during the English sessions/lessons.

### 5.3. The pedagogic relevance of code choices in the classroom

Bilingual and monolingual code choices in the classroom can be adopted to achieve certain pedagogic goals. In this section, the pedagogic relevance of code choices in bilingual and monolingual classrooms is presented (this addresses research questions 2.a. and b). The aim is to explore the various functions that code choices are used to achieve and how that impacts achievement of communicative and pedagogic goals in the classrooms. The analyses are carried out based on the participants, the situation, the form and contents of the message, and the functions of the language act as proposed by Grosjean's (e.g. 1998, 2001) Language Mode Continuum. The analyses and interpretations are also carried out using Myers-Scotton's (e.g. 1993a, 1983) Markedness Model and other theoretical concepts in language contact and language of education research.

#### 5.3.1. The participants

The participants within an interaction event may condition code choices, which can include monolingual or bilingual code choices. Per the Language Mode Continuum, the participants refer to the people within the communicative event and their code choices may be conditioned by factors such as language proficiency, language mixing habits and attitudes towards the mode of interaction (Grosjean 2001) (see chapter 6 for analysis of attitudes of teachers and pupils). Two main types of participant-related code choices are identified in the classrooms observed: teacher-initiated and learner-initiated. Instances of these bilingual practices from bilingual classrooms are presented followed by instances in the monolingual classrooms.

#### *Bilingual classrooms*

In the bilingual medium classrooms observed, majority of the pupils were bilingual in Ewe and English, including some who also spoke other languages including Akan (Twi), Ga, French (see chapters 6 for discussion of the linguistic backgrounds[14] of the pupils and their home languages). Some of the pupils were monolingual English speakers. There were few pupils who were monolingual in Ewe. The participants in bilingual classrooms were the teachers and pupils. Both participants share the same first language, Ewe and a second language, English. In addition to these languages, the participants spoke other languages such as Akan (Twi), Ga, French, and Hausa.

---

[14] The linguistic backgrounds and the home language(s) of the pupils are based on the fifteen sampled pupils who participated in the focus group. It can, however, be hypothesised that the results from the analyses present an overview of the linguistic backgrounds of the pupils in the schools. A similar hypothesis can be made for monolingual medium classrooms. I acknowledge that this is not a generalisable observation, because the linguistic backgrounds of pupils may vary based on the location of the schools, the linguistic complexities of the community in which the school is located, and many other sociolinguistic factors.

Bilingual practices within a classroom can be teacher-initiated or learner-initiated. Extract 5.14 presents classroom teaching and learning interaction in class 3 of school A. The topic of the lesson was 'Environmental Protection'. During the Ewe part of the lesson, there were instances of intrasentential switches where the teacher and the pupils switched single lexemes and phrases from English to Ewe. A pupil in the class, with the pseudonym P6_A (F), in a quest to provide an answer initiated a non-repetitive intrasentential switch by using TV-**à** <u>TV-DEF</u> '**The** TV' (line 16). The teacher used the same switch in responding to the answer of the pupil (line 17). Similarly, in extract 5.15, the teacher asked the pupil what disease or sickness they will catch when they are bitten by mosquitoes. Pupils P7_C (M) answered *malaria*, and the teacher switched the same work in response to the answer. These switch patterns are learner-initiated as the switches from Ewe to English by the teachers were conditioned by the bilingual practice of the pupils.

Pedagogically, bilingual speakers have the capacity to construct sentences or phrases that reflect the linguistic knowledge of their repertoires. During the Ewe lessons, both Ewe and English are activated and the teacher and the pupils were thus in a bilingual mode. The classroom observations show that switching of single lexical items and phrases were frequent bilingual practices during the classroom interactions, therefore, can be described as unmarked code choice. English switches into Ewe are frequent such that the bilingual code choices can be described as being in a transition from being switched words to being borrowed words in Ewe (Guerini 2014).

**Extract 5.14:** *Pupil-initiated bilingual practices: Bilingual classroom*

| 16 | P6_A(F) | **mè-tútú** *TV*-**à** **ŋú.** | **I cleaned the** TV. |
|---|---|---|---|
| 17 | TC3_A | **è-tutu** TV-**à** **ŋu** (.)**yoo** (.) **é-nyo** (.)**mí-le susɔ-a-wó ɖe asi** (.) **egbe la** (.)**mí-a-srɔ̃ nu tso belele**(.)**belele na mía-*ƒe* nɔ*ƒe*-wo**(.) **belele na** [**mía-*ƒe* nɔ*ƒe*-wo**]. | **You have cleaned the** TV (.) **okay**(.) **it is good** (.)**hold on to the rest** (of the answers) (.) **for today**(.) **we will learn about protection**(.)**taking care of our environments** (.)**taking care of** [**our environments**]. |
| 18 | PS_A | [**mía-*ƒe* nɔ*ƒe*-wo**]. | [**our environment**]. |

(Classroom interaction, School A, Class 3, Language and Literacy, Lines 16-18)

**Extract 5.15:** *Pupil-initiated bilingual practices: Bilingual classroom*

| 66 | PS_C | **ɛe.** | **yes.** |
|---|---|---|---|
| 67 | TC3_C | **ne emu ɖumí ɖe dɔlele ka míaxɔ**? (.) **ehe.** | **when you are bitten by mosquito which type of sickness will you catch**? (.)**ahe.** |
| 68 | P7_C(M) | *malaria.* | *malaria.* |
| 69 | TC3_C | eHE!(.)**ne míxɔ** *malaria* **ne mímeyi kɔdzi kaba o tsie adzɔ**? (.) **ehe.** | eHE! (.)**if you catch** *malaria* **and you do not go to the hospital on time what will happen**? (.) **ehe.** |
| 70 | P4_C(M) | **àku.** | **you will die.** |
| 71 | TC3_C | eHE::: (.) **awɔ** *bye bye* **na dziwolawo.** | eHE:::(.) **you will wave** *bye bye* **to your parents**. |
| 72 | PS_C | OH! ((all laughed)) | OH! ((all laughed)) |
| 73 | TC3_C | **menye sigbe o a**? | **is that not so**? |

(Classroom interaction, School C, Class 3, Language and Literacy, Lines 66-73)

In the classroom interaction data sets, there were instances of teacher-initiated bilingual practices. In the exchange below, the teacher was speaking about how the pupils can keep the school compound clean. The teacher stated that after drinking water the sachet should be dropped in the dustbin whereas the pupils in class three B often dropped it on the floor. The teacher switched the word *dustbin* (line 75) and as the lesson progressed the teacher asked the pupils where the best place to throw water sachets is. In line 80, P2_C (F) answered *dustbin* **me** <u>dustbin</u> **inside**, thus meaning 'inside the dustbin', and the teacher switched the same word in acknowledging the pupil's answer (line 81). Such a switch is an instance of non-repetitive intrasentential switches of single lexemes and illustrates teacher-initiated bilingual practices.

**Extract 5.16**: *Teacher-initiated bilingual practices: Bilingual classroom*

| 75 | TC3_C | ahã(.) **èno tsi vɔ woko ekɔe de** *dustbin*-**a me** (.) *class three B* **ya la** (.) **ne minò etsia vɔ ɖe fika mída na nugoa ɖo**? | ahã(.) **after drinking water then you will put it (water container) inside the** *dustbin* (.) **as for** *class three B* (.) **after drinking the water where do you put the container**? |
|---|---|---|---|
| 76 | PS_C | **anyigba**. | **on the floor**. |
| 77 | TC3_C | **anyigba**(.)**enyo be miakɔe da ɖe anyigba a**? | **on the floor**(.)**is it good to put it on the floor**? |
| 78 | PS_C | **ao**. | **no**. |
| 79 | TC3_C | **fika wole be míakɔe da ɖo**? | **where are we supposed to put it**? |
| 80 | P2_C(F) | *dustbin* **me**. | **inside** *the dustbin*. |
| 81 | TC3_C | ahã::(.)**elebe mikɔe daɖe** dustbin **me**. | ahã::(.)**we have to put it in** *the dustbin*. |

(Classroom interaction, School C, Class 3, Languageg and Literacy, Lines 75-81)

Extract 5.17 is a Language and Literacy lesson in classroom 1 of school A. The topic of the lesson was road safety. The teacher introduced the topic in English and asked the pupils to provide the equivalent in Ewe (lines 7, 9). Pupil P2_A (F) read the Ewe version of the topic on the board (line 10) and the teacher and the pupils repeated the topic in Ewe. The topic was reiterated in English by both the teacher and the pupils (lines 18-22). The switches were initiated by the teacher by asking the pupils to provide both the Ewe and English versions of the topic. Such switches are instances of repetitive intrasentential switches occurring as a phrase[15]. The conversation exchange shows that both the teacher and the pupils were in bilingual mode during the lesson as both Ewe and English were activated.

**Extract 5.17:** *Teacher-initiated bilingual practices: Bilingual classroom*

| 7 | TC1_A | **ke le ʋegbeme**(.) *road safety* **le ʋegbeme nye nuka?** (.)**yema meŋlɔ ɖe afima** (.)**mekae ateŋu agblɔ nam?** (.) **newó kpɔ ekpea dzi**(.) *in english is what*(.)*road safety then ewe version is here*(.)**mekae** | **so in Ewe** (.) **what is** *road safety* **in Ewe**(.)**that is what I have written there**(.)**who can tell me?** (.) **when you see the board**(.) *in english is what*(.)*road safety then Ewe version is* |

---

[15] The English version of the topic can be described as an instance of repetitive intrasentential switch occurring as a phrase. The Ewe version, however, is repetitive intersentential switch when it occurs during the English session of the lesson. The extract 5.17, is a conversation exchange during the Ewe session of the lesson, therefore the switched items were *road safety* which is phrasal.

| | | | |
|---|---|---|---|
| | | **ateŋu agblɔe le eʋegbe me nam?** (.)*hurry UP!* (.) *we_re waiting for you.* | *here* (.)**who can tell me in Ewe?** (.) *hurry UP!* (.) *we_re waiting for you.* |
| 8 | PS1_A | ((unintelligible speeches from pupils)) | ((unintelligible speeches from pupils)) |
| 9 | TC1_A | ahãa(.)*can you read the ewe version for us?* (.) *YES:::* | ahãa(.)*can you read the ewe version for us?* (.) *YES:::* |
| 10 | P2_A(F) | **mía𝑓e dedienɔnɔ le mɔdzi**. | **our safety on the road**. |
| 11 | TC1_A | ahãa (.) **dedienɔnɔ.** | ahãa (.) **safety.** |
| 12 | PS1_A | **dedienɔnɔ.** | **safety.** |
| 13 | TC1-A | **dedienɔnɔ le lɔrimɔwo dzi.** | **safety on the road.** |
| 14 | PS1_A | **dedienɔnɔ le lɔrimɔwo dzi.** | **safety on the road.** |
| 15 | TC1_A | **dedienɔnɔ le lɔrimɔwo dzi.** | **safety on the road.** |
| 16 | PS1_A | **dedienɔnɔ le lɔrimɔwo dzi.** | **safety on the road.** |
| 17 | TC1_A | *and in English it is what?* | *and in English it is what?* |
| 18 | TC1_A &PS1_A | *road safety.* | *road safety.* |
| 19 | TC1_A | *road=* | *road=* |
| 20 | PS1_A | *=safety.* | *=safety.* |
| 21 | TC1_A | *road=* | *road=* |
| 22 | PS1_A | *=safety.* | *=safety.* |

(Classroom interaction, School A, Class 1, Language and Literacy, Lines 7-22)

### *Monolingual classrooms*

As observed in the bilingual classrooms, the teachers and pupils in the monolingual classrooms determine bilingual practices during lessons. Extracts 5.18 and 5.19 present some instances of learner-initiated bilingual practices. Extract 5.18 is a classroom interaction between a teacher and pupils during Ewe lesson in classroom 1 of school B. In this communication exchange, the teacher asked the pupils to state the activities they do in the morning before coming to school. In the answer provided by P18_B (F), she stated that she wears powder before coming to school using single lexicon form of non-repetitive intrasentential switches *powder* (line 257), and in response the teacher switched the same word in acknowledging the answer of the pupil (line 258).

**Extract 5.18:** *Pupil-initiated bilingual practices: Monolingual classroom*

| 255 | P13_B(F) | *sir*(.)**ne míle tsi vɔ míta ami.** | *sir*(.)**after bathing we put on a cream**. |
|---|---|---|---|
| 256 | TC1_B(Ewe) | **ne míle tsi vɔ a**(.)**mítana ami**(.)**alo mísia ami**(.)**nuka hã mígawɔ a?**(.)*yes.* | **when you finish bathing**(.)**you put on a cream**(.)**or you smear cream**(.)**what else do you do?**(.)*yes.* |
| 257 | P18_B(F) | **mèsi** *powder.* | **i put on** *powder.* |
| 258 | TC1_B(Ewe) | **èsi** *powder*(.)ehẽ(.)**nuka tse egawɔ?** | **i put on** *powder*(.)ehẽ(.)**what else did you do?** |
| 259 | P1_B(M) | *sir.* | *sir.* |
| 260 | TC1_B(Ewe) | *yes.* | *yes.* |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 225-260)

In extract 5.19, the teacher asked the pupils to provide names of locally produced food. In line 238, pupil P8_B(M) mentioned *sweet potatoes*. Interestingly, all the pupils laughed at the answer partly due to the switch into English. This observation is made based on the larger communication exchange. In line 240, the teacher switched the same phrase into English acknowledging the answer of the pupil, and then asked the pupils to provide the Ewe equivalent of *sweet potatoes*. Pupil P13_B(F) mentioned **mankani** which is 'cocoyam', and in line 246 pupil P3_B(M) provided the correct answer which was **anagote** 'sweet potato'. The bilingual practice initiated by the pupil was a phrasal switch of repetitive intrasentential switches as both the Ewe and English versions of the phrase were discussed in the conversation exchange.

**Extract 5.19:** *Pupil-initiated bilingual practices: Monolingual classroom*

| 236 | P8_B(M) | *sir*(.)*sir* (.)*sir.* | *sir*(.)*sir*(.)*sir.* |
|---|---|---|---|
| 237 | TC_B(EWE2/3) | ehẽ. | ehẽ. |
| 238 | P8_B(M) | *sweet potato.* | *sweet potato.* |
| 239 | PS_B | ((all laughed)) | ((all laughed)) |
| 240 | TC_B(EWE2/3) | *okay*(.)*sweet potato*(.)*sweet potato ƒe ʋegbeme tɔe nye nuka*?(.)*yes.* | *okay*(.)*sweet potato*(.)**what is the ewe version of** *sweet potato*?(.)*yes.* |
| 241 | P13_B(F) | **mankani.** | **cocoyam.** |
| 242 | TC_B(EWE2/3) | **ao**(.)**meyae nye mankini o.** | **no**(.)**it is not cocoyam.** |
| 243 | PS_B | *sir*(.)*sir* (.)*sir.* | *sir*(.)*sir*(.)*sir.* |
| 245 | TC_B(EWE2/3) | *yes.* | *yes.* |
| 246 | P3_B(M) | **anagote.** | **sweet potato**. |
| 247 | TC_B(EWE2/3) | **anagoto**(.)**woyɔne be anagote**(.)**evivina**. | **sweet potato**(.)**they call it sweet potato**(.)**it is sweet**. |

(Classroon interaction, School B, Ewe lesson, Class 3, Lines 236-247)

Teacher-initiated bilingual practices were observed in the monolingual classroom data. The extract 5.20 is a conversation exchange during Ewe lesson in class 2 of school B where the teacher asked the pupils to explain the meaning of some Ewe statements (lines 124 & 131). In answering what **ɖa nu** 'to cook' means in English, pupil P4_B(M) stated *to cook*, and for the statement **va xɔ** 'come and collect' P6_B(M) answered *come for* (line 132). The teacher acknowledged the answers switching between Ewe and English (lines 129 & 133).

**Extract 5.20:** *Teacher-initiated bilingual practices: Monolingual classroom*

| 124 | TC2_B(EWE2) | **ɖa nu**(.)**ɖa nu makpɔ**(.)**ɖa nu**(.)**ne wobe na ɖa nu gɔme ɖe**? | **cook**(.)**cook let me see**(.)**cook**(.)**what does it mean to cook**? |
|---|---|---|---|
| 125 | P4_B(M) | *sir*(.)*sir*(.)*sir.* | *sir*(.)*sir*(.)*sir.* |
| 126 | PS_B | *sir*(.)*sir* (.)*sir.* | *sir*(.)*sir*(.)*sir.* |
| 127 | TC2_B(EWE2) | ehẽ. | ehẽ. |
| 128 | P4_B(M) | *to cook.* | *to cook.* |
| 129 | TC2_B(EWE2) | ahã(.)*to cook*(.)**ɖa nu**(.)**womebe da nu o loo**(.)**efie be naɖa nu** | ahã(.)*to cook*(.)**cook**(.)**they did** |

95

| | | (.)*you cook*(.)εε̃(.)**ɖa akple**(.)**ɖa nu**(.)ehẽ | **not say you should throw something**(.)**it means you should cook**(.)*you cook*(.)εε̃(.)**cook akple**(local food)(.)**cook**(.)ehẽ |
|---|---|---|---|
| 130 | P18_B(F) | va xɔ. | **come and collect**. |
| 131 | TC2_B(EWE2) | εε̃:(.)**va xɔ**(.)**va**(.)**xɔ**(.)**va**(.)**xɔ** (.)**va xɔ**(.)ahã(.)**va xɔ efia be le?** | εε̃:(.)**come and collect**(.)**come**(.) **collect**(.)**come**(.)**collect**(.)**come and collect**(.)ahã(.)**what does come and collect mean**? |
| 132 | P6_B(M) | **come for**. | **come for**. |
| 133 | TC2_B(EWE2) | ahã(.)*come for something*(.)ehẽ (.) [name] | ahã(.)*come for something*(.)ehẽ (.)[name] |

(Classroom interaction, School B, Ewe lesson, class 2, Lines 124-133)

Similarly, in extract 5.21, the Ewe teacher, who taught both class two and three Ewe lessons, asked the pupils to provide the word for **atɔtɔ** 'pineapple' in English, which the pupils provided as *pineapple* (line 250). This switch is an instance of repetitive intrasentential switches occurring as single lexemes. In line 251, the teacher switched to English in order to control the class and afterwards asked the pupils to state the month in which pineapples are grown. In both communicative exchanges, the switches of pupils into English were initiated by the teachers as they asked the pupils to provide English equivalents of Ewe words and statements.

The code choice patterns observed in the teacher-initiated and learner-initiated switches show that the teachers and pupils were in a bilingual mode as both Ewe and English were activated. Equally, the use of bilingual practices during the lessons can be described as unmarked code choice.

**Extract 5.21:** *Teacher-initiated bilingual practices: Monolingual classroom*

| 248 | P16_B(F) | **atɔtɔ**. | pineapple. |
|---|---|---|---|
| 249 | TC_B(EWE2/3) | **atɔtɔ**(.)**atɔtɔ ƒe yevugbe me nye?** | **pineapple**(.)**what is the English version of pineabpple?** |
| 250 | PS_B | *sir*(.)*sir*(.)*pineapple*. | *sir*(.)*sir*(.)*pineapple*. |
| 251 | TC_B(EWE2/3) | *okay*(.)*HEY*!(.)*sit DOWN*(.)**mìnɔ anyi**(.)**ne wobe dzinu ka me wódona nuku yawo le na ɖe?** | *okay*(.)*HEY*!(.)*sit DOWN*(.)**you should sit down**(.)**in which month do they sow these crops**? |

(Classroom interaction, School B, Ewe lesson, Class 3, Lines 248-251)

In addition to teacher-initiated and learner-initiated bilingual practices, there were instances of what could be described as language mixing habits of teachers and pupils. Extract 5.22 highlights an instance of the language mixing habits of teachers and pupils during lessons. Pupils switched to English during Ewe lesson to welcome a teacher visiting the class (line 170). After the greeting exchange between the pupils and the visiting teacher, the class teacher and visiting teacher switched between Ewe and English in their interaction. Per the code choices of the pupils, it can be ascertained that the expected medium of communication in the classroom and out-of-classroom interaction was English, which may have

96

informed the immediate code choice of the pupils when the teacher arrived in the class. The interaction between the two teachers presented the linguistic realities of out-of-classroom interactions. Peer-to-peer interactions among teachers were characterised by bilingual practices. The code choices, therefore can be described as unmarked codes.

The language mode of the teachers and pupils was predominantly bilingual and there were constant switches between Ewe and English. Such bilingual practices in the classroom are contrary to the language policy of the school. Being a private school, it is expected that Ewe lessons would be taught in Ewe and English lessons be taught in monolingual English. However, what was observed in the classroom was contrary to the prescribed policy. The implication of such bilingual practices during the lessons is that both Ewe and English play significant pedagogic roles in the classroom to achieve teaching and learning objectives. Therefore, there is a distinction between *medium of instruction* and *medium of classroom interaction* (Bonacina & Gafaranga 2011).

**Extract 5.22:** *Language mixing habits of teachers and learners*

| 169 | TC_B(EWE2/3) | *okay.* | *okay.* |
|-----|--------------|---------|---------|
| 170 | PS_B | *you_re welcome madam* ((a teacher walked into the classroom)) | *you_re welcome madam* ((a teacher walked into the classroom)) |
| 171 | TC_B(VISIT) | *thank you*(.)*how are you*? | *thank you*(.)*how are you*? |
| 172 | PS_B | *we are fine thank you*(.)*and you?* | *we are fine thank you*(.)*and you?* |
| 173 | TC_B(VISIT) | *i_m also fine*(.)*sit down.* | *i_m also fine*(.)*sit down.* |
| 174 | PS_B | *thank you.* | *thank you.* |
| 175 | TC_B(VISIT) | *they are in a meeting.* | *they are in a meeting.* |
| 176 | TC_B(EWE2/3) | *OKAY*(.)**kemi           nɔ míagbɔ**(.)**míawo ya míle nu srɔ̃m.** | *OKAY*(.)**then sit with**(.)**as for us we are studying.** |
| 177 | TC_B(EWE2/3) &TC_B(VISIT) | ((laughed)) | ((laughed)) |

(Classroom interaction, School B, Ewe lesson, Class 3, Lines 167-177)

### 5.3.2. The situation

The situation can determine code choices among bilingual and multilingual speakers. This refers to the physical location of the interaction, presence of monolinguals, degree of formality and intimacy among the speakers, etc. (Grosjean 2008). Bilingual and multilingual speakers switch between codes based on factors including the situation, which Auer (1999) refers to as discourse-related switching. Discourse-related switching is one of the integral part of everyday rhetorics that is available to bilinguals and multilinguals alike in conveying meaning (Auer 1990:310). Within the framework of this study, the physical location is the classroom. The situation in bilingual classrooms is presented followed by the situation in monolingual classrooms.

*Bilingual classrooms*

In the bilingual medium classrooms, the expected medium of instruction is bilingual Ewe-English. The first half of the lesson is to be taught in Ewe and the second half in English. The teachers and the pupils are at least bilingual in Ewe and English, and some spoke other languages such as Akan (Twi, Fante) and Likpe.

The bilingual medium schools adopted the National Acceleration Literacy Program (NALAP), which requires teachers to use both the Ghanaian indigenous language(s) and English during lessons, especially, at the lower grade classes. The teaching period dedicated to this concurrent code choice is called Language and Literacy. Following from this background, the influence of the situation on code choices are presented.

In the bilingual medium classrooms, three stages of the lesson can be identified: the start of the lesson, the transition stage from Ewe to English session, and the end. At the start of the lesson, Ewe is the expected medium of instruction as the topic of the lesson is to be first introduced in Ewe then taught in English. Such expected code choice is often not the case. Extract 5.23 presents a conversation exchange in classroom 1 of school C during a Language and Literacy lesson. The topic of the lesson was on *food*, thus in Ewe, **nuɖuɖu**. The teacher began the lesson in English. After the initial greetings in English, the teacher asked the pupils to pronounce a word on the board (line 7). After the pupils mentioned the word which was written in Ewe (line 11), the teacher switched the lesson to bilingual Ewe-English. This code choice patterns reveal that in bilingual classrooms both Ewe and English are activated. The teachers and the pupils share the same linguistic repertiores which facilitated the use of and the comprehension of mixed codes. Bilingual code choices were unmarked in this classroom.

**Extract 5.23:** *Code choice at the start of Language and Literacy lesson*

| 1 | TC1_C | *good morning CLASS.* | *good morning CLASS.* |
|---|---|---|---|
| 2 | PS_C | *good morning madam.* | *good morning madam.* |
| 3 | TC1-C | *how are you ALL?* | *how are you ALL?* |
| 4 | PS_C | *we_re find thank YOU madam.* | *we_re find thank YOU madam.* |
| 5 | TC1_C | *I hope everybody is doing VEry WELL!* | *I hope everybody is doing VEry WELL!* |
| 6 | PS_C | *YES!* | *YES!* |
| 7 | TC1_C | *GOOD!(.)NOW this morning(.)we have language and literacy(.)there_s something on the board(.)can somebody pronounce it?* | *GOOD!(.)NOW this morning(.)we have language and literacy(.)there_s something on the board(.)can somebody pronounce it?* |
| 8 | P1_C(M) | *YES!* | *YES!* |
| 9 | PS_C | *yes(.)yes(.)madam.* | *yes(.)yes(.)madam.* |
| 10 | TC1_C | *until i call you(.)nobody should talk(.)YES!* | *until i call you(.)nobody should talk(.)YES!* |
| 11 | P2_C(F) | **nuɖuɖu.** | **food.** |
| 12 | TC1_C | **nuɖuɖu***(.)all of you.* | **food***(.)all of you.* |
| 13 | PS_C | **nuɖuɖu.** | **food.** |

| 14 | TC1_C | **nuɖuɖu.** | **food.** |
|----|-------|-------------|-----------|
| 15 | PS_C | **nuɖuɖu.** | **food.** |
| 16 | TC1_C | **ame sia ame negblɔ e.** | **everyone should say it.** |
| 17 | PS_C | **nuɖuɖu.** | **food.** |
| 18 | TC1_C | ahã(.)**míle nusrɔ̃m tso nuɖuɖu ŋu (.)nuɖuɖu kawo ƒe ŋkɔ mìenya?(.)ne enyae la(.)do asi ɖe dzi mayɔ wò**(.)mm_hh | ahã(.)**we are studying about food (.)what is the name of some food you know?(.)if you know it(.)life up your hand so i can call you**(.)mm_hh |
| 19 | P3_C (F) | *wakye.* | *wakye*(local food). |
| 20 | | ((the lesson continued in bilingual Ewe-English)) | ((the lesson continued in bilingual Ewe-English)) |

(Classroom interaction, School C, Class 1, Language and Literacy, Lines 1-20)

In addition, the extract 5.24 below presents a conversation exchange from classroom interaction in a bilingual classroom. At the start of the bilingual Ewe-English lesson in classroom 1 of school A, the lesson began exclusively in English, and then there was a switch to bilingual Ewe-English. The teacher instructed the pupils to bring the Ewe readers (line 1) and later asked them to read the topics on the board (line 3). In line 4, pupil P1_A(F) read the topic *road safety.* The teacher acknowledged the answer of the pupil and asked the other pupils to clap for her. In the conversation turn in line 7, the teacher switched to bilingual Ewe-English asking the pupils to provide the Ewe equivalent of road safety. The code choices at the start of the lesson demonstrated that the expected exclusive use of Ewe at the start of the Language and Literacy lesson was not the case as there were instances of monolingual English use and bilingual Ewe-English at the start of the lesson.

In terms of the language mode of the teacher and the pupils, the code choice patterns demonstrate that monolingual mode was activated at the start of the lesson and the lesson proceeded in a bilingual mode. The teacher adopted both non-repetitive intrasentential code choice of phrasal insertion (e.g. *road safety*), and non-repetitive intersentential code choices and repetitive intersentential code choices in line 7. The base language for this part of the lesson was Ewe, therefore, the exclusive use of English at the start of the lesson can be described as marked code choice as it is not the expected code for the first half of the lesson. The bilingual code choice, however, can be described as an unmarked code choice because it is a frequent code choice during the lesson and both the teacher and pupils comprehended the mixed codes adopted. The pedagogic inference that can be drawn from such bilingual code choices is that of vocabulary acquisition as well as for enhancing understanding. The use of bilingual practices introduced pupils to both Ewe and English concurrently which can contribute to language acquisition.

**Extract 5.24:** *Code choices at the start of Language and Literacy lesson*

| 1 | TC1_A | *GO and bring out ewe readers.* | *GO and bring out ewe readers.* |
|---|-------|--------------------------------|--------------------------------|
| 2 | PS1_A | ((unintelligible speeches from pupils)) | ((unintelligible speeches from pupils)) |

| 3 | TC1_A | O:kay (.)sit DOWN!(.)who can read the topic we are coming to treat today?(.)who can read it for me?(.)who can read the topic for me?(.)who can read the topic?(.)we have english here(.)we have ewe here(.)who can read the topics for me?(.)ehɛɛ. | O:kay(.)sit DOWN!(.)who can read the topic we are coming to treat today?(.)who can read it for me?(.)who can read the topic for me?(.)who can read the topic?(.)we have english here(.)we have ewe here(.)who can read the topics for me?(.)ehɛɛ. |
|---|---|---|---|
| 4 | P1_A(F) | road safety. | road safety. |
| 5 | TC1_A | road safety(.)put your hands together for her. | road safety(.)put your hands together for her. |
| 6 | PS1_A | ((pupils clapped)) | ((pupils clapped)) |
| 7 | TC1_A | **ke le ʋegbeme**(.)*road safety* **le ʋegbeme nye nuka**?(.)**yema meŋlɔ ɖe afima**(.)**mekae ateŋu agblɔ nam? newo kpɔ ekpea dzi**(.)*in english is what*(.)*road safety*(.)*then ewe version is here*(.)**mekae ateŋu agblɔe le eʋegbe me nam**?(.)*hurry UP!*(.)*we_re waiting for you.* | **so in ewe**(.)*road safety* **in Ewe in what**?(.)**that is what I have written there**(.)**who can tell me? If you look on the board**(.)*in english is what*(.)*road safety*(.)*then ewe version is here*(.)**who can tell me in ewe?**(.)*hurry UP!*(.)*we_re waiting for you.* |

(Classroom interaction, School A, Class 1, Language and Literacy, Lines 1-7)

The extract 5.25 presents an instance of code choice at the transition stage of Language and Literacy teaching period. The lesson was carried out in classroom 3 of school D under the topic 'Environmental Protection'. During the transition stage of the lesson from Ewe to English, the teacher introduced the English part of the lesson in English (line 133), and then switches to Ewe to give instruction to the pupils (line 135). The teacher instructed the pupils to write a piece of work at a particular section of their books as part of the Ewe lesson.

The teacher and the pupils can be described as being in intermediate or bilingual mode (Grosjean 2001, 1998), as both Ewe and English were activated during the transition stage of the lesson. After the introduction of the English part of the lesson in both Ewe and English, the lesson continued mainly in exclusive English. This is in contrast to what was observed during the Ewe part of the lesson. The Ewe part of the lesson was predominantly carried out in concurrent use of Ewe and English. Less activation of Ewe during the English lesson demonstrates that the teacher and the pupils were in monolingual or intermediate mode.

**Extract 5.25:** *Code choices at the transition point of lesson for instruction*

| 129 | TC3_A | **tefe sia tefe sì mìyi** (.)**mìale be na nu ɖe sia ɖe si le míafe nɔfewo ɖe**? | **everywhere that you will go**(.)**will you take care of everything that is in your environment**? |
|---|---|---|---|
| 130 | PS_A | **ɛe::** | **yes::** |
| 131 | TC3_A | **mìka ɖe edzi a**? | **are you sure**? |

| 132 | PS_A | **mí-ɖe ku[16]ɛe::** | **yes:: please.** |
|-----|------|------|------|
| 133 | TC3_A | *yoo!(.)okay(.)we now do the same thing in english(.) O:KAY?!* | *okay!(.)okay(.)we now do the same thing in english(.)O:KAY?!* okay |
| 134 | PS_A | *OKAY:* ((unintelligible speeches by pupils)) | *OKAY:* ((unintelligible speeches by pupils)) |
| 135 | TC3_A | *is that the second ONE?(.)***míàŋlɔ̃ nu ma ɖé éte loo***(.)NOW!(.)we_re going to switch to the english language(.)OKAY!?(.)we_re going to learn about environmental protection(.)environmental protecTION(.)the whole CLASS.* | *is that the second ONE?(.)***write that at the bottom (of the question)***(.)NOW!(.)we_re going to switch to the english language(.)OKAY!?(.)we_re going to learn about environmental protection(.)environmental protecTION(.)the whole CLASS.* |
| 136 | PS_A | *environmental protection.* | *environmental protection.* |
| 137 | TC3_A | *if we say environment(.)do you know what it means?* | *if we say environment(.)do you know what it means?* |
| 138 | PS_A | *YES!:* | *YES!:* |
| 139 | TC3_A | *you know it?* | *you know it?* |
| 140 | PS_A | *YES::* | *YES::* |
| 141 | TC3_A | *you know it then tell me(.)what is enVIronment?* | *you know it then tell me(.)what is enVIronment?* |
| 142 | P10_A (F) | *˚h environment is thing that surrounds us.* | *˚h environment is thing that surrounds us.* |
| 143 | TC3_A | *the things that we see around us(.)give her a clap.* | *the things that we see around us(.)give her a clap.* |

(Classroom interaction, School A, Class 3, Language & Literacy, Lines 129-143)

In addition, the extract below presents bilingual code choice at the transition stage of the lesson from Ewe and English. The teacher taught the Ewe part of the lesson in monolingual Ewe, English and bilingual Ewe-English. At the transition point of the lesson from Ewe to English, the teacher asked the pupils to sing a song for her (line 97). The pupils started singing different songs simultaneously (line 98). The teacher asked one of the pupils to tune in one song and the pupils sang the song in English. In line 105, the teacher stated that some of the boys were singing in base and the pupils responded in Ewe ɛe 'yes'. The implication of the pupils' response is that they are still in bilingual Ewe-English mode. The lesson proceeded predominantly in monolingual English with few tag switches by the teacher.

**Extract 5.26:** *Switching at the transition point of the lesson*

| 97 | TC1_C | **mìdzi ha ɖeka nam mase**(.)*sing one song for me.* | **sing one song for me**(.)*sing one song for me.* |
|----|-------|------|------|
| 98 | PS_C | ((pupils suggesting different song by singing)) | ((pupils suggesting different song by singing)) |
| 99 | TC3_C | EY::! (.)*one person should tune the song*(.)ehe. | EY::!(.)*one person should tune the song*(.)ehe. |

| 100 | P8_C(F) | OOH:: | OOH:: |
|---|---|---|---|
| 101 | TC3_C | *one*(.)*two*(.)*GO!* | *one*(.)*two*(.)*GO!* |
| 102 | PS_C | OOH::(.)*i want to be more like you*(.)*jeSUS*(.)<br>OOH::(.)*i want to be more like you*(.)<br>OOH::(.)*i want to be a vessel you want to*(.)<br>OOH::(.)*i want to be more like you*(.) | OOH::(.)*i want to be more like you*(.)*jeSUS*(.)<br>OOH::(.)*i want to be more like you*(.)<br>OOH::(.)*i want to be a vessel you want to*(.)<br>OOH::(.)*i want to be more like you*(.) |
| 103 | TC3_C | mm_hh | mm_hh |
| 104 | PS_C | OOH::(.)*i want to be more like you*(.)*jeSUS* (.)<br>OOH::(.)*i want to be more like you*(.)<br>OOH::(.)*i want to be a vessel you want to*(.)<br>OOH::(.)*i want to be more like you*(.) | OOH::(.)*i want to be more like you*(.)*jeSUS*(.)<br>OOH::(.)*i want to be more like you*(.)<br>OOH::(.)*i want to be a vessel you want to*(.)<br>OOH::(.)*i want to be more like you*(.) |
| 105 | TC3_C | eii:(.)*some of the boys are singing base* ooh. | eii:(.)*some of the boys are singing base* ooh. |
| 106 | PS_C | **εe.** | **yes.** |
| 107 | TC3_C | *sit DOWN!* | *sit DOWN!* |

(Classroom interaction, School C, Class 3, Language and Literacy, Lines 97-107)

The extract 5.27 below presents the exclusive use of English at the end of the bilingual Ewe-English lesson. In that exchange, the teacher was instructing the pupils at the end of the lesson to keep quiet. The exclusive code choice can be described as unmarked because the expected code choice at the second half of the Language and Literacy lesson was English. The pedagogic relevance of such a code choice was class control.

**Extract 5.27:** *Exclusive use of English at the end of the lesson for class control*

| 416 | TC1_A | HEY!(.)HEY!(.)HEY! where is εrr:(.)YOU(.)stand HERE and CATCH those who are talking for me(.)you and [name](.)stand here and then catch those who have been talKING for me(.)one person should come and stand HERE(.)GO! and bring out the nalap story. |
|---|---|---|

(Classroom interaction, School A, Class 1, Language and Literacy, Line 416)

Taking into account the societal code choice (Levine 2011), in other words the out-of-classroom code choice, the use of monolingual English is usually the norm in out-of-classroom interaction in particular when it comes to teacher-pupil interactions. Therefore, it can be established that at the end of Language and Literacy lesson English is the dominant language that is activated, and the teacher and the pupils are in intermediate to monolingual mode towards the end of lessons as there was less activation of Ewe. The use of bilingual Ewe-English during the lesson can be described as the unmarked code as it occurs frequently during the lessons.

*Monolingual classrooms*

As presented in the bilingual classrooms, the situation can condition code choices in the classroom. It refers to the physical location of the interaction, presence of monolinguals, degree of formality and of intimacy. The physical location of the interaction is the classroom. In terms of presence of monolinguals, it can be described based on the data from the linguistic backgrounds of the pupils in that majority of the pupils are bilinguals in Ewe and English, and some spoke other Ghanaian languages such as Akan (Twi), Ga and other foreign languages such as French (detailed analyses under section 6.2). Therefore, the teachers and the pupils have shared linguistic repertoires.

In terms classroom interactions, monolingual code choice is the expected medium of instruction in private schools. In these schools, as previously introduced, there are school-specific language policies that are adopted as opposed to the policy put forward by the government. For instance, in school B, Ewe and English lessons were taught separately and it was expected that during Ewe lessons only Ewe should be used, just as only English is to be used during English lessons. Equally in school D, the school had strict code choice for both inside and out-of-classroom communication where only English is the expected code choice. Contrary to the three stages presented under the bilingual classrooms as the stages that can influence bilingual code choices, situations in monolingual classrooms in terms of language use may not necessarily have an impact on code choice as the policies stipulate monolingual Ewe and English during both lessons. The adherence to the policies is often not exclusive especially during Ewe lessons as there were observed instances of bilingual code choices during parts of the lesson.

The extract 5.28 below presents a classroom interaction between a teacher and pupils. The teaching period was Ewe and the expected code choice was monolingual Ewe. On entry into the classroom, the pupils were interacting among themselves in English. To control the class in order to commence the lesson, the teacher began the Ewe lesson in English: *SIT! at your place*. (lines 2 &4). While the pupils were settling down, the teacher greeted them in Ewe (line 6). Subsequently, the lesson continued predominantly in Ewe with some switches to English. For instance in extract 5.30, further into the lesson the teacher in the attempt to control the class switched between Ewe and English using repetitive intersentential switches in Ewe: **nɔ̀ nɔ̀ƒè-wò** 'sit at your place' (.) *sit at your place*" (line 97).

**Extract 5.28:** *Using English at the start of Ewe lesson for class control*

| 1 | PS_B | ((pupils talking at the background using English)) | ((pupils talking at the background using English)) |
|---|---|---|---|
| 2 | TC1_B | *SIT! at your place.* | *SIT! at your place.* |
| 3 | PS_B | ((pupils continue talking at the background using English)) | ((pupils continue talking at the background using English)) |
| 4 | TC1_B | *SIT! at your place.* | *SIT! at your place.* |
| 5 | PS_B | (pupils continue talking at the background using English)) | (pupils continue talking at the background using English)) |
| 6 | TC1_B | **ŋdí ná-mì!** | **morning to you** (all)!' |

| 7 | PS_B | **ŋdí**(.)**ʄé-mè-tɔ́?** | **morning**(.)**how are people in the house?** |
| 8 | TC1_B | **é-dɔ́::!** | **s/he is fine.** |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 1-8)

**Extract 5.29:** *Using English during Ewe lesson for class control*

| 97 | TC1_B | *hey::*(.)**nɔ anyi**(.)**nɔ nɔʄe-wò**(.)*sit at your place*(.)*sit at your place and pay attention to what we_re doing.* | *hey::*(.)**sit down**(.)**sit at your place**(.)*sit at your place*(.)*sit at your place and pay attention to what we_re doing.* |
| 98 | PS_B | *SIR!*(.)*SIR!*(.)*SIR!* | *SIR!*(.)*SIR!*(.)*SIR* |
| 99 | TC1_B | *put down the hands*(.)*sit down and keep quiet*(--)*OKAY!* **ame-ɖe be ye-klɔ nù-me**(.)*you brush your teeth*(.)*and then what else?*(.)*after brushing the teeth*(.) *what did you do?* | *put down the hands* (.)*sit down and keep quiet*(--)*OKAY!* **someone said s/he washed his/her mouth**(.)*you brush your teeth*(.)*and then what else?*(.)*after brushing the teeth*(.)*what did you do?* |
| 100 | P7_B (M) | *SIR!*(.)*SIR!* | *SIR!*(.)*SIR!* |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 97-100)

Equally, pupils used bilingual practices during the Ewe lesson. During peer-to-peer interactions in the Ewe lesson, pupils interact among themselves using English. Equally, when pupils want to answer questions they drew the attention of the teacher by calling him "SIR! (.) SIR! (.)SIR!" (e.g. lines 98 &100). The established way of addressing the teacher in Ewe is *nufíala* 'teacher'. In the course of the lesson, as presented under extract 5.29, pupils were making noise. The teacher again switched to English to control the class to silence. Such a code choice pattern can be interpreted as being a reflection of the expected code choice in the private schools, which is predominantly English.

The use of bilingual practices during the lesson has shown that both the teacher and the pupils were between intermediate and bilingual modes where Ewe, the expected code choice, and English were activated. Both intrasentential and intersentential switches were adopted. In terms of the markedness model, during the lesson exclusive use of Ewe and bilingual use of Ewe-English can be described as the unmarked code choice, while the exclusive stretch of English usage will be a marked code choice. The exclusive use of indigenous Ghanaian languages and the concurrent use of these languages and English are equally reported in the literature as being unmarked code choice among Ghanaians (Nuworsu 2015, Asare-Nyarko 2012, Yevudey 2013). Bilingual code choice among Ghanaians has become an expected code choice and forms part of the daily language use of bilingual ad multilinguals alike.

Language of education policies can help explain code choices in the classroom. School internal language policy in private schools requires the exclusive use of Ewe and English during lessons. However, the observed code choices in the Ewe lessons in particular are contrary to the language policy as bilingual practices were adopted during the lessons. Therefore, there is a contradiction between language policy and the linguistic realities in the classrooms. The subsequent sections present the form and the content, and the functions of code choices in the classroom.

### 5.3.3. The form and content of the message

The form and the content of the message can determine code choices in the classroom. This includes conditions such as the language(s) used, topic, type of vocabulary needed, and amount of mixed language. Similar to the above two factors, the form and content of the message in bilingual classrooms are presented followed by the case in monolingual classrooms.

#### *Bilingual classrooms*

The lessons in the bilingual classrooms are carried out in both Ewe and English. The topics discussed in the lessons vary from socio-cultural themes to a focus on language structures. Some of the topics taught included road safety, environmental protection, home and family, types of religions in Ghana, just to mention a few. These topics are taught in both Ewe and English. There were variations in code choice patterns during both parts of the lesson. During the Ewe part of the lesson, as exemplified below, there was frequent use of English. However, the contrary was observed during the English part of the lesson, where there were less switches to Ewe. This is evident in the quantitative analyses of the structural patterns observed in both classroom contexts (see section 5.2.2).

The topic under discussion may condition code choice as well as the type of vocabulary needed. In the bilingual classrooms observed, bilingual practices and code choice in general cannot be associated with the topic under discussion. However, in one of the bilingual classrooms, thus school A class 1, the topic of the lesson was on road safety. During the lesson, as presented in extract 5.30, the teacher asked the pupils how 'traffic light' is called in Ewe (line 137). As none of the pupils provided an answer, the teacher stated that they, that is, the Ewe speakers, only refer to it in Ewe as *traffic light* (line 139). Traffic light was used throughout the lesson. The teacher went on to describe the functions of the traffic light. The use of traffic light during Ewe lesson can be conditioned by the topic, which is not entirely an indigenous Ewe concept, therefore less accessibility of the lexicons to describe the concept. There was a lexical gap in the repertoires of the teacher and the pupils although the Ewe word *dzo* meaning 'fire/light' can be used to describe traffic light taking into account the context of use.

In addition, in line 140 a pupil initiated bilingual practice through the use of non-repetitive intrasentential switch: **e**-*stop*-**na eʋuwo** 'It stops cars.' When the teacher repeated the question, pupils P7_A (F) responded using bilingual Ewe-English (line 142). The teacher acknowledged the answer of the pupils (line 143) also using the non-repetitive intrasentential switch 'stop'. Furthermore, the teacher asked the pupils about how 'stop' is expressed in Ewe. Simultaneously, the pupils answered 'tɔ́ (.)tɔ́ (.)tɔ́.' Equally, the teacher asked them to say it in English and all the pupils answered 'STOP! (.) STOP!'. These switches can be described as being conditioned by the topic under discussion.

Pedagogically, pupils are simultaneously introduced to both Ewe and English vocabularies and expressions. This teaching pedagogy will facilitate pupils' acquisition of both languages, and will

increase their participation and understanding (Agbozo 2015, Lugoloobi-Nalunga 2013). The activation of both Ewe and English during the Ewe session of the Ewe-English lesson shows that the teacher and the pupils were in bilingual mode. Furthermore, bilingual code choice was unmarked code during the lesson.

**Extract 5.30:** *Bilingual practices due to lexical gab*

| 135 | TC1_A | **amewò le gàsɔ dzi**(.)**wó katã wókpɔ́** *traffic light* **à**? | **people are on bicycle**(.)**have you all seen the** *traffic light*? |
|---|---|---|---|
| 136 | PS1_A | **ɛ̃::::** | **yes::::** |
| 137 | TC1_A | *traffic light* **mà ɖé**(.)**aleke wóyɔna** *traffic light* **ma ɖe eʋegbe mè**?(.)**ɛ̃::**(.)*traffic light* **ko míawó katã míyɔ ne**(.)**menye nenema o a**? | **that** *traffic light*(.) **how do they call** *traffic light* **in ewe**?(.)**ɛ̃::** (.)*we all call it traffic light*(.)*is that not the case?'* |
| 138 | PS1_A | **ɛ̃:::** | **yes:::** |
| 139 | TC1_A | ehẽ:::(.)**yoo ta míayɔe** *be traffic light*(.)*traffic light*-**a ɖe**(.)**eƒe dɔ enye nuka**?(.)ehẽ**::**(.)**edɔ ka traffic light-a wɔna**?(.)**éwɔ nuka**? | ehẽ:::(.)**okay so we will call it** *traffic light*(.) **then the** *traffic light*(.)**what function does it have?** (.)ehẽ**::**(.)**what work does the** *traffic light* **do?**(.)**what does it do?** |
| 140 | P8_A(M) | **é***stop*-**nà eʋuwo**. | **It** *stops* **cars.** |
| 141 | TC1_A | **éwɔ nuka?**(.)ehẽ::: | **It does what?**(.)ehẽ::: |
| 142 | P7_A (F) | **é***stop*-**na eʋu-wo**(.)**be eɖewó ava yi.** | **It** *stops* **cars**(.)**and give way to others**. |
| 143 | TC1_A | *traffic light*-**a** *stop*-**na**(.)*stop* **ma le ʋegbe me ɖe nye nuka**? | **the** *traffic light stop***s**(cars)(.)**how is** *stop* **referred to in ewe**? |
| 144 | PS1_A | ((simultaneously)) **tɔ**(.)**tɔ**(.)**tɔ**. | **stop**(.) **stop**(.)**stop**. |
| 145 | TC1_A | ehẽ::(.)**tɔ**(.)**étɔná eʋuwo**(.)**tà lè** *english*-**i me nye nuka?** | ehẽ::(.)**stop**(.)**it stops cars**(.)so what does it mean in **English**? |
| 146 | PS1_A | ((simultaneously)) *STOP*!(.)*STOP*! | ((simultaneously)) *STOP*!(.)*STOP*! |
| 147 | TC1_A | *STOP*!(.)**àlébé** *traffic light*-**à ɖé**(.) *light* **woame nene ye nɔna é-dzi**(.) **alo edzo nene ye lè é dzí**? | *STOP*!(.)**so the** *traffic light*(.)**how many** *lights* **does it have?**(.)**or how many lights are on it**? |

(Classroom interaction, School A, Class1, Language and Literacy, Lines 135-147)

### *Monolingual classrooms*

The forms of teaching in the private schools are quite different from the public schools in terms of teaching Ewe and English. In these schools, exclusive use of Ewe is the expected code choice during lessons, and all other subjects including English are to be taught in English. Some of the topics treated in the classrooms discussed socio-cultural themes such as home and family, the months of the year in the Ewe calender, football match, the library, and environmental protection. Furthermore, language focused topics were treated through the study of bi-syllabic words, adjectives, vocabulary substitution tables, and reading and comprehension sessions. During reading texts, pupils were taught how to read appropriately taking into account the punctuation marks and the observance of intonation patterns.

The topic of a lesson may condition code choices and the vocabulary needed. Extract 5.31 is a conversation exchange in school B class 3 where the topic of the lesson was on the months of the year

in Ewe. During the lesson, the Ewe months were not translated into English. The names of the months were unique in Ewe and more so they do not have direct English equivalent. That is, English has twelve months in a year based on the Gregorian Calendar while Ewe has thirteen months, which is based on the International Fixed Calendar constituting 28 days per month. Therefore, the teacher introduced the pupils to the Ewe months in exclusive Ewe with no translations to their English equivalents. A conclusion can be drawn that the lack of translation of the Ewe months is due to the topic under discussion. Also, the topic also necessitated the type of vocabulary needed.

**Extract 5.31:** *Code choices in the classroom conditioned by the topic*

| 72 | PS_B | dzove(.)dzodze(.)tedoxe(.)afɔfie(.)dame(.)másá. | dzove(.)dzodze(.)tedoxe(.)afɔfie(.)dame(.)másá. |
|----|------|------|------|
| 73 | TC_B(EWE2/3)[17] | woagagblɔe aka. | say it again. |
| 74 | PS_B | dzove(.)dzodze(.)tedoxe(.)afɔfie(.)dame(.)másá(.)siamlɔm(.)[dasiamime] | dzove(.)dzodze(.)tedoxe(.)afɔfie(.)dame(.)másá(.)siamlɔm(.)[dasiamime] |
| 75 | TC_B(EWE2/3) | [*HEY*(.)*HEY*]mìɖo to(.)siamlɔm. | [*HEY*(.)*HEY*]keep quiet(.)siamlɔm. |
| 76 | PS_B | siamlɔm. | siamlɔm. |
| 77 | TC_B(EWE2/3) | siamlɔm. | siamlɔm. |
| 78 | PS_B | siamlɔm. | siamlɔm. |
| 79 | TC_B(EWE2/3) | siamlɔm. | siamlɔm. |
| 80 | PS_B | siamlɔm. | siamlɔm. |
| 81 | TC_B(EWE2/3) | dasiamime. | dasiamime. |
| 82 | PS_B | dasiamime. | dasiamime. |
| 83 | TC_B(EWE2/3) | dasiamime. | dasiamime. |
| 84 | PS_B | dasiamime. | dasiamime. |
| 85 | TC_B(EWE2/3) | anyɔnyɔ. | anyɔnyɔ. |
| 86 | PS_B | anyɔnyɔ. | anyɔnyɔ. |
| 87 | TC_B(EWE2/3) | anyɔnyɔ. | anyɔnyɔ. |
| 88 | PS_B | anyɔnyɔ. | anyɔnyɔ. |
| 89 | TC_B(EWE2/3) | kele. | kele. |
| 90 | PS_B | kele. | kele. |
| 91 | TC_B(EWE2/3) | kele. | kele. |
| 92 | PS_B | kele. | kele. |
| 93 | TC_B(EWE2/3) | adeamekpɔxe. | adeamekpɔxe. |
| 94 | PS_B | adeamekpɔxe. | adeamekpɔxe. |
| 95 | TC_B(EWE2/3) | adeamekpɔxe. | adeamekpɔxe. |
| 96 | PS_B | adeamekpɔxe. | adeamekpɔxe. |
| 97 | TC_B(EWE2/3) | dzome. | dzome. |
| 98 | PS_B | dzome. | dzome. |
| 99 | TC_B(EWE2/3) | dzome. | dzome. |

[17] The same teacher taught the Ewe lessons in both class one and two.

| 100 | PS_B | dzome. | dzome. |
|-----|------|--------|--------|
| 101 | TC_B(EWE2/3) | *ƒoave.* | *ƒoave.* |
| 102 | PS_B | *ƒoave.* | *ƒoave.* |
| 103 | TC_B(EWE2/3) | *ƒoave.* | *ƒoave.* |
| 104 | PS_B | *ƒoave.* | *ƒoave.* |
| 105 | TC_B(EWE2/3) | *ƒoave.* | *ƒoave.* |
| 106 | PS_B | *ƒoave.* | *ƒoave.* |
| 107 | TC_B(EWE2/3) | **ta** *let_s start from* **siamlɔm**(.)*GO!* | **so** *let_s start from* **siamlɔm**(.)*GO!*(.) |
| 108 | PS_B | **siamlɔm**(.)**dasiamime**(.)**anyɔny ɔ**(.)**adeamekpɔxe**(.)**dzome**(.)*ƒo* **ave.** | **siamlɔm**(.)**dasiamime**(.)**anyɔny ɔ**(.)**adeamekpɔxe**(.)**dzome**(.)*ƒo* **ave.** |
| 109 | TC_B(EWE2/3) | *okay*(.)*now let_s start from* **dzoƒe**(.)**míadze egɔme tso dzoƒe va yi ɖe ƒoave**(.)EH! | *okay*(.)*now let_s start from* **dzoƒe**(.)**let us start from dzoƒe up to ƒoave**(.)EH! |
| 110 | PS_B | **yoo**. | **okay.** |
| 111 | TC_B(EWE2/3) | **mídzo**. | **let us start.** |
| 112 | PS_B | **dzoƒe**(.)**dzodze**(.)**tedoxe**(.)**afɔfi e**(.)**dame**(.)**másá**(.)**siamlɔm**(.)**d asiamime**(.)**anyɔnyɔ**(.)**kele**(.)**ad eamekpɔxe**(.)**dzome**(.)*ƒoave.* | **dzoƒe**(.)**dzodze**(.)**tedoxe**(.)**afɔfi e**(.)**dame**(.)**másá**(.)**siamlɔm**(.)**d asiamime**(.)**anyɔnyɔ**(.)**kele**(.)**ad eamekpɔxe**(.)**dzome**(.)*ƒoave.* |

(Classroom interaction, School B, Class 3, Ewe lesson, Lines 72-112)

### 5.3.4. The function of the language act

Codes can be adopted to achieve a given communicative function. The functions of the language act refer to the functions the languages play such as to communicate, to request something, to create a social distance between the speakers, to exclude someone, to take part in an experiment, etc. (Grosjean 2008). In terms of the classrooms observed, the functions are identified through a qualitative analysis of the classroom data in order to explore the various pedagogic functions of code choices. In both bilingual and monolingual medium classrooms, the pedagogic functions of code choices are identified from the transcripts of the classroom teaching and learning using an integrated data-driven and inductive approach where recurrent themes are identified and classified (Elo & Kyngäs 2008, Fereday & Muir-Cochrane 2006). Analysing the content of the transcripts inductively helps to derive themes that reflect the pedagogic functions and to develop a framework for explaining the functions (Thomas 2006). The pedagogic relevance of code choices in bilingual classrooms are presented, which is followed by the functions identified in monolingual classrooms.

*Bilingual classrooms*

The code choices in bilingual classrooms were used to achieve pedagogic goals. The identified functions are presented below. Some of the pedagogic relevance observed in the classroom are as follows:

     i.   Vocabulary acquisition
    ii.   Teaching pronunciation during English lesson
   iii.   Switching for recapitulation and explanation
   iv.   Switching for instruction
    v.   Switching as quotative/quotative function

i.   Vocabulary acquisition

The extract 5.32 is a picture taken from classroom 2 of school A. It illustrates an instance of language use in the classroom. The teacher wrote key vocabularies from the text and translated them into English after a reading text in Ewe. This type of bilingual practices is adopted in bilingual medium schools where teachers introduce pupils to both English and Ewe concurrently. This code choice prepares the pupils to acquire vocabularies and understand concepts in both languages.

**Extract 5.32:** *Vocabulary from a reading text*
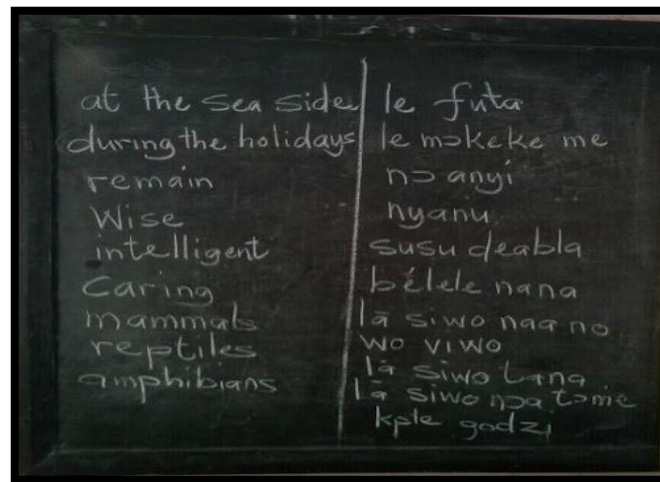


Similarly, in classroom 1 of school A there was an instance of vocabulary acquisition through translations from Ewe to English during the Ewe session of the Language and Literacy lesson. This was a classroom interaction between the class teacher of grade 1 and the pupils. The topic of the lesson was on road safety. In the course of the teaching, the teacher asked the pupils to provide the English equivalent of **lɔrimɔ me tsotso** 'crossing the road' (line 43). In the audio recording, a pupil said the answer to another peer (line 45). When the teacher reiterated the question, a pupil, that is, P7_A (F), provided the English equivalent as *crossing the road*. The teacher acknowledged the answer and asked

the other pupils to clap for their peer. The bilingual code choice and the flexibility of language use during the Language and Literacy lesson demonstrated that the teacher and the pupils were in bilingual mode. As previously stated above, bilingual practices in the classrooms were unmarked code during the Language and Literacy lessons.

**Extract 5.33:** *Pupils providing translation of Ewe sentences into English*

| 43 | TC1_A | **lɔrimɔ me tsotso**(.)**mekae ate ŋu á-gblɔ lɔrimɔ me tsotso le yevugbe**(.)**alo** *english* **me na-m?**(.)**lɔri-mɔ me tsotso**. | **crossing of the road**(.)**who can tell me the meaning of crossing the road in english**(.) **or in** *english*?(.)**crossing the road.** |
|----|-------|---|---|
| 44 | P7_A (F) | *crossing road* ((pupils speaking between themselves)) | *crossing road* ((pupils speaking between themselves)) |
| 45 | TC1_A | **lɔrimɔ me tsotso**(.)**mekae ate ŋu á-gblɔ nya ma nam le yevugbe me na-m**?˚ hh ehe:: (.) **lɔrimɔ me tsotso**(.)**mekae**(.)**mekae ate ŋu á-gblɔ ɖe** *english*-**i me nam?**(.)***YES*!**(.)ehẽ:: *say it louDER*(.)ehẽ::: | **crossing the road**(.)**who can tell me the meaning of crossing the road in english**?˚ hh ehe:: (.) **corssing the road**(.)**who**(.)**who can tell me in** *english*?(.)***YES*!**(.)ehẽ:: *say it louDER*(.)ehẽ::: |
| 46 | P8_A(M) | *crossing the road.* | *crossing the road.* |
| 47 | TC1_A | *they are crossing the ROAD*(.) *put your hands together for him.* | *they are crossing the ROAD*(.) *put your hands together for him.* |
| 48 | PS1_A | ((pupils clapped)) | ((pupils clapped)) |

(Classroom interaction, School A, Class 1, Language and Literacy, Lines 43-48)

ii. Teaching punctuation during English lesson

Bilingual practices are adopted in the classroom to teach reading skills. The extract 5.34 is a conversation exchange during English session of Language and Literacy lesson in class 3 of school B. The lesson was on reading and comprehension. During the lesson, one of the pupils was asked to read a passage from a textbook. The pupil read the passage without observing the punctuation marks. In a quest to explain the importance of the punctuation marks during readings and their meanings, the teacher initiated bilingual practice through single lexemes repetitive intrasentential switches by asking the pupils to provide the meanings of *full stop* and *comma* in Ewe. The teacher reiterated their answers as part of the explanation. The pedagogic relevance of such a code choice is teaching language skills and enhancing understanding.

**Extract 5.34:** *Teaching punctuation marks*

| 1 | TC3_B | *please observe the full STOP for me*(.)*when you see a full stop over there*(.)*full stop in ewe means?* | *please observe the full STOP for me*(.)*when you see a full stop over there*(.)*full stop in ewe means?* |
|---|-------|---|---|
| 2 | PS_B | **tɔtɔdzesi.** | **full stop**. |
| 3 | TC3_B | *and then comma means?*(--)[**gbɔvie**] | *and then comma means?*(--)[**comma**] |
| 4 | PS_B | [**gbɔvie**] | [**comma**] |

| 5 | TC3_B | *SO*(.)*full STOP*(.)**natɔ**(.)*comma*(.)**nagbɔ vie**(.)**is that clear**? | *SO*(.)*full STOP*(.)**you should stop**(.)*comma*(.)**you should have a brief breathe**(.)*is that clear*? |
|---|-------|---|---|
| 6 | PS_B | *yes madam.* | *yes madam.* |
| 7 | TC3_B | *ahã*(.)*YES!* | *ahã*(.)*YES!* |

(Classroom interaction, School C, Class 3, English lesson, Lines 1-7)

iii.    Switching for recapitulation and explanation

During the bilingual Ewe-English lesson, the teacher introduced the lesson in Ewe. In the course of the lesson, the teacher switched to monolingual English to recapitulate what was introduced in Ewe. The topic of the lesson was 'Environmental Protection' introduced in Ewe as **belele na mía ƒe nɔ ƒewo**. After introducing the lesson, the teacher switched to monolingual English to recapitulate and explain the part of the lesson taught in Ewe and bilingual Ewe-English.

The exclusive use of English during the Ewe session of the lesson can be described as a marked code. The teachers and pupils were in bilingual mode where either Ewe, English and/or Ewe-English can be adopted at any stage of the lesson. The policy stipulates that the first half of the lesson should be carried out in Ewe and the second half in English. What is observed in this classroom is the contrary as both languages are adopted at any stage of the lesson in order to achieve pedagogic goals.

**Extract 5.35:** *Switching for recapitulation*

| 89 | TC3_C | **màkɔ enu fia mì ɖe**(.)**ne mekɔe fia mi la**(.)**mìayɔe ɖeka ɖeka**(.)**mìayɔ ŋɔŋlɔ dzisia ɖeka ɖeka ɖeka hafi ayɔ nua**(.)*mm_hh*(.)*we just spoke about how to take care of our environment*(.)*okay*(.)*it is good after drinking your water*(.)*you fold the sachet*(.)*the water sachet*(.)*fold it NEA:tly and put it inside your pocket*(.)*where there is no dustbin* oh(.)*then if you get to where there are dustbins*(.)*you put it*(.)*you put the water sachet*(.)*drop it inside the dustbin*(.)*is that not it?* | **I will show you things**(.)**when I show them to you**(.)**mention them one after the other**(.)**you should mention the letters one after the other before naming the word**(.)*mm_hh*(.)*we just spoke about how to take care of our environment*(.)*okay*(.)*it is good after drinking your water*(.)*you fold the sachet*(.)*the water sachet*(.)*fold it NEA:tly and put it inside your pocket*(.)*where there is no dustbin* oh(.)*then if you get to where there are dustbins*(.)*you put it*(.)*you put the water sachet*(.)*drop it inside the dustbin*(.)*is that not it?* |
|---|---|---|---|
| 90 | PS_C | *YES!* | *YES!* |
| 91 | TC3_C | *even our*(.)*even if you_re in your cars or bus or taxis when you_re coming home*(.)*and you have drunk* water(.)*you just have to fold the water sachet NI::cely*(.)*put it in your BAG!*(.)*you come to school*(.)*sent it*(.)*drop it in the dustbin*(.)*if you come to school and the compound is very dirty*(.)*what do you do?*(.)*you SWEEP! the compound*(.)*you weed*(.) *you just can_t leave the work for* | *even our*(.)*even if you_re in your cars or bus or taxis when you_re coming home*(.)*and you have drunk* water(.)*you just have to fold the water sachet NI::cely*(.)*put it in your BAG!*(.)*you come to school*(.)*sent it*(.)*drop it in the dustbin*(.)*if you come to school and the compound is very dirty*(.)*what do you do?*(.)*you SWEEP! the compound*(.)*you weed*(.)*you just can_t leave the work for* |

111

|   |   | your parents in the house(.)you_re grown enough(.)O::KAY!(.)you weed to prevent the mosquitoes hiding inside the bush giving you malaria(.)have you gotten that? | your parents in the house(.)you_re grown enough(.)O::KAY!(.)you weed to prevent the mosquitoes hiding inside the bush giving you malaria(.)have you gotten that? |
|---|---|---|---|
| 92 | PS_C | yes. | yes. |

<div align="center">(Classroom interaction, School C, Class 3, Language and Literacy, Lines 89-92)</div>

iv.      Switching for instruction

The extract below is a conversation exchange in school C class 1. The topic of the lesson was 'Food' and in Ewe **nuɖuɖu**. The first half of the lesson was taught in Ewe and bilingual Ewe-English. The teacher then began the English session of the Language and Literacy lesson by introducing a rhyme in English, which was related to food (line 24). In line 25, the pupils repeated the first line after the teacher, and the teacher stated that the line is a rhyme (line 26). The teacher instructed the pupils to repeat the rhyme by adopting bilingual code choice. The bilingual code choice used was an instance of repetitive intersentential switch where the teacher produced the sentence in one language and repeated it in another, in this case to give instruction to pupils.

<div align="center"><b>Extract 5.36:</b> <i>Switching for instruction</i></div>

| 24 | TC1_C | colours of food. | colours of food. |
|---|---|---|---|
| 25 | PS_C | colours of food. | colours of food. |
| 26 | TC1_C | it is a rhyme(.)colours of food. | it is a rhyme(.)colours of food. |
| 27 | PS_C | colours of food. | colours of food. |
| 28 | TC1_C | **ame sia ame negblɔe loo**(.)everybody should say it(.)colours of food. | **everybody should say it**(.)everybody should say it(.)colours of food. |
| 29 |  | ((Teacher said the rhyme and the pupils repeated after her)) | ((Teacher said the rhyme and the pupils repeated after her)) |

<div align="center">(Classroom interaction, School C, Class 1, Language and Literacy, Lines 24-29)</div>

v.      Switching as quotative/quotative function

Another pedagogic function of code choice identified in the bilingual medium classroom was quotation. In terms of quotative switches, the speaker may switch in order to quote a speech produced or that will be produced by another speaker (Gumperz 1982). The extract 5.37 is from Language and Literacy lesson from class 3 of school C. The topic of the lesson was on 'Environmental Protection' and in Ewe **belele na miaƒe nɔƒewo**. In line 83, the teacher was advising the pupils on how to keep the environment clean by informing them to put their water sachets in their bags after drinking the water and dispose them off into a dustbin when they get home. The teacher further stated that Ghana will not look pleasant and clean if people throw refuse on the floor and in that case if a white person (that is, an European) visits Ghana s/he will say "ghana is VEry DIRTY" (line 85). Such a switch is quotative in the sense that the teacher switched from Ewe to English to quote what a white person would say about Ghana. It can be

<div align="center">112</div>

ascertained that the pupils comprehended the switch to English, which made them laughed (line 86), and as such, the teacher and the pupils were in bilingual mode. In terms of code choices in general, the use of Ewe and bilingual Ewe-English were predominantly adopted during the lesson, and therefore, they function as unmarked code during the lesson.

**Extract 5.37:** *Quotative function of bilingual code choice in the classroom*

| 83 | TC3_C | **míakɔe de mía***ƒe* *bag*-**wo me ke ne** **míva ɖo a***ƒe***me míakoe de bɔlanu** **me.** | **you should keep them** (water sachets) **in your** *bag***s and when you** **get home you put them in a dustbin.** |
|----|-------|-------------------------------------|-----------------------------------|
| 84 |       | ((pupils describing the pictures)) | ((pupils describing the pictures)) |
| 85 | TC3_C | *ghana* **manya kpɔ o ne míle** **wɔwɔm sigbe**(.)**yevu ɖe ava kpɔe** **woagblɔ be** *ghana is VEry VEry* *DIRTY.* | *ghana* **will not look beautiful if we** **do so** (put water suchet on the ground)(.)**a white person will visit** **and say** *ghana is VEry VEry DIRTY.* |
| 86 | PS_C  | ((all laughed)) | ((all laughed)) |

(Classroom interaction, School C, Class 3, Language and Literacy, Lines 83-86)

### *Monolingual classrooms*

Code choices in the monolingual medium classrooms attempt to adhere to the exclusive use of Ewe and English during classroom instructions. There were identifiable pedagogic relevance of code choices in the monolingual classrooms of which some were similar to the functions identified in the bilingual classrooms. These pedagogic functions were achieved in the classroom using bilingual and monolingual code choices:

    i.       Vocabulary acquisition

    ii.      Switching for recapitulation and explanation

    iii.     Switching for instruction

    iv.     Switching for class control

    v.      Enhancing pupils' understanding of class exercises

    vi.     Teaching grammar

    vii.    Teaching pronunciation during English lesson

i.       Vocabulary acquisition

As presented under the bilingual medium schools, code choices in the classrooms can be used to achieve the pedagogic function of vocabulary acquisition. The extract 5.38 is from Ewe lesson in school B class 2. The topic of the lesson was on bi-syllabic words in Ewe. The pupils provided some examples of bi-syllabic words, and in line 189 the teacher asked the pupils to give the meaning of the phrase **va sia**

'come okay'. Pupil P4_B (F) answered *come okay* (line 190), and other pupils were calling the teacher *sir*(.)*sir*(.) *sir* in the attempt to provide an answer (line 193). The teacher called pupil P18_B(F) to provide the meaning (line 194) and the pupils answered in Akan (Twi) as ***bra wate*** 'come okay'. The pupils were introduced to Ewe and English vocabularies concurrently during the Ewe lesson. Although Akan (Twi) was not one of the expected code choice in the classroom, the teacher acknowledged the pupil's answer in Akan (Twi) and reiterated the answer in English, which was provided by pupil P4_B(F) (Line 198). The lesson continued in bilingual Ewe-English where the teacher asked the pupils to provide bi-syllabic words in Ewe and their meanings in English. In terms of the Language Mode Continuum, the teacher and pupil were in bilingual mode as both Ewe and English were activated in addition to Akan (Twi). Therefore, there was flexible multilingual code choice during the lesson, and monolingual Ewe and bilingual Ewe-English were unmarked code. Exclusive use of English may be described as a marked code as it is a rare occurrence.

**Extract 5.38:** *Bilingual practice for vocabulary acquisition*

| 189 | TC2_B(EWE2) | **va sia**(.)**ne eme aɖe be va sia(.)egɔme ɖe**?(.)[name]. | **come okay**(.)**if someone said come okay (.) what does it mean?** (.) [name]. |
|-----|-------------|-------------|-------------|
| 190 | P4_B(F) | **efia be** *come here*. | **it mean that** *come here*. |
| 191 | PS_B | eii::: | eii::: |
| 192 | TC2_B(EWE2) | **va sia.** | **come okay.** |
| 193 | PS_B | *sir*(.)*sir*(.)*sir*((simultaneous speeches by pupils)) | *sir*(.)*sir*(.)*sir*((simultaneous speeches by pupils)) |
| 194 | TC2_B(EWE2) | HAA::Y(.)ehẽ (.)**egɔme ɖe**? | HAA::Y(.) ehẽ (.)**what does it mean**? |
| 195 | P18_B(F) | <u>bra wate.</u> | <u>bra wate.</u> |
| 196 | TC2_B(EWE2) | [((laughed))] | [((laughed))] |
| 197 | PS_B | [((all laughed))] | [((all laughed))] |
| 198 | TC2_B(EWE2) | <u>bra wate</u>(.)ehẽ(.)*so in twi that_s what*(.)<u>bra      wate</u>(.)**mímele blugbe srɔ̃m le fi o loo**(.)**ʋegbe srɔ̃m mile sia**(.)**ta egɔmae nye nuka?**(.)*come      okay*(.)*you see?*(.)**va sia**(.)**va gbɔ nye sia.** | <u>come okay</u>(.)ehẽ(.)*so in twi that_s what*(.)<u>come okay</u>(.)**we are not studying    twi    here**(.)**we    are studying ewe okay**(.)**so what is the meaning?**(.)*come okay*(.)*you see?*(.)**come okay**(.)**come to me okay.** |
| 200 | PS_B | ((all laughed)) | ((all laughed)) |
| 201 | TC2_B(EWE2) | **ènyae nye tɔwò**(.)**va gbɔ nye sia**(.)**va    dada gbɔ sia**(.)**klɔ asi**(.)**ahã**(.)**enya vevie aɖe mi loo**(.)**klɔ asi**(.)**klɔ asi gɔme ɖe?** | **That is your word**(.)**come to me okay**(.)**come    to   your   mother okay**(.)**wash    your    hand**(.)**ahã (.)that   is   an   important   word (.)wash your hand**(.)**what is the meaning of wash your hand?** |
| 202 | P5_B(M) | *wash your hand.* | *wash your hand.* |
| 203 | TC2_B(EWE2) | *you wash your hand*(.)**nuka woe nemíwɔ elebe míaklɔ asi?**(.)**wɔanɔ      anyi      nyuie ɖe**(.)**nuka ne míbe míawɔ** | *you wash your hand*(.)**what are the things we do that require hand    washing   after   doing them?**(.)**sit down properly** |

114

| | | **wole be míaklɔ asi hafi awɔ wo?** | **(.)what are the things you have to do that require that you wash your hand before doing them?** |

(School B, Classroom interaction, Class 2, Ewe lesson, Lines 189-203)

ii.     Switching for recapitulation and explanation

In addition to the aforementioned pedagogic functions of code choices in the classroom, teachers also switch between Ewe and English for recapitulation and explanation. In extract 5.39, the teacher switched intersententially in line 99, by repeating an answer provided by pupils and translated the answer into English. Such a code choice is repetitive intersentential switch. After the translation, the teacher continued the lesson in English asking the pupils to provide more information on what they do in the morning prior to going to school.

The exclusive use of English can be described as a marked code choice, and thus, not the expected and frequent code choice during the Ewe lesson. Although the teacher asked the question in English, the pupil provided an answer in Ewe (line 102). This indicated a shared code choice in the class where both the teacher and the pupils were aware that they could use either Ewe and/or English during the lesson.

**Extract 5.39:** *Bilingual code choice for explanation*

| 98 | PS_B | *SIR!(.)SIR!(.)SIR!* | *SIR! (.) SIR! (.)SIR!* |
|----|------|----|----|
| 99 | TC1_B | *put down the hands (.)sit down and keep quiet*(--)*OKAY!***ameɖe be yeklɔ nu-me**(.)*you brush your teeth (.)and then what else*?(.)*after brushing the teeth*(.)*what did you do?* | *put down the hands*(.)*sit down and keep quiet*(--)*OKAY!***someone said s/he washes the mouth**(.)*you brush your teeth*(.)*and then what else*?(.)*after brushing the teeth*(.)*what did you do?* |
| 100 | P7_B (M) | *SIR!(.)SIR!* | *SIR!(.)SIR!* |
| 101 | TC1_B | *YES!* | *YES!* |
| 102 | P7_B (M) | **míafɔ ále tsi.** | **we will wake up and take a shower.** |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines 98-102)

iii.     Switching for instruction

The extract 5.40 was a conversation exchanges in school B class 3. The topic of the lesson was about the Ewe months and the codes of the lesson were predominantly Ewe and bilingual Ewe-English. During the lesson, the teacher switched from Ewe to English to instruct pupils to stop writing and follow the lesson (line 49). The teacher also instructed the pupils to start the reading from **siamlɔm** (107). The teacher instructed the pupils by switching to English in a form of non-repetitive intrasentential switch

using single words, thus *GO*! (line 107), and switched between English and Ewe in a form of repetitive intersentential switches (line 109).

The code choice patterns show that both Ewe and English were activated during the lesson, and therefore, the teacher and the pupils were in a bilingual mode. The code choices were contrary to the expected medium of instruction in the school, which recommends monolingual code choice. In terms of the markedness model, Ewe and bilingual Ewe-English are the unmarked codes during the lesson.

**Extract 5.40:** *Switching from Ewe to English for instruction*

| 48 | PS_B | **dzodze.** | **dzodze.** |
|---|---|---|---|
| 49 | TC_B(EWE2/3) | *stop writing and follow*(.)**dzodze.** | *stop writing and follow*(.)**dzodze.** |
| 50 | PS_B | **dzodze.** | **dzodze.** |
| 107 | TC_B(EWE2/3) | **ta** *let_s start from* **siamlɔm**(.)*GO*!(.) | **so** *let_s start from* **siamlɔm**(.)*GO*!(.) |
| 108 | PS_B | **siamlɔm**(.)**dasiamime**(.)**anyɔnyɔ**(.)**adeamekpɔxe**(.)**dzome**(.)**ƒoave.** | **siamlɔm**(.)**dasiamime**(.)**anyɔnyɔ**(.)**adeamekpɔxe**(.)**dzome**(.)**ƒoave.** |
| 109 | TC_B(EWE2/3) | *okay*(.)*now let_s start from* **dzoƒe**(.)**míadze egɔme tso dzoƒe va yi ɖe ƒoave**(.)EH! | *okay*(.)*now let_s start from* dzoƒe(.)*let us start from* **dzoƒe up to ƒoave**(.)EH! |
| 110 | PS_B | **yoo.** | **okay.** |
| 111 | TC_B(EWE2/3) | **mídzo.** | **let us go.** |

(Classroom interaction, School B, Class 3, Ewe lesson, Lines 48-50;107-111)

iv.  Switching for class control

Bilingual code choice was also used to achieve class control. In the extract 5.41, the topic under discussion was on the months of the year in the Ewe calender. During the topic under discussion, the teacher stated that the Ewes have thirteen (13) months, whereas the English and the French have twelve (12) months. Towards the end of the lesson, the pupils were engaged in peer-to-peer interaction. The teacher controlled the class to silence by using monolingual English (line 111). Such a code choice at the end of the lesson signifies that the teacher and the pupils were in an intermediate to monolingual mode. A similar observation, which was made in the case of the bilingual classrooms. Equally, the end of the lesson can be described as a transition point from the classroom code choice to out-of-classroom code choice. Particularly in the private schools, the expected code for out-of-classroom interaction was English. This can be a motivating factor for the exclusive use of English at the end of the lesson by the teacher and pupils. English is the marked code at the end of the lesson, as that is not the frequently used code during the lesson. However, it is the unmarked code for out-of-classroom interaction.

Theoretically, whether a code is marked or unmarked has to be interpreted based on the context (Myers-Scotton 1993a) and furthermore should be from the perspective of the speakers (Gafaranga & Torras 2002). It is a shared knowledge in the private schools that the expected medium of communication during Ewe and English/other subjects should be Ewe and English, respectively. Out-

116

of-classroom interactions were to be carried out in English. Therefore, any code choices contrary to these communicative norms, as well as any code choices that were not predominantly used are considered as marked codes.

**Extract 5.41:** *Exclusive use of English during Ewe lesson for class control*

| 107 | TC3_B | *HEY*!(.)*HEY*! (.)*HEY*!(.)*sit DOWN!* |
|---|---|---|
| 108 | P3_B (M) | *halleluJAH*!((pupil speaking into the recorder)) |
| 109 | PS_B | ((simultaneous speeches by pupils)) |
| 110 | TC3_B | *HEY*!(.)*sit down*(.)*pack the books.* |
| 111 | | ((the teacher controlled)) |
| 112 | TC3_B | *NOW*!(.)*class*(.)*that_s the end of the ewe period*(.)*SO! the next subject is WHAT*? |
| 113 | PS_B | *FRENCH*! |
| 114 | TC3_B | OH!(.)*me again*? |
| 115 | PS_B | *YES*! |
| 116 | P10_B (M) | *SIR*! |
| 117 | TC3_B | [name](.)*come and take this one.* |
| 118 | PS_B | ((simultaneous speeches by pupils)) |
| 119 | | ((the lesson ended)) |

(Classroom interaction, School B, Class 3, Ewe lesson, Lines 107-119)

v.   Enhancing pupils' understanding of class exercises

In most of the classes observed, lessons often ended with a class assignment or homework. The extract 5.42 below presents interaction exchanges between a teacher and pupils during Ewe teaching lesson. In line 155, the teacher was instructing the pupils to write the letters in their book just as they were written on the board. After the teacher gave the instruction, one of the pupils, PS_B (F), switched using non-repetitive intrasentential code choice asking the teacher whether they should write number one or not (line 156). This switching by the pupil can be described as pupil-initiated switches, because in response to the pupil's question the teacher also switched concurrently between Ewe and English (line 157). In the same line, the teacher used repetitive intersentential switches between Ewe and English to explain the class exercise, that is, **ne ameɖe mewɔ vɔ o mado go o** 'if someone has not finished, the person will not go out'(.) if you don_t finish you_re not going to break'.

The final interactional exchanges (lines 159-161) were in bilingual Ewe and English. Teachers and pupils switch between Ewe and English because they have a shared linguistic repertoire. As equally stated in (3) above, the code choices are contrary to the expected code choice in the classroom, as the school stipulates exclusive use of the languages during lessons.

**Extract 5.42:** *Bilingual practices during instructions on class assignment*

| 155 | TC1_B | (--)*watch   the   letters*(.)*make sure you write the letters just as those on the board*(.)hɛ̃ *oKAY*!? | (--)*watch the letters*(.)*make sure you write the letters just as those on the board*(.)hɛ̃ *oKAY*!? |
|---|---|---|---|

| 156 | P8_B (F) | *SIR*!(.)**meɖeku míaŋlɔ** *number one* **tse**? | *SIR!*(.)**please should we write** *number one* **too?** |
|---|---|---|---|
| 157 | TC1_B | *number one* **ye nye ya**(.)**àwɔe**(.) *number two*(.)*number three*(.)*number four*(.)*number five*(.)**àŋlɔ nu ɖe fli dzi**(.)**àŋlɔ nuwo woa lolo**(.)*εẽ*(.)*yes*(.)**eyike èwɔ vɔ koa na-de answer ɖe e-nu**(---)*yes whichever*(.)*yes don_t write this one*(.)*but write the red*(---)**ele mewɔe ko wohã nàwɔe nenema na-da** *answer* **ɖe enu**(.)**emekɔ ɖe?** | **is this** *number one*(.)**you should do that**(.)*number two*(.)*number three*(.)*number four*(.)*number five*(.)**write on a line**(.)**write it boldly**(.)*εẽ*(.)*yes*(.)**put an answer at the end of whichever you finish**(.)(---)*yes whichever*(.)*yes don_t write this one*(.)*but write the red*(---)**do it as I did and put the** *answer* **at the end**(.)**is it clear?** |
| 158 | PS_B | ((pupils doing classwork; incomprehensible speeches from pupils)) | ((pupils doing classwork; incomprehensible speeches from pupils)) |
| 159 | TC1_B | **nɔ anyi nawɔ dɔa ga-ƒo vɔ**(--)**woaŋlɔ enua ɖe fli yibɔe tɔ me loo**(.)**míaŋlɔ nu-a nyuie ɖe**(.)**ewo ya mèdze dɔ a gɔme kpɔ o?**(.)**ne ameɖe mewɔ vɔ o màdo go o**(.)*if you don_t finish you_re not going to break*(--)((Speaking to individual pupil: **mele dɔa wɔm a?**(.)**ewɔ vɔa?**(.)*date* **ɖe?**(.)**meɖo** *date* **o**(.)**meŋlɔ** *exercise* **o**))*make sure you write the date*(.)*it is very important*(.)*write the date and the exercise*(.)*RIGHT*! | **sit down and do the work it is almost time**(--)**write it in the black line**(.)**you should write the thing well**(.)**have you not started the work yet?**(.)if anybody does not finish s/he will not go out(.)*if you don_t finish you_re not going to break*(--)((Speaking to individual pupil: **are you not doing the work? ?**(.)**have you finished?**(.)**where is the** *date*?(.)**you have not put a** *date*(.)**you have not written** *exercise*))*make sure you write the date*(.)*it is very important*(.)*write the date and the exercise*(.)*RIGHT*! |
| 160 | P14_B(M) | *write the date and the exercise.* | *write the date and the exercise.* |
| 161 | TC1_B | *write within the blue line*(.) εẽ:(.)*write in the blue line*(---)*make sure your work is neat*(.)εẽ:(--)((speaking with individual pupils:*my friend you_re wasting the time*(.)*HURRY UP!*)) | *write within the blue line*(.)εẽ:(.*write in the blue line*(---)*make sure your work is neat*(.)εẽ:(--)((speaking with individual pupils:*my friend you_re wasting the time*(.)*HURRY UP!*)) |
| 162 | | ((the lesson ended with the class exercise followed by a break)) | ((the lesson ended with the class exercise followed by a break)) |

(Classroom interaction, School B, Class 1, Ewe lesson, Lines155-162)

vi. Teaching grammar

The pedagogic relevance of code choices in the classrooms does not involve only bilingual code choices, but also monolingual code choices. The teaching period was for grammar, with a focus on parts of speech. The pupils were asked to identify nouns and adjectives in sentences and equally to give other

examples themselves. The lesson was taught exclusively in English. It was observed that despite the exclusive use of English during the lesson, the pupils' participation was high and they were active in answering questions. They were attentive and, in lines 156, for instance, P13_D (F) pointed out to P12_D (F) that she already provided the answer that P12_D (F) gave, which was *I have a beautiful dress*. The pupils were introduced to how to identify nouns and adjectives in a sentence. Although the lesson was taught exclusively in English, the teacher used some discourse markers that were commonly used when the indigenous languages were used. They can be referred to as local mannerism. These local mannerisms are common features that speakers use when they speak the indigenous languages, English or even combination of both the indigenous languages and English, and they are typical of Ghanaian speeches. For instance, in line 153, the teacher used the marker 'mm_hh' in a quest to call on a student to answer a question. In line 185, the discourse marker 'aah_hh' was used as a hesitation marker or a filler.

**Extract 5.43:** *Teaching English through English*

| 150 | P13_D (F) | *i have a BEAUtiful dress.* |
|-----|-----------|----------------------------|
| 151 | TC1_D | *but you can also use the pronouns(.)you can also use it(.)it is a pronoun.* |
| 152 | PS_1 | *madam(.)madam(.)madam.* |
| 153 | TC1_D | *it can be(.)kofi has a black shoe(.)OR! he has a black shoe(.)WHO has a black shoe?(.)kofi has a black shoe(.)SO! you can use the pronoun for simplicity(.)mh_hh.* |
| 154 | P12_D (F) | *i have a beautiful dress.* |
| 155 | TC1_D | *i have a beautiful dress.* |
| 156 | P13_D (F) | *me(.)i have said it.* |
| 157 | PS_1 | ((pupils giving other sentences simultaneously)) |
| 158 | TC1_D | *YES!* |
| 159 | P18_D (M) | *i have a wolf.* |
| 160 | TC1_D | *ʰh you have a WHAT?* |
| 161 | P3_D (M) | *he said(.)he has a wolf.* |
| 162 | TC1_D | *ooOH!(.)let_s listen to him(.)YES(.)you have WHAT?* |
| 163 | P18_D (M) | *a wolf.* |
| 164 | TC1_D | *WOLF(.)what is the colour for your wolf?* |
| 165 | P8_D (M) | *WHITE!* |
| 166 | TC1_D | *not YOU!(.)not you.* |
| 167 | P18_D (M) | *white.* |
| 168 | TC1_D | *O:kay(.)what is your adjective in the sentence?* |
| 169 | PS_1 | ((Pupils shouting simultaneously) *WHITE(.)WHITE(.)WHITE(.) WHITE.* |
| 170 | TC1_D | *YES!* |
| 171 | TP18_D(M) | *WHITE!* |
| 172 | TC1_D | *i have a white wolf.* |
| 173 | P19_D (F) | *i have a white horse.* |
| 174 | P10_D (F) | *i have a pink pencil.* |
| 175 | P14_D (F) | *I have a white pant.* |
| 176 | TC1_D | *okay.* |

| 177 | PS_1 | ((incomprehensible speeches from pupils. speaking simultaneously )) |
|-----|------|------|
| 178 | P3_D (M) | *madam*(.)*can we take the exercise book?* |
| 179 | TC1_D | *okay*(.)*you can do that.* |
| 178 | PS_1 | ((incomprehensible speeches from pupils.)) |
| 180 | TC1_D | *let_s read the sentences on the board.* |
| 181 | PS_1 | *it is a green grass*(.)*it is a blue cup*(.)*the boy has a red bag.* |
| 182 | TC1_D | *SO*(.)*what is the noun in the sentence?*(.)*the first sentence*(.)*what is THE noun?* |
| 183 | P18_D (M) | *madam* |
| 184 | PS_1 | *madam*(.) *madam* (.) *madam.* |
| 185 | P18_D (M) | *you will do*(.) *aah_hh* (.) *you will make a mistake.* |
| 189 | P16_D (M) | *the boy has red bag.* |
| 190 | PS_1 | ((some pupils laughing at the answer provided)) |
| 191 | P4_D(F) | *they are laughing at* [name]. |
| 192 | P20_D (M) | *the boy has a red bag.* |
| 193 | TC1_D | *the boy has a red bag*(.)*so*(.)*NOW*(.)*let_s call*(.)*so what_s the noun in the first sentence?*(.)*the NOUN.* |
| 194 | P11_D (M) | *grass.* |
| 195 | TC1_D | *the adjective is WHAT?* |
| 196 | P10_D (F) | *green.* |

(Classroom interaction, School D, Class 1, English lesson, Lines 150-196)

vii. Teaching pronunciation during English lesson

The extract 5.44 presents conversation exchanges during English lesson in class 1 of school B. The English subject teacher taught a lesson on adjectives. During the delivery of the lesson, she stressed the adjectives in each of the sentences as shown in the transcription with capital letters. When she pronounced the word *thin* some of the pupils said /a tɪn man/ while others said /a θɪn man/. To enable the pupils to know the sound differentiations, the teacher pronounced the [th] as /θ/ and /t/ as separate phonemes (line 17). The teacher then asked the pupils to repeat the sentence with the correct pronunciation of the sound of /th/.

One plausible explanation for pupils' inability to produce the voiced dental fricative /θ/ is partially because the Ewe language, which is the first language of most of the pupils, and the Ghanaian languages, in general, do not have this sound. Therefore, the acquisition of such sounds poses a challenge to the L2 learner. This bring to the fore a discussion with a teacher in a public school in 2012 (Yevudey 2012, 2013) where the teacher stated that the strategies adopted in teaching speech sounds is by introducing the speech sounds from the known to the unknown. Thus, the speech sounds common to both Ewe and English are first introduced, followed by an introduction of the speech sounds that are unique to both languages. For example, Ewe has unique speech sounds, such as, /ƒ/ - the voiced bilingual

fricative and /ɣ/ voiced velar fricative. On the other hand, English has unique sounds, such as, /ð/ - the voiced dental fricative and /θ/ voiceless dental fricative.[18]

**Extract 5.44:** *Teaching of English speech sounds*

| 15 | TC1_B | *a THIN man.* |
|----|-------|---------------|
| 16 | PS_B | *a THIN man.* |
| 17 | TC1_B | *HERE! i said beCAUSE of the*[*th*](.)˚h *we don_t say* /t/ (.)/θ/ (.) /θ/ (.) /θ/ *εee::*(.)*when we were doing the phonetics*(.)*we learnt about that* (.)mm_hh(.)*SO! a THIN* /θɪn/ *man*(.)*not a TIN* /tin/(.) *is that clear?* |
| 18 | PS_B | *yes madam.* |
| 19 | TC1_B | *a THIN man*(.)*all of you.* |
| 20 | PS_A | *a THIN man.* |
| 21 | TC1_B | *an OLD WO:man.* |
| 22 | PS_B | *an OLD WO:man.* |
| 23 | TC1_B | *AGAIN!* |
| 24 | PS_B | *an OLD WO:man.* |
| 25 | TC1_B | *AL:right class*(.)*you_re saying it together*(.)*i_m not saying it*(.)*SO yes:* |
| 26 | PS_B | *a beautiful dress.* |
| 27 | TC1_B | *i want to hear you again.* |
| 28 | PS_B | *a BEAUTIFUL dress.* |
| 29 | TC1_A | [name] *say it.* |
| 30 | PS_B | *a SHORT pencil*(.)*a ROUND TA:ble*(.)*a TALL tree*:(.)*a thin man*((some pupils said, "a /tɪn/ man",; others, "a / θɪn/ man")) |
| 31 | TC1_B | eii:(.)eii:(.)*i_ve heard a /tɪn/ man*(.)*a /θɪn/ man.* |
| 32 | PS_B | *a /θɪn/ man*<br>((pupils start to pronounced the word 'thin' phonetically appropriately)) |
| 33 | TC1_B | *a /θɪn/ man.* |
| 34 | PS_B | *a /θɪn/ man.* |
| 35 | TC1_B | *a thin man.* |
| 36 | PS_B | *a thin man.*<br>((a pupil said, 'a tɪn man')) |
| 37 | TC1_A | ((teacher corrected the pupil))<br>*not a /tɪn/ man* (.) ˚hh /θ/ (.)/θ/ (.)/θ/ (.)/θ/ (.) a /θ/ (.)*ALL of you.* |
| 38 | PS_B | /θ/ |
| 39 | TC1_B | *when you do it WELL*(.)*you_ll feel the air coming through your your cleft and then your*(.)*the upper lip*(.)mm_hh /θ/ (.)/θ/(.)*a θɪn man*(.)˚h *ALL of you.* |
| 40 | PS_B | *a θɪn man.* |
| 41 | TC1_B | *a θɪn man.* |
| 42 | PS_B | *a θɪn man.* |

(Classroom interaction, School D, Class1, English lesson, Lines 15-42)

---

[18] Ewe: /ƒ/: àƒé 'house      /ɣ/: ɣlètí 'month'   English: /ð/: the   /ðə/      /θ/: think   /θɪŋk/
    ƒlè 'to buy'        ɣlɛ̃ 'read'                those /ðoz/        theme /θim/

### 5.4   A comparison between bilingual and monolingual classroom interactions

The code choices in bilingual and monolingual classrooms present some similarities and differences. The tables present similarities and differences in terms of code choice patterns, pedagogic relevance of code choices, the theoretical frameworks, and language policies adopted in both contexts. The points below present some of these:

**Table 5.6:** *Similarities between monolingual and bilingual classrooms*

| Bilingual classroom | Monolingual classroom |
|---|---|
| Frequent use of English during Ewe part of the Language and Literacy lessons | Frequent use of English during Ewe lessons |
| Teachers and pupils predominantly in bilingual mode during Ewe part of the Language and Literacy lesson | Teachers and pupils were predominantly in bilingual mode during Ewe lessons. |
| Ewe is less activated during English session of the lesson, therefore the teachers and the pupils were in a monolingual mode | Ewe was less activated during English lessons, and therefore, the teachers and the pupils were in a monolingual mode |
| Bilingual and monolingual code choices were adopted in the classrooms to achieve pedagogic goals during Language and Literacy lessons. | Bilingual and monolingual code choices were adopted to achieve pedagogic goals during Ewe and English lessons. |
| Based on frequencies of occurrence, bilingual code choices functions as unmarked code choices in addition to the prescribed Ewe only and English only code choices. | Similarly, though the policy stipulates monolingual use of Ewe and English, bilingual code choices between Ewe-English were adopted in the classrooms. |

**Table 5.7:** *Differences between monolingual and bilingual classrooms*

| Bilingual classroom | Monolingual classroom |
|---|---|
| Most of the pupils were competent in Ewe than in English. | Most of the pupils were competent in English than in Ewe. |
| Language of education policy adopted is guided by the national policy. | Language of education policy is guided by the school-internal policies. |
| Language policy stipulates flexible bilingual Ewe and English code choice in and out of classroom. | Predominantly strict monolingual use of English during in- and out-of-classroom interaction, and the exclusive use of Ewe during Ewe lesson. |
| Predominantly bilingual medium of instruction in the classroom. | Predominantly monolingual code choice in the classroom. |
| Out-of-classroom interactions among pupils were mainly in Ewe and/or English. | Out-of-classroom interactions among pupils were mainly in English. |

## 5.5 Thematisation of the relevance of code choices in the classroom

Research question three aims to explore the perceptions of teachers and pupils towards code choices in the classroom. The perceptions of teachers were explored via both teacher interviews and questionnaire surveys. This section presents some emerging pedagogic and communicative themes that are identified in the teacher interview data. The purpose of this analysis is to show how teachers perceived code choices in the classroom and how these perceptions can inform language of education policy formulation and implementation in Ghana. The various themes are presented with examples from interviews with teachers from both classroom contexts and the head of schools.

### i.    The concept of FIRST-LANGUAGE-FIRST

The importance of the first language, in this context, the Ghanaian indigenous languages to the acquisition of the second languages, that is, English, was one of the key advantages stated by the teachers. Some of the interviews and questionnaire responses proposed the concept of First-Language-First. The teachers believe that the competence of pupils in a second language can be facilitated by their first language. As the head of school D postulated, the principle of learning is from the known to the unknown. Such perceptions towards language acquisition require pupils to be exposed to their first language first, in this case study Ewe, while introducing English as a second language. To a much extent, this is bidirectional in that pupils, who had competence in the indigenous languages would have to learn English as a second language, and those that had competence in English would have to learn the indigenous languages as a second language.

During an informal conversation, as the ethnographic note below shows, the head teacher of school D stated that bilingual medium of instruction that requires a transition from the pupils first languages, for example, Ewe, to English helps in facilitating the acquisition of both the first and the second languages. In terms of sound variations in Ewe and English, the head stated that when pupils have competence in Ewe and know the speech sounds of the language they are only required to learn the sounds that are unique to English and they can be able to acquire English as a second language.

**Extract 5.45:** *Discussions with the head of school*

*Discussing with the head of school on the idea of mother tongue education with reference to the BTL, the head mentioned that the principle of learning or literacy is from the known to the unknown therefore teaching should be done in the language the pupils know, which will help develop the language they are yet to learn. This statement was a reiteration of an interview I had with this head of school in 2012 during my data collection for my master's dissertation, where the head emphasised that the learning and teaching conducted in the first language of the pupils help to facilitate learning of both the first language and the second language English. The head also illuminates on the concept that majority of the Ewe sounds are manifested in English. Therefore, when the pupils have competence in Ewe they will only have to be introduced to those sounds unique to English and they will be able to pick up all the English sounds.*

(Ethnographic field notes, Wednesday, 2 July 2014, School D Day 1, Line 28)

The extracts below are highlights from the interviews with teachers that present the theme of *first-language-first*. In the interview with classroom 1 teacher in school C, as presented under extract 5.46, the teacher stated that pupils' acquisition of English would be facilitated when they have a good grasp of the indigenous languages. In extract 5.47, the teacher stated that during the Language and Literacy lesson, the Ewe lesson precedes the English one on the premise that when teaching is carried out in the mother tongue pupils understand things better. In addition, the teacher in classroom 3 school A posited that the process of "teaching is from the known to the unknown" (extract 5.48). In this regard, when pupils are introduced into school and to formal education through the language they already know, mostly the indigenous languages, it will enhance their understanding and subsequently the acquisition of a second language (extract 5.49).

**Extract 5.46:** *The acquisition of English is facilitated when the pupils know their mother tongue*

| 22 | IW | *so, how useful it is in general?* |
|----|------|--------------------------------------|
| 23 | TC1 | *generally, i may say it is because we are to help the kids. If they know how to speak their language first, it helps them pick up the english language. So if they know the alphabets in Ewe, you know alphabets in ewe are bigger. How do I put it, they are more than the alphabets in English.* |
| 24 | IW | *mm_hh.* |
| 25 | TC1_C | *And if you teach children how to learn, read in a Ghanaian language, it helps them pick the English language. So it is good you introduce your kids to their Ghanaian language first before you go to the English. English language, which is the L2. Yes!* |

(Interview, Teacher in Classroom 1 School C, Lines 22-25)

**Extract 5.47:** *Assumption that teaching first in the mother tongue will enhance understanding*

| 9 | TC2_B | *And this language literacy, we have English and Ewe as the subjects. When you are about to teach, you teach the language, thus the mother tongue, which is Ewe first after which you move on to English. It is assumed that when you teach in the mother tongue the pupils will understand it better so we teach the Ewe side of the lesson first before we move on to English for a better understanding of the lesson.* |
|---|-------|---|

(Interview, Teacher in Classroom 2 School C, Line 9)

**Extract 5.48:** *Teaching from the known to the unknown*

| 8 | TC3_A | *It is NALAP and it is all about using the child's mother tongue to teach before the English language. That is teaching from the known to the unknown so that they can understand beTTER.* |
|---|-------|---|

(Interview, Teacher in Classroom 3 School A, Line 8)

**Extract 5.49:** *The use of mother tongue facilitates pupils' understanding and participation*

| 21 | IW | *And to continue, like from your teaching experience you've been teaching for some time now. Which medium of instruction will you consider useful for teaching in the lower primary school?* |
|----|-------|---|
| 22 | TC1_A | *I think their mother tongue because that's their first language. So when you teach them in their mother tongue, they understand better than in English. At times when you're speaking English, they don't understand what you are saying* |

| | | *you'll have to explain it in their mother tongue before they will be able to understand what you are saying. Sometimes too when you're teaching, they know the thing, but how to express themselves in English they cannot do that, or they can't do it. They cannot express themselves fluently so they'll just keep quiet looking into your face even though they know the thing. If you encourage them saying, 'oh:: you can say it in Ewe.', you'll see them, a lot of them putting up their hands and then they will express themselves.* |
|---|---|---|

(Interview, Teacher in Classroom 1 School A, 21-22)

*ii. Linguistic background of pupils as a determinant factor in formulating and choosing language of instruction*

In addition to the theme of first-language-first, one recurrent theme that surfaces in the interview with the teachers was regarding the determinant factor for bilingual practices during teaching. Some teachers asserted that the linguistic background of the pupils was a necessary factor for their bilingual code choices. In an interview with a class 1 teacher in school C, the teacher pointed out that some of the pupils have a pre-exposure to English and/or Ewe, based on their family background. As the classroom consisted of pupils from diverse linguistic backgrounds, and with different levels of competence in English and the indigenous languages, the teacher recommended a bilingual medium and flexible bilingual medium of instruction. This will reduce the tendencies of the preclusion of some pupils during lessons. Pupils with no or less background in either of the languages will have the opportunity to understand the lesson and participate using their strong repertoire.

**Extract 5.50:** *Linguistic background of pupils necessitates bilingual practices*

| 24 | IW | *We have English only and* [*Ewe only*]. |
|---|---|---|
| 25 | TC1_C | [*Ewe only*], *I think English combined with the Ewe language is far better, because most of the kids in our school here. Y̲ou know we are in a* [type of school] *school.* |
| 26 | IW | mm_hh. |
| 27 | TC1_C | *Most of the kids cannot express themselves well in Ewe and some, those from the villages, they can also not express themselves very well in English. So we use the two to make it more understanding to them in the lesson. So when we're teaching them, we will teach in both languages so that those who are lacking in English can get it in the Ewe∨and those who are lacking in the Ewe too can get it in the* [*English*]. *So that's what we have been practicing.* |
| 28 | IW | [*English*] |

(Interview, Teacher in Classroom 1 School C, Lines 24-28)

The linguistic needs of pupils play a significant role in language of education policy formulation and implementation (Yevudey 2015, Weber 2014). In an average Ghanaian classroom, there are pupils from various linguistic backgrounds. Particularly, there are more linguistic complexities in major cities to where there is higher level of immigration. Students' need should be first in any language of education policy formulation.

The extract 5.51 presents an interview between teacher in classroom 1 school C and the interviewer. The teacher asked the interviewer to make any comments taking into account the teaching session. To begin with, the interviewer congratulated the teaching approach of the teacher and the ability to accommodate the linguistic choices of the pupils. Narrating experiences from another school observed, the interviewer stated that majority of the pupils in the private schools can speak English. The teacher and the interviewer attested to this observation as illustrated through the overlapped speech (Line 112& 113). It is a general perception that pupils in private schools are more fluent in English than their public-school counterparts. This observation is conceivable, because most of the pupils in the private schools tend to come from elite families, and most parents expose their children to English at an early stage in life. Therefore, such children are more fluent in English. On the contrary, most pupils in public schools are exposed to the indigenous languages at home and their first contact with English is the school.

**Extract 5.51:** *Pupils in private schools are more competent in English than those in public schools*

| 85 | TC1_C | *And is there anything else you can also let me know for what I have imparted to the kids. You've watched me.* |
|-----|-------|---|
| 86 | IW | ahã. |
| 87 | TC1_C | *Is there any point I have there?* |
| 88 | IW | *Okay*, err *I will first of all congratulate you for the way you approached the classes.* |
| 89 | TC1_C | *Thank you!* |
| 90 | IW | *And also one thing I will say is that I am more interested in language.* |
| 91 | TC1_C | *okay.* |
| 92 | IW | *Medium of instruction.* |
| 93 | TC1_C | mm_hhh. |
| 94 | IW | *I've realised that you were able to accommodate students who were not able to speak English or students who were not able to speak Ewe; and that is what you clearly explained that in NALAP you help students to understand. So I think that the fact that it's a bilingual medium of instruction =* |
| 95 | TC1_C | = yeah. |
| 96 | IW | *it is very important that we take the background of the students into account.* |
| 97 | TC1_C | mm_hh. |
| 98 | IW | *So it is that awareness I think how come the school is happy to use bilingual medium of instruction because all along I always thought that this school is a private school.* |
| 99 | TC1_C | mm_hmh. |
| 100 | IW | *But it rather turns out to be like it is a government school operated in the light of a private school.* |
| 101 | TC1_C | *Yes!* |
| 102 | IW | *And I'm so happy to see how bilingual medium of instruction is helping =* |
| 103 | TC1_C | =<br>*is being used!* |
| 104 | IW | *Because it also means that not all the children are from the staff some are from the nearby villages.* |
| 105 | TC1_C | mmm. |

| 106 | IW | *Which means that some may have no exposure to english.* |
|---|---|---|
| 107 | TC1_C | *No! So we don't have to deny them.* |
| 108 | IW | *ahã, and it is in the school that they are also going to pick the English.* |
| 109 | TC1_C | *Yes!* |
| 110 | IW | *I think that ideally this is the best medium of instruction, but if you want me to share my experience from other schools, a private school I was.* |
| 111 | TC1_C | mmm. |
| 112 | IW | *it is interesting to see that majority of the students* [*speak English*] |
| 113 | TC1_C | [*speak English*] |
| 114 | IW | *and only few speak the local language. so their policy is appropriate because they're also using or teaching students who have that barrier in the L1. I think every policy should be driven by the students, thus by the background of the students.* |
| 115 | TC1_C | mm_hh. |
| 116 | IW | *and that is what I think here it is appropriate they are using bilingual* [*medium of instruction*]. |
| 117 | TC1_C | [*both!(.)yes*] |
| 118 | IW | *in preparatory schools, you see most of the preparatory schools imagine the kind of parents they have=* |
| 119 | TC1_C | *=they are very good!* |
| 120 | | *Their background is so different from the background of pupils in government schools. So in a nutshell, it also boils down to the background of the students.* |
| 121 | TC1_C | *Yes!* |
| 122 | IW | *So I will also say that this is the appropriate way you are teaching in terms of the language use. Yes!* |

(Interview with Teacher in classroom 1 School C, Lines 85-122)

iii. *Fluent in speaking English, but lacking competence in writing*

As discussed above, there are general perceptions towards the linguistic competence of pupils in private and public schools. These perceptions also influence the pedagogic and linguistic motivations for medium of instruction policy formulation, particularly in private schools. In bilingual schools, there is a transition in teaching from the mother tongue to English. Monolingual medium schools adopt English medium from pre-school to higher levels with indigenous languages taught as a subject. Commenting on the impact of monolingual English medium of instruction from pre-school to higher levels, the head of school A, a public school, explains that there are motivations for code choices in the monolingual English medium schools. The head mentioned that pupils in the private schools are meant to learn contents mainly to pass their exams; the total development of the child is not the main focus. Contrary to this, pupils in public schools are taught in their mother tongue, and then the concept is translated into English. This process, the head teacher stated, enables the pupils to understand the concepts, and therefore increase their creativity even after school.

In addition, the head pointed out in the interview that due to the content-focused of private schools, pupils are able to speak English fluently, but when it comes to writing they do not have competence. This is because their foundation in language learning, especially writing, is not strong.

127

**Extract 5.52:** *Private schools have content-focused pedagogy rather than linguistic-focused*

| 22 | IW | *And with reference to the situation, you know, the situation when they use only english from the lower grades to the higher level* [errm] |
|----|------|---|
| 23 | HoS_A | [yeah]<br>*It's true there are some schools, paticularly these private schools, because they are teaching academic they want only the student to pass. They don't want the child to learn. They're only trying to force the child to learn and pass BECE to raise the moral of the school. They want their money. They are not looking at the child as a whole. They are not looking at the child as a whole. But when you look at the public schools how the time table is you'll take your time. The moment you try to teach in the mother tongue and then you turn it into English the things stick in the child's mind; and these are the sorts of children when they come out they are always creative. They know very well that I've been trained this way. I've been trained this way and for that matter I have to be creative. If you look at us here, there're some subjects that are not tested at the BECE level for instance Creative Arts, but we're teaching it here. The children have started it here; they're learning it here. So when they complete SS, JHS whether they go through oooh they don't* oooh *they only go and built it up and they become themselves. Here, we train students morally to become morally trained, but some schools nothing like that. I tell you we have children who are running from private schools to our schools and when we ask them they will say some private schools are teaching well some are not. Even though they're teaching, they are not teaching as a whole. They are only selecting only what they think the child should be learning to pass and I will not let my child to be part of it so that my child will be found wanting some years to come. So forcing the child to start with English, the teacher will rattle the English but the foundation is not built. They are not there yet. They can rattle the English* gbu gbu gbu gbu, *the English language* gbu gbu gbu gbu. *They are here; I can call one of them, but give them the book and the pencil to write because they have not, what is that, build any foundation the child will just write nonsense down for you and you'll take it and ask yourself this is what the child can do and the child can be able to rattle the English language. Then what have you done!? You haven't done anything; you're killing the child. The foundation is not solid. It's only the language you want the child to learn; the child has learned for you now. What is the child going to do in his future? You're killing the child; and then some children will be there when you force them to learn a language they are not supposed to learn at that particular time then you'll kill their interest.* |
| 24 | IE | mmm::: |
| 25 | HoS_A | *You kill their interest and then they can't develop. They can't do anything again, because you forced them; they are little and their brains are not up to that. So these are some of the things when you forced a child to learn something tha*t *you're supposed to start with the foundation and build on it, the child will be facing in the future. So we're turning up children who are only, what will i say, they spoon-feed them.* |
| 26 | IW | mm_hhhh::: |
| 27 | HoS_A | °hh *they can't do anything on their own.* |

(Interview, Head Teacher School A, Lines 22-27)

*iv. Teachers' accommodation towards pupils' linguistic digression in the classroom*

In some classrooms observed, there were distinctions between the medium of instruction and the medium of classroom interaction (Bonacina & Gafaranga 2011). The medium of instruction is the expected code choice in the classroom, whereas the medium of classroom interaction is the actual code choices in the classroom, which may or may not be the same as the medium of instruction. In some of the classrooms, a teacher may ask a question in, for example, English and the pupils will answer in Ewe. Such a switch pattern will be referred to as *learner-initiated bilingual practices*. In the extract 5.53, the English and Ewe teacher in school D was asked to express the reaction she would have towards a student who asked or answered a question in Ewe instead of English, which is the expected language. The response of the teacher was that the answer of the pupil in Ewe will be acknowledged using Ewe in order to enhance the understanding of the pupil. Pedagogically, this approach to teaching will enable pupils to use their linguistic repertoires with no hesitation, and will enable them to participate actively during lessons.

**Extract 5.53***: Acknowledging the questions or answers of pupils in the language they use*

| 9 | IW | *So, how will you describe a scenario when during English lesson and a child answers a question in Ewe?* |
|---|------|---|
| 10 | TC1_D | *When the child answers a question in Ewe then you'll have to explain it in Ewe for the child to understand. Because they asked it in Ewe so you'll have to explain it in Ewe. If it is in English too you'll explain it in English for her to understand.* |

(Interview, Subject Teacher School D, Ewe and English, Lines 9-10)

In a response to the same question during an interview, teacher in classroom 2 of school C pointed out that in a situation when a child answers a question in Ewe instead of English, she would teach the pupil the English equivalent of the response. In doing so the child will be able to respond in English whenever next he or she is asked to answer a similar question next time. As shown in the extract 5.54, the teacher exemplifies the pedagogic strategies she would use in such a situation. The responses from the teachers show that they are more flexible with code choices in the classroom and are able to accommodate linguistic digressions. Theoretically, the flexibilities of code choices show that the teachers and pupils are mostly in bilingual or intermediate mode during classroom interactions, and bilingual code choices are unmarked.

**Extract 5.54:** *The reaction of teacher to code choices of pupils*

| 26 | IW | *Okay, how will you react to a situation in a class when it is English only right and then you asked a question in* | *Okay, how will you react to a situation in a class when it is English only right and then you asked a question in* |
|----|----|---|---|

| | | *English and a student stands up and answers in Ewe.* | *English and a student stands up and answers in Ewe.* |
|---|---|---|---|
| 27 | TC2_C | *How will I react?*[((laughed))] | *How will I react?*[((laughed))] |
| 28 | IW | [((laughed))] | [((laughed))] |
| 29 | TC2_C | *What will i say? I will just teach you, maybe I ask you, what is your name?, and you reacted by saying,* **ŋkɔ nyae nye yayra**. *I will teach you what to say in English. I will just tell you, say my name is Yayra, then the next day when the person comes and you ask the person, what is your name?, the person will not respond by saying,* **ŋkɔ nyae nye**, *he or she will say what you told him or her.* | *What will i say? I will just teach you, maybe I ask you, what is your name?, and you reacted by saying,* **my name is Yayra**. *I will teach you what to say in English. I will just tell you, say my name is Yayra, then the next day when the person comes and you ask the person, what is your name?, the person will not respond by saying* **my name is**, *he or she will say what you told him or her.* |

(Interview, Class Teacher School C Class 2, Lines 26-29)

*v.   Contextual variation in code choices in a school: Inside and outside the classroom*

In addition to the above, one theme that came up as part of the interviews is the contextual variations in code choices. It is observed that in the public schools, peer-to-peer interactions among pupils were carried out in Ewe or bilingual Ewe-English. In the interview, as shown in the extract 5.55, the teacher mentioned that the pupils, especially those in the lower primary do not speak English among themselves. In their out-of-classroom interactions, they always speak Ewe. The interviewer contributing to the discussion stated the observation that when pupils wanted to address the teacher they did so in English, whereas they use the indigenous languages when interacting with one another.

**Extract 5.55:** *In and out-of-classroom code choices of pupils*

| 51 | IW | *So, it means it is only during classes that they speak the English after class hours only*[Ewe]. ahã̃ |
|---|---|---|
| | | [Ewe] |
| 52 | TC1_A | *Among themselves, when they are playing, they are playing around, you'll hear them speaking Ewe*, ahã, *especially the lower primary. So we make it compulsory that they should be speaking English. Even in the classroom, there is a paper everywhere stating speak english.* |
| 53 | IW | Yeah! |
| 54 | TC1_A | ahã *especially lower primary, they don't speak English among themselves. When they are playing outside and you stand there, you'll hear them speaking Ewe. You hear them speaking Ewe throughout.* |
| 55 | IW | Yeah, *because when I was also observing, I've realised that when they are talking to you it is in English, but immediately they want to talk to one another they start speaking Ewe.* |

(Interview, Teacher in classroom 1 school A, Lines 51-55)

*vi.   The role of out-of-school exposure to language learning and mastery*

As discussed under the theme on first-language-first, interviews with some of the teachers reiterate the concept that the out-of-school exposure of pupils plays a significant role in their language acquisition and mastery (whether Ewe and/or English). Whether or not the exposure of the pupils to the indigenous languages facilitates the acquisition of the second language, English, or not is a debatable concern. Lightbown (2001) points out these debates. On the one hand, time and exposure of the learner to the L2 is argued to be a prerequisite for acquiring the L2. On the other hand, teaching through the L1 while introducing the learner to the L2 is a prospect.

In an interview with the teacher in classroom 1 of school D, the teacher mentioned that in her class the pupils seem to have more competence in English than in Ewe. This is due to the fact that most of the pupils spoke English at home. In addition to the exposure from home, the teacher mentioned that they use pedagogic tools, such as, phonic posters and conversational posters, and picture books to enhance pupils' language mastery. These tools enable the pupils to understand the lesson easily in both languages. Pupils comprehend lessons taught in English better than lessons taught in the indigenous language, Ewe. The teacher, therefore indicated that she uses English to explain if a child does not understand something in Ewe. This is contrary to the code choice patterns observed in most classes in public schools where teachers use Ewe to explain concepts that were not understood in English.

Extending the discussion on competence in the indigenous languages and English, general attitudes of Ghanaians towards the indigenous language can be described as being on a spectrum. There are people who have positive attitudes towards the indigenous languages, whereas there are others who have contrary attitudes. The use of the indigenous languages in day-to-day interactions are characterised by pervasive bilingual practices with English. Making mistakes while speaking English is easily noticed and frowned upon. However, it is perceived to be 'normal' to make mistakes while speaking the indigenous languages. Thus, the classroom code choices and the linguistic competence of the pupils are a reflection of the linguistic realities of the country.

**Extract 5.56:** *Pupils have more competence in English than in Ewe*

| 7 | IW | *Okay, when I was observing the class I realised that in the Ewe lesson(.)you used only Ewe throughout and then in the English lesson you also used only English throughout. I was wondering in terms of the language competence, especially let's take English for example, how will you rate their competence in English and how will you say it will contribute to their understanding if you use only English to teach them? Do you think everybody will understand?* |
|---|---|---|
| 8 | TC1_D | *One thing is these pupils they understand the English even better than the Ewe, because at home they normally speak the English so hardly before you will teach and the person will say I don't understand whatever you are doing. In Ewe too, with the…, we use phonic poster and then we have the conversational poster.So most of the things are in the poster. So they elicit whatever they know from the poster and then you see that the book that we are using there are so many pictures in the book. So they look at the picture and then they derive whatever they are after from the lesson. That is what I noticed* |

| | | *about them, but generally when teaching Ewe and then the child may not understand whatever you are teaching you can express it in English and then it will be understood. But I don't think there is any problem with using English. So that is it.* |
|---|---|---|

*vii. Lack of linguistic competence of teachers and pupils*

Linguistic competence of teachers and pupils has an impact on code choices in the classroom. Incompetence in the Ghanaian languages is not only for the students, but also the teachers (Agbozo 2015). In an interview, the teacher of class two of school A pointed out that some teachers take Ewe for granted such that when they make mistakes when writing Ewe during teaching and they are corrected by their fellow teachers they do not consider it necessary. These attitudes the teacher stated was one of the disadvantages of the bilingual literacy program. Some teachers do not take the Ewe lessons seriously when compared to the attitudes accorded to the English lessons.

**Extract 5.57:** *Some teachers do not take the Ewe lesson seriously*

| 72 | TC2_A | *You will see it, they will speak English* **eyata me**-*feel*-**i** *be there is nothing wrong with the programme except the writing. The way they will write; they will write it on their own. Teacher* **gedewó abe fifie la amegedewo le kpo ke dzi womete ŋu Ʋegbea le ŋɔŋlɔ o ne woŋlɔ la wówɔ** *mistake* **de eme. Nukata-e**? **Eʋegbe la amegedewo metsɔe be nuvevi wonye yewo àsrɔ̃ o. Gake me-le be miwɔe sigbe o. Ame sia ame nàŋlɔ /là/ kple /lã/ wo-ŋlɔ-wo** *f*ete **nu deka. Ne eʋa kpɔe a xe è-**correct-**i-a ne amede lɔ̃a àxɔe ne amede tse lɔ̃-a atsi-na wò be me-hĩa o. Eyata ne èkpɔ-e la edewo mà-**mind-**i o. Ameke xe èkpɔ be ne ègblɔ-e ne woa** *accept*-**i la** *you will tell the person.* **Eyata enye ya la** *disadvantage* **kemi ko mèkpɔ le eŋu mi. Ɖeviawo gbesiagbe woanɔ** *depending* **de** *teacher* **dzi be** *teacher* **negblɔe le Ʋegbe me hafi nàgakɔe yi Yevugbe me.** | *You will see it, they will speak English* **so** I *feel* **that** *there is nothing wrong with the programme except the writing. The way they will write; they will write it on their own.* **Many** *teachers* **like now many people on this campus are not able to write Ewe if they write it they make** *mistakes.* **Why? Many people do not consider Ewe as something important to lear.** But **we do not have to treat it that way. Everybody writes /là/ 'cut' and /lã/ 'animal/meat' the same way.** **If you find such an error and** *correct* **it some people will accept it while others will tell you it is not necessary. So if you see it sometimes you will not** *mind*(.)**the one whom you think when you tell them will** *accept* **it** *you will tell the person.* **So that is the only** *disadvantage* **I have seen about it. Some of the children will be** *depending* **on the** *teacher* **everyday that the** *teacher* **should say it in Ewe then explain it in English.** |
|---|---|---|---|
| 73 | IW | mmhh::: | mmhh::: |
| 74 | TC2_A | **Èse eme a**? | **Do you understand?** |

The above observation by the teacher was equally raised during a discussion with one educational consultant [19] who is working in the Ho Municipality. The consultant stated that the abysmal performances of pupils in language related courses can be associated with the lack of motivation to acquire languages with high level of proficiency and fluency. In addition, the incompetence of pupils was linked to the incompetence of some teachers who spoke either Ewe or English with mistakes and some of the teachers were described as not being aware of such linguistic blunders, and continue to speak that way. These points raised by both the teacher in school A and the consultant show that the lack of competence in the languages should be viewed as both learner-conditioned and teacher-conditioned. Both teachers and learners have a role to play in effective language acquisition.

**Extract 5.58:** *Competence of teachers and pupils in English and Ewe*

*Discussing the current trends in language acquisition and competences, the consultant indicates that the underperformance of pupils in English as well as Ewe can be associated with people's lack of motivation to acquire languages with high level of proficiency and competence. He added that, many times teachers are heard speaking Ewe and even English with lots of mistakes and they continue speaking without any sense of judgement as to whether they make a mistake or not. These he mentioned, thus lack of competence and lack of sense of correctness, are usually associated with social network/media communications as well as mobile phone texting as these media of interactions are characterised with abbreviations and unelaborated grammar. He, however, argue that these are mere excuses other than the cause of lack of competence. Stating the above, he indicates that the lack of competence of some teachers translate into the competence of their pupils, which leads to the underperformance of pupils in language subjects.*

(Ethnographic field notes: Meeting with an education consultant, Wednesday, 2 July 2014, Line 29)

Furthermore, in an interview with teacher in classroom 3 of school A, the teacher indicated that she felt more fluent when teaching in English than in Ewe. Therefore, during the Language and Literacy lesson when both languages were adopted she used more English than Ewe.

**Extract 5.59:** *Teacher expresses having more competent in English than Ewe*

| 15 | IW | *Thank you! So in terms of the NALAP, does it influence teachers' language choice or code choice in the classroom? To rephrase that, like for example, when you're teaching does that influence your choice of language in the classroom?* |
|----|-------|-----------------------------------------------------------------------------------------------------------------|
| 16 | TC3_A | arr::: |
| 17 | IW | *As to whether you use English more or Ewe more*, and *vice versa.* |
| 18 | TC3_A | *Like by all means one will be more. So I think I use the English more than the Ewe.* |
| 19 | IW | *Okay!* |
| 20 | TC3_A | *Because when I use the English I am more fluent than when I use the Ewe.* |

(Interview, Teacher in classroom 3 School A, Lines15-20)

---

[19] *Background of the consultant:* The consultant has experience in advising schools on how to improve teaching curriculum in order to enhance pupils' performance. He is currently consulting in a private school in Ho. I met him during my school consultations to ask permission to do my research. Due to lack of time and the fact that I had met my target in terms of the number of schools I intended sampling, I could not go to his consulting school for data collection. Instead, I invited him for a dinner for a discussion during which I gained insights into his perspectives on language and education in Ghana.

Linguistic diversity in classrooms may condition medium of classroom interaction and instruction. Presented with possible medium of instructions in schools in Ghana: indigenous language only, English only, and a combination of indigenous language and English, the head of school C expressed interests in the combination of indigenous language and English as a medium of instruction in lower grade classes. When further asked about the appropriate medium of instruction in linguistically diverse classrooms, especially in urban centres like Accra, she indicated that in such classroom contexts the students will be forced to learn and speak the L2, which is English as most of them are from different first language backgrounds. In such a situation, pupils acquire competence in the English language as it serves as the lingua franca. In addition to the linguistic background of teachers and pupils, the teacher pointed out that speaking two languages is the norm in Ghana. Therefore, neither the Ghanaian languages nor English should be neglected (line 7).

**Extract 5.60:** *Flexible multilingual education due to classroom diversities*

| 7 | HoS | *I feel the combination of the L1 and the L2 is better because you know in Ghana we speak the two languages. So you don't have to neglect the other or you don't have to neglect any. So it's good to follow them; the two of them systematically so that as the child grows up he will just pick them naturally.* |
|---|---|---|
| 8 | IW | *So what happen in a situation when there is a class, for example, where forty percent could speak Ewe and maybe sixty or half cannot speak one of the languages? Thus, we have a class where forty can speak Ewe, okay let's say fifty, and then the fifty cannot speak Ewe, which is the first language. How do we solve that situation? In Accra, for example, where majority of the students are from different first language backgrounds.* |
| 9 | HoS | *That one, that one,* err, *the children are all going to be forced to speak one language which is going to be English* and *the … err. To me, I feel this one is rather helping the children to achieve what we are trying to do by speaking both Ewe and English so that they know both languages naturally. But here when they are forced to start speaking the English at once, I think it's rather going to help them, because if you go to school and your best friend cannot speak the language,* thus *your L1, and whether you can speak the L2, which is English or not you are going to be forced to speak the L2. And within the shortest possible time you see that your child is becoming very fluent in the L2, which we want to achieve in the policy I told you about.* |
| 10 | IW | *So in that light, when the students are mixed then you will encourage all of them to be taught in only English.* |

(Interview, Head of school C, Lines 7-10)

### 5.6 Chapter summary

This chapter presented analyses of classroom interaction data, teacher interviews and ethnographic field notes. The chapter began with an introduction, which highlighted the purpose of the chapter (5.1) followed by analyses and discussions on the types of code choices in the classroom and their frequencies (5.2). The exemplifications of various structural patterns of bilingual practices in the classrooms were presented. Based on the bilingual Ewe-English data from the classrooms, two main types of bilingual

practices were identified which include intersentential switching and intrasentential switching. It was seen that intersentential switches can be realised as repetitive intersentential and non-repetitive intersentential switches. Intrasentential switches can occur as single lexemes or phrases in a form of repetitive intrasentential and non-repetitive intrasentential switches, and tag switches.

The Language Mode Continuum and the Markedness Model were the two major theoretical concepts adopted for the data analyses. In addition to the two theories, the analyses were based on broader research into language policy and planning, and within language contact research paradigm. The participants, the situation, the form and content of the message, and the functions of the language acts of the bilingual classrooms were presented followed by discussions on the monolingual classroom.

Following from the Conversation Analysis approach proposed in Gumperz (1982) and other studies such as Auer (1988, 1998) and Wei (2002), the chapter presented the pedagogic relevance of code choices in the classrooms. Code choices in the classrooms can be conditioned by the participants of which two types are identified: teacher-initiated and learner-initiated code choices. The linguistic situations in the two classroom types observed differed based on the prescribed language of education. Bilingual medium schools operate under the NALAP, which is a bilingual medium of instruction approach. In these classrooms, Ewe and English lessons were taught together as part of the Language and Literacy lessons. The form of the Language and Literacy lesson conditioned code choices in the classroom where there were either monolingual or bilingual code choices at the start, the transition, and the end parts of the lessons. The general observations were that most of the lessons start with bilingual Ewe-English followed by predominant use of Ewe with some English switches. At the transition point of the lesson from Ewe session to English sessions, there were observable bilingual practices where teachers switched between Ewe and English to bridge the two sessions. The code choices at the end of the lesson were often monolingual English.

Regarding the monolingual classrooms observed, these classrooms operated under the school-internal language of education as opposed to the national language policy. In the monolingual medium schools sampled, Ewe and English lessons were taught separately and the expected media of instruction were exclusive use of Ewe during Ewe lessons and exclusive use of English during English lessons. Although the three parts of the lesson as described in the case of the bilingual classrooms were not the case for monolingual classrooms, there were general observations of how the situation impacted the code choices. The policy stipulated monolingual code choices, but teachers and pupils use bilingual code choices during the lessons, and at the end of the Ewe lesson, for instance, there were complete switch from Ewe and Ewe-English code choices to monolingual English. This observation was associated with the situation as the expected medium of interaction was English only and the end of the lesson signifies a transition to the expected code choice.

The form and content of the message, as presented under section 5.3.3, is one of the criteria of the language mode criteria. Some of the contents of the lessons included road safety, environmental

protections, home and family, types of religions in Ghana. Lessons on the grammar, syntax and semantics were also taught. During the teaching periods, there were identifiable functions of the language act. This led to a presentation of a synopsis of the functions of code choices in the classrooms.

Section 5.3.4 discussed the functions of the language act in terms of the pedagogic relevance of code choices in the classrooms. The pedagogic relevance identified in bilingual classrooms included vocabulary acquisition, teaching pronunciation during English lesson, switching for recapitulation and explanation, switching for instruction, switching as quotative/quotative function, and vocabulary acquisition. In addition to these, some other functions identified in the monolingual classrooms included switching for recapitulation and explanation, witching for class control, enhancing pupils' understanding of class exercises, teaching part of speech, and teaching pronunciation during English lessons.

Section 5.4 presented a comparison between bilingual and monolingual classroom interactions. Some of the similarities included a close relation in language use in the classroom. That is, in both classroom contexts there were frequent use of English during Ewe lessons, and teachers and pupils were predominantly in intermediate and bilingual modes. During English sessions/lessons, however, teachers and pupils were predominantly in a monolingual mode as Ewe was less activated.

There were differences between the classroom contexts. Most pupils in the bilingual medium schools were more competent in Ewe than in English and the observations in the monolingual medium schools present a contrary situation. Code choices in bilingual medium schools were often more flexible where pupils can use either Ewe and/or English, whereas there was strict monolingual English use in monolingual medium schools. Furthermore, out-of-classroom and general code choices in bilingual schools often involved switching between Ewe and English, which was contrary to monolingual schools.

Section 5.5 identified some key thematic concepts of the pedagogic relevance of code choices in the classroom. These thematisations were based on transcripts of the teacher interview data. Some themes identified included the concept of first-language-first – a consideration of the linguistic background of pupils in formulating and implementing language of education policies; and the perception that there are pupils who have oral competence in English, but lack written competence. Other themes that emerged from the teacher interviews were the approach to which teachers accommodated linguistic digression of pupils during teachings; comments on contextual variations in code choices in- and out-of-classroom code choices; and some teachers stated the importance of out-of-school exposure to languages and its impact on language learning and mastery. Finally, some teachers expressed that both teachers and pupils have competence issues when it comes to speaking and writing of Ewe and English. Some teachers acknowledged that they do not have competence in Ewe, and therefore, switch to English when teaching Ewe lessons; and some of the interviews suggested that there should be a flexible multilingual approach to language policy formulation and implementation. Such flexible multilingual approach should consider the linguistic backgrounds of the pupils and the teachers.

# CHAPTER SIX: PERCEPTIONS OF TEACHERS AND PUPILS TOWARDS CODE CHOICES

## 6.1    Introduction

Chapter Five presented the analysis of the classroom data; the goal of this chapter is to present the analysis of the perception data, specifically the perceptions of teachers and pupils towards code choices in the classroom. A synthesis of the findings from both chapters is presented in Chapter Seven.

Research question 3 aims to explore the perceptions of teachers and pupils towards bilingual and monolingual media of instruction in Ghanaian classrooms. The sub-questions include: a. what are the perceptions of teachers towards bilingual and monolingual media of instruction?; b. what are the perceptions of pupils towards bilingual and monolingual media of instruction?; and c. how do these attitudes reflect in their classroom language use?

This chapter presents the perceptions of teachers and pupils towards code choices in the classroom, and their preferred medium of instruction in teaching and learning at the lower grade classes. Firstly, the responses from the teacher questionnaire surveys are presented in 6.2.1 and 6.2.2, as well as a comparison in section 6.2.3 in order to identify any similarities and differences between the responses of the teachers from the two classroom contexts. The presentation of the teachers' questionnaire surveys is followed by responses from the pupils' focus group discussions (section 6.3).

## 6.2    Perceptions of teachers

The perceptions of teachers in bilingual and monolingual medium schools were explored using questionnaire surveys and interviews. The interviews were conducted with the teachers whose classrooms were observed in order to discuss the linguistic practices observed during the ethnographic classroom observations. The head teachers of the schools were also interviewed to have their opinions on language of education policies and the linguistic practices during in- and out-of-classroom interactions. This section focuses on the opinions of teachers elicited via questionnaire surveys. The survey involved eighty-eight (88) teachers, fifty-two (52) and thirty-six (36) teachers from bilingual and monolingual schools, respectively.

### 6.2.1    Bilingual medium schools

In the bilingual schools observed, there were 23 (63.9%) and 13 (36.1%) female and male teachers, respectively in school A. There were more female teachers 12 (75.0%) compared to male teachers 4 (25.0%) in school C. Overall, there were more female teacher respondents in the two bilingual schools observed as shown in table 6.1 below. Age stratifications were based on two divisions, which were 35-

below and above-35 for the purposes of the statistical analysis. The two divisions, based on the restratification, provide respondents in both age categories for a comparable data in SPSS.

**Table 6.1:** *Sex of teachers in bilingual schools*

| Sex | School A (Public) | School C (Public) | Total |
|-----|-------------------|-------------------|-------|
| *Crosstabulation:* Sex of teacher respondents | | | |
| Female | 23 (63.9%) | 12 (75.0%) | 35 (67.3%) |
| Male | 13 (36.1%) | 4 (25.0%) | 12 (32.7%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

**Table 6.2:** *Age of teachers in bilingual schools*

| Age | School A (Public) | School C (Public) | Total |
|-----|-------------------|-------------------|-------|
| *Crosstabulation:* Age of teacher respondents | | | |
| 35-Below | 21 (58.3%) | 12 (75.0%) | 33 (63.5%) |
| Above-35 | 15 (41.7%) | 4 (25.0%) | 19 (36.5%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

From the responses below, 21 (58.3%) teachers were 35 and below while 15 (41.7%) were above 35 in school A. Equally in school C, most of the teachers fall below 35 age range, with 33 (63.5%) below 35 and 19 (36.5%) were above 35. These results show that there were younger teachers in the schools observed than older ones.

**Table 6.3:** *Level of education of teachers in bilingual schools*

| Education level | School A (Public) | School C (Public) | Total |
|-----------------|-------------------|-------------------|-------|
| *Crosstabulation:* Level of education of teacher respondents | | | |
| Non-Tertiary | 22 (61.1%) | 7 (43.8%) | 29(55.8%) |
| Tertiary | 14 (38.9%) | 9 (56.3%) | 23(44.2%) |
| Total | 36 (100%) | 16 (100%) | 52(100%) |

In addition to the sex and age of the teacher respondents, the questionnaire was used to explore the education level of the teachers. In school A, 22(61.1%) teachers were teaching with non-tertiary qualifications (O'Level/A Level, JSH, SHS, and Diploma/Cert. 'A'), whereas 14 (38.9%) had tertiary qualifications (Degree and Masters/Higher). In school C, 7 (43.8%) teachers had non-tertiary certificates and 9 (56.3%) were tertiary certificate holders. It was observed that most of the teachers grouped under the non-tertiary stratification went to training colleges and had a Diploma/Cert. 'A' certificate. This shows that most of the teachers in the two bilingual medium schools were trained teachers.

**Table 6.4:** *Level of class taught by teachers in bilingual schools*

| Crosstabulation: Classes taught by teachers | | | |
|---|---|---|---|
| Classes | School A (Public) | School C (Public) | Total |
| KG-P3 | 9 (25.0%) | 10 (62.5%) | 19 (36.5%) |
| P4-P6 | 14 (38.9%) | 6 (37.5%) | 20 (40.0%) |
| JSH | 13 (36.1%) | 0 (0.0%) | 13 (25.0%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

The questionnaire survey also explores the classes taught by the teacher respondents. This question encompasses seven (7) options from which teachers had to choose from: Primary (P) 1-6 with the seventh option being *others (please specify)*. Teachers who taught kindergarten (KG) and Junior High School (JHS) specified they teach classes under *others*. Hierarchically, these two levels – KG and JHS- are different and the responses of the teachers at these levels may differ, which can contribute to the analyses and the interpretation of the data. Based on this, the responses were re-stratified as KG, P1, P2, P3, P4, P5, P6, and JSH. These stratifications are additionally re-grouped into three levels: lower grade classes (KG-P3), upper grade classes (P4-P6), and JHS. A chi-square analysis was carried out in SPSS on the re-stratified data.

The responses from the bilingual schools show that in school A 9 (25.0%) of the teachers taught KG-P3, 14 (38.9%) taught P4-P6, while 13 (36.1%) taught JSH. In school C, 10 (62.5%) teachers taught at the lower grade levels and 6 (37.5%) taught at the upper grade levels. There were no teacher respondents from the JHS in this school as the questionnaires were distributed only at the primary grade levels.

**Table 6.5:** *Teachers' awareness of the language policy*
*Question 1: Are you aware of the current language policy on education in Ghana?*

| Crosstabulation: Awareness of public school teachers of language policy | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| Yes | 25 (69.4%) | 15 (93.8%) | 40 (76.9%) |
| No | 11 (30.6%) | 1 (6.3%) | 12 (23.1%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

Question one (1) of the questionnaire survey requested teachers to state whether or not they were aware of the current language policy.[20] In school A, 25 (69.4%) teachers responded *Yes* while 11 (30.6%)

---

[20] At a conference on bilingualism in Ghana, some researchers argue that the National Literacy Acceleration Program (NALAP), which is a bilingual literacy program adopted in some schools is not a language policy, but a teaching methodology. However, the adoption of this supposed teaching methodology was based on the then existing language policy- the Education Quality for All (EQUALL) implemented by the South African government and USAID in collaboration with the Ghana Ministry of Education. Based on this premise and for the purposes of this study, I consider the NALAP as a language policy. This policy is implemented on pilot bases in the country, especially, in public schools. In addition to the NALAP, as stated in the introductory chapter, there are other language policies that are informed by monolingual approaches mainly adopted in private schools.

indicated *No*. On the other hand, majority of the teachers in school C, that is, 15 (93.8%) teachers were aware of the language policy while 1 (6.3%) teachers stated *No*. In total, majority of the teachers in the public schools observed were aware of the language policy (40 or 76.9%) while 12 (23.1%) were not.

A follow up question requires teachers who were aware of the language policy to briefly explain the language of education policy and what it stipulates based on their understanding. Some the teachers described the policy as follows:

A2: "The current language policy states that the L1 and L2 must be used in the lower primary level but the L1 is to dominate the L2 whilst in the upper primary level, the L2 must be used throughout unless a Ghanaian Language is being taught."

A11: "The mother tongue, Ewe in the Volta Region, is supposed to be used in the lower primary and English taught as a subject until the pupils are gradually introduced to the second language, English."

A14: "It entreats teachers and facilitators to use the L1 of the pupils in the lower classes as the medium of instruction."

C57: "The L1, which is the mother tongue of the child is to be used to instruct or teach the pupils in the lower primary to aid a better understanding."

C65: "The policy stresses the need to teach from KG 1 to P3 in the Ewe language."

C68: "The current language policy in Ghana is what we call NALAP, National Literacy Acceleration Program, which allows you to combine both the local and English language in teaching P1-P3."

The description provided by the teachers were varied. However, the commonality of the responses is that the policy is intended to introduce pupils to schools in the language they already know – the Ghanaian indigenous languages – while introducing them to a second language, that is, English.

**Table 6.6:** *Language considered effective in teaching and learning in lower grade classes*
**Question 3:** *From your teaching experiences, which language or combination of languages will you consider effective in enhancing teaching and learning in lower primary school classrooms?*

*Crosstabulation:* MOI effective for teaching lower grade classes

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| English only | 0 (0%) | 0 (0%) | 0 (0%) |
| Ewe only (any Gh Lg) | 3 (8.3%) | 0 (0%) | 3 (5.8%) |
| A combination of Ewe & English | 33 (91.7%) | 16 (100%) | 49 (94.2%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

The table above seeks to explore the code choice that teachers in bilingual medium schools consider as effective in enhancing teaching and learning in the lower grade classes. In school A, none of the teachers considers *English only* instruction as a plausible language choice in teaching lower primary schools. For *Ewe only* (or any Ghanaian language) as a code choice in the classroom, 3 (8.3%) recommended this as a medium of instruction while 33 (91.7%), which forms the highest proportion of the teachers in that

140

school, recommended *A combination of Ewe & English* as a preferred code choice. In school C, all the sixteen (16) teachers (100%) preferred *A combination of Ewe & English* as the medium to teach lower primary pupils. The responses to this question show that majority of the teachers preferred bilingual medium of instruction and few teachers recommended monolingual use of the Ghanaian languages (in this case study Ewe).

The teachers who proposed Ewe only or the exclusive use of Ghanaian indigenous languages at the lower grade classes provided the following reasons:

> A8: "Because that is the first language of the child and at that stage, communication will be more effective in that language."

> A16: "That is the child's first language. That's what the child hears all around her in the house, at church, with friends etc."

Aside teachers who wanted monolingual use of the indigenous languages, majority of the teachers constituting 49 (94.2%) recommended bilingual medium of instruction. Some reasons provided by these teachers included:

> A7: "Before the child come to school he/she understands his or her local language. So I feel teaching and learning will be effective when the two languages are used."

> A9: "A combination of the Ghanaian language and English is appropriate because at their age they might not be familiar with the English very well hence the need to combine the two."

> A14: "It enables pupils to understand easily what is taught and also helps them to express themselves in terms of answering questions in their exercise books."

> C57: "The combination of the Ewe and English Language, because when teaching there are some things when explained in only English the pupils will never understand unless in Ewe. Therefore, it will be better to blend the two during instruction."

> C58: "It will enhance teaching and learning. This to say that children will understand lessons well and therefore the output will be good."

> C60: "You teach from the known to the unknown."

Some of the recurring responses in the schools include the concept that the understanding of pupils at the lower grade classes is enhanced when bilingual medium of instruction is adopted. Furthermore, some teachers posit that teaching is from the known to the unknown, therefore pupils should be introduced into school through the language they already know, which is the indigenous languages while gradually introducing them to the unknown language, that is, English. The responses also pointed out that teaching and learning objectives are achieved when bilingual medium of instruction is adopted.

**Table 6.7:** *One recommended medium for teaching and learning in lower grade classes*
**Question 4:** *Which ONE of the language or combination of languages will you recommend to be used in teaching and learning in lower primary school classrooms in Ghana?*

| *Crosstabulation*: ONE recommended MOI for lower grade classes | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| English only | 0 (0%) | 0 (0%) | 0 (0%) |
| Ewe only (any Gh Lg) | 4 (8.6%) | 0 (0%) | 4 (7.7%) |
| A combination of Ewe & English | 32 (91.4%) | 16 (100%) | 48 (92.3%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

As a follow up question on the above observations, teachers were asked to choose the language or combination of languages that they would recommend for teaching at the lower grades. With similar responses, 4 (8.6%) teachers in school A recommend *Ewe only*, and 32 (91.4%) chose *A combination of Ewe and English* as the media appropriate for teaching and learning. All the teachers, 16 (100%) opt for bilingual medium of instruction. There was an exclusive recommendation in this school for *A combination of Ewe and English* as the appropriate medium.

**Table 6.8:** *Bilingual practices of teachers outside the classroom*
**Question 5:** *How often do you mix Ewe and English when speaking with fellow colleague teachers and pupils outside the classroom?*

| *Crosstabulation*: Teacher bilingual practices outside the classroom | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| Very often | 9 (25.0%) | 5 (31.3%) | 14 (26.9%) |
| Often | 12 (33.3%) | 8 (50.0%) | 20 (38.5%) |
| Not at all | 3 (8.4%) | 2 (12.5%) | 5 (9.6%) |
| Rarely | 9 (25.0%) | 1 (6.2%) | 10 (19.2%) |
| Very rarely | 3 (8.3%) | 0 (0%) | 3 (5.8%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

Understanding code choices outside the classroom may provide some premises for code choices in the classroom. Based on this perspective, teachers were asked whether they adopt bilingual practices in their out-of-classroom interactions with fellow teachers and pupils, and, if so, how often they did so. The answers provided by the teachers in the two bilingual medium schools observed were varied. In school A, 9 (25.0%) of the teachers indicated they use bilingual practices *Very often*, 12 (33.3%) use it *Often*, 3 (8.3%) indicated *Not at all*, 9 (25.0%) do so *Rarely,* and 3 (8.3%) *Very rarely*.

In school C, 5 (31.3%) of the teachers use bilingual practices *Very often,* 8 (50.0%) use it *Often*, 2 (12.5%) chose *Not at all*, and 1 (6.3%) *Rarely* adopt bilingual practices outside the classroom. None of the teachers in this school *Very rarely use* bilingual practices. Comparatively, the responses in both schools A and C show that teachers adopt bilingual practices in their out-of-classroom interactions with fellow teachers and pupils. Quantitatively, there is no significant difference between the responses in

the two schools. On the questionnaire, one of the teachers in school A, anonymised as A4 indicated that, "Because our madam doesn't speak Ewe so we speak English". This, therefore, shows that interlocutors can determine code choices (e.g. Grosjean 1998; Auer 1998b).

**Table 6.9:** *Bilingual practices of teachers inside the classroom*
**Question 6:** *How often do you mix Ewe and English when teaching in the classroom?*
*Crosstabulation*: Teacher bilingual practices inside the classroom

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| Very often | 4 (11.1%) | 5 (31.3%) | 9 (17.3%) |
| Often | 11 (30.6%) | 7 (43.8%) | 18 (34.6%) |
| Not at all | 3 (8.3%) | 2 (12.5%) | 5 (9.6%) |
| Rarely | 11 (30.6%) | 2 (12.5%) | 13 (25.0%) |
| Very Rarely | 7 (19.4%) | 0 (0%) | 7 (13.5%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

Turning to code choices in the classroom context, teachers were asked to indicate how often they mix expression from Ewe and English during their classroom interactions. In school A, 4 (11.1%) indicated they adopt bilingual practices in the classroom *Very often*, 11 (30.6%) use it *Often*, 3 (8.3) *Not at all*, 11 (30.6%) *Rarely* use it, and 7 (19.4%) use it *Very rarely*. In school C, with similar responses to their out-of-classroom language use, 5 (31.3%) of the teachers *Very often* adopted bilingual practices in their classroom teaching, 7 (43.8%) use it *Often*, 2 (12.5%) *Not at all*, 2 (12.5%) do so *Rarely*, and none of them chose that they *Very rarely* use bilingual practices. In school A, there seems to be a variation in the number of teachers who use bilingual practices in the classroom and those that do not or rarely use it. That is, more teachers (very) rarely use bilingual practices in the classroom whereas relatively less teachers (very) often use bilingual practices in their classroom teaching. On the contrary, most of the teachers in school C stated they use bilingual practices in their classroom pedagogy. A plausible explanation for this variation could be the location of the various schools and the linguistic background of the pupils. In schools A, for instance, the school is located in an area where there are estate/elite houses and most of the pupils are from homes where there is some level of exposure to English, and therefore, pupils can comprehend lessons taught in monolingual English. School C, on the other hand, is located near newly developing settlements in Ho, and most the pupils in the school are from nearby villages; these pupils have less, or in some circumstances, no exposure to English; therefore, teachers there may adopt bilingual practices in the classroom to facilitate the teaching process and to enhance the comprehension of the pupils.

**Table 6.10:** *Bilingual practices of pupils during lessons*
**Question 7:** How often do you hear pupils mixing Ewe and English during lesson?
*Crosstabulation*: Pupils bilingual practices during lessons

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| Very often | 7 (19.4%) | 6 (37.5%) | 13 (25.0%) |
| Often | 10 (27.8%) | 5 (31.3%) | 15 (28.8%) |
| Not at all | 4 (11.1%) | 2 (12.5%) | 6 (11.5%) |
| Rarely | 13 (36.1%) | 3 (18.8%) | 16 (30.8%) |
| Very Rarely | 2 (5.6%) | 0 (0.0%) | 2 (3.9%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

On the bilingual practices of pupils, teachers were asked to present their perspectives on how often pupils adopt bilingual or multilingual code choices in the classroom. In school A, 7 (19.4%) of the teachers stated they *Very often* hear pupils mix codes in the classroom, 10 (27.8%) said *Often*, 4 (11.1%) never heard pupils use bilingual practices (*Not at all*), a sizeable number of the teachers (13 (36.1%)) *Rarely* hear pupils mix code, and 2 (5.6%) *Very rarely* hear pupils do so. In school C, 6 (37.5%) and 5 (31.3%) of the teachers *Very often* and *Often*, respectively hear pupils use bilingual practices in the classroom. Two teachers (2 (12.5%)) indicated *Not at all*, and 3 (18.8%) of the teachers *Rarely* hear pupils use bilingual practices. None of the teachers answered that they *Very rarely* hear pupils adopt such code choices in the classroom.

**Table 6.11:** *Bilingual practices of teachers during lessons*
**Question 8:** *How often do you hear teachers mixing Ewe and English during lessons?*
*Crosstabulation*: Teachers bilingual practices during lessons

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| Very often | 4 (11.1%) | 4 (25.0%) | 8 (15.4%) |
| Often | 11 (30.6%) | 10 (62.5%) | 21 (40.4%) |
| Not at all | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Rarely | 18 (50.0%) | 1 (6.3%) | 19 (36.5%) |
| Very Rarely | 3 (8.3%) | 1 (6.3%) | 4 (7.7%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

In addition to the responses of the teachers on their own code choices in the classroom, the questionnaire also explored how often they hear other teachers adopt bilingual practices in the classroom. Some of the teachers in school A, thus 4 (11.1%) of them, *Very rarely* hear other teachers use bilingual practices in the classroom, 11 (30.6%) *Often* do so, 18 (50.0%) *Rarely* do so while 3 (8.3%) stated *Very rarely*. None of the teachers responded they never heard teachers use bilingual practices. The responses in school C show the following: 4 (25.0%) Very *often*, 10 (62.5%) *Often*, 1 (6.3%) *Rarely*, and 1 (6.3%) *Very Rarely*. Most of the teachers in school C stated they have either *very often* or *often* heard other teachers use

bilingual practices, whereas none of them stated they have never heard a teacher adopt bilingual practices. This reveals that in both bilingual schools observed teachers adopt bilingual practices in their classroom teaching and learning. This is in conformity with the language policy, which stipulates bilingual code choices in the classroom especially at the lower grade classes. There are, however, considerable differences in both bilingual medium schools where in school A more teachers who stated they (*very*) *rarely* hear their colleagues adopt bilingual practices in their teaching whereas in school C most of the teachers stated they have heard their colleagues adopt bilingual practices in the classroom. The differences, as explained under Table 6.9, can be associated with the location of the school and the linguistic backgrounds of the pupils. In terms of school A, the school is located in an area with estate houses, and most of the pupils have exposure to English at home. On the contrary, school C is located in newly developing settlements of the Ho township and most of the pupils have less or no exposure to English at home. This may inform the use of bilingual practices in the classroom by the teachers.

**Table 6.12:** *Reasons why teachers adopt bilingual practices during lessons*
**Question 9:** *From your teaching experiences, will there be any reasons why some teachers may mix Ewe and English during teaching?*

| Crosstabulation: Reasons for teachers' bilingual practices in the classroom | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| Yes | 33 (91.7%) | 15 (93.8%) | 48 (92.3%) |
| No | 2 (5.6%) | 1 (6.3%) | 3 (5.8%) |
| No opinion | 1 (2.8%) | 0 (0.0%) | 1 (1.9%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

The teacher respondents were asked to state, based on their experiences, whether or not there are any motivations for bilingual code choices of teachers during teaching. In both bilingual schools, majority of the teachers answered in the affirmative. In school A, 33 (91.7%) stated *Yes*, 2 (5.6%) said *No*, while 1 (2.8%) indicated *No opinion*. In school C, majority of the teachers expressed *Yes* (15 (93.8%)) while one (1 (6.3%)) stated *No*.

Teachers who answered *Yes* were asked to provide some reasons under question 10. Some of the reasons provided were as follows:

A5: Give a better explanation to pupils.

A36: Some have difficulty in understanding English.
Some teachers have a proficiency problem.
Some topics are difficult to understand when English is used.

C70: For the pupils to understand a different concept.
For the pupils to know how something is called in Ewe.
For the lesson that is boring to become interesting.

Most of the teachers expressed the opinion that the use of bilingual practices in the classroom helps to enhance the participation and the understanding of the lesson. Additionally, as stated in the responses above, particularly from teacher C70, teachers adopt bilingual practices in the classroom due to lack of proficiency in either of the languages especially Ewe. Teachers and pupils use English vocabularies if they are not able to recall immediate Ewe word during lessons. The use of bilingual code choice in the classroom is also meant to make lessons more interesting.

**Table 6.13:** *Opinions on bilingual practices during lessons*
**Question 11:** *What do you think about teachers mixing Ewe and English during lessons?*

| *Crosstabulation*: Opinions of bilingual practices during lessons | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| I like teachers to use only one language | 1 (2.8%) | 0 (0.0%) | 1 (1.9%) |
| I like teachers to mix the two languages | 27 (75.0%) | 16 (100.0%) | 43 (82.7%) |
| I have no opinion | 8 (22.2%) | 0 (0.0%) | 8 (15.4%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

Teachers expressed their opinion as to whether they would encourage monolingual or bilingual media of instruction. In school A, 1(2.8%) teacher expressed the opinion that teachers should use only one language at a time during classroom teaching, 27 (75.0%) teachers indicated they will like bilingual medium to be adopted, while a sizeable number of them (8 (22.2%)) expressed no opinion. In school C, however, all the teachers (16 (100%)) indicated bilingual medium should be adopted in the classroom. The general overview of the responses from the two bilingual schools shows that majority of the teachers encourage bilingual medium as ideal for teaching in the lower grade classes.

The teacher who suggested a monolingual code choice indicated, as stated below, that teachers can persistently use English to explain incomprehensible concepts to pupils.

A17: "To enable them explain things that pupils are not understanding upon persistent English explanation."

One of the teachers who had no opinion, however, stated that s/he likes it when teachers adopt bilingual code in the classroom. However, the teacher added that although bilingual code choices are used pupils are examined in English.

A5: "On one hand, I like it when the two languages are mixed, but at the end of the day they are examined in English language."

Some of the responses from teachers who encouraged bilingual medium in the classes included the following:

A4: "When teachers are teaching in only the L2 the pupils find it difficult to understand because we have the slow learners. We have the fast learners, average leaners and slow learners so when you use the two languages it will help everybody."

146

A9: "They should mix the two languages at the lower primary level in order for pupils to understand what is being taught."

C66: "In the lower primary pupils find it difficult to communicate in English language. They have quick understanding when the two languages are used."

C69: "To promote our local languages."

Some of the recurring opinions expressed in favour of bilingual medium of instruction at the lower grades include the idea that pupils' understanding and participation in the classroom are enhanced when teachers adopt bilingual code choice. Learning and teaching objectives are easily achieved using two languages. Additionally, some teachers pointed out that adopting both Ewe (Ghanaian indigenous languages) and English will promote the local languages in the education curricula.

**Table 6.14:** *Opinions whether bilingual practices should be encouraged in schools*
**Question 12:** *Do you think that mixing Ewe and English expressions during lessons should be encouraged in schools?*

| Crosstabulation: Bilingual practices to be encouraged in schools | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| Yes | 34 (94.4%) | 15 (93.8%) | 49 (94.3%) |
| No | 0 (0.0%) | 1 (6.3%) | 1 (1.9%) |
| No opinion | 2 (5.6%) | 0 (0.0%) | 2 (3.8%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

There is a correlation between the observed classroom code choices of the teachers and their expressed opinions. To this end, teachers' opinions as to whether or not bilingual practices should be encouraged in schools provided foci for their actual language uses in the classroom. Majority of the teachers in school A (34(94.4)) responded in the affirmative *Yes* for bilingual practices to be adopted, and 2(2.6%) of the teachers had *No opinion*. None of the teachers expressed *No*. Significant proportion of teachers, nearly all, in school C (15(93.8%)) indicated bilingual practices should be used in schools. One of the teachers (1(6.3%)) discouraged its use in schools (*No*).

The teacher in school C, who discouraged bilingual language use in schools, stated that due to the significant importance accorded English in school, English only medium should be encouraged. As the teacher explained below, some schools have punishments in place for pupils who speak any other language other than English. This implies that the teacher's opinion for an exclusive use of English in schools was based on school language policies that emphasises English only medium and makes the use of any other languages a punishable offence.

C64: "Many schools stress on the use of English language to the local language. Even in some schools, they speak only English and punishment is given to pupils who speak the local language."

Over 90% of the teachers in both public schools (49(94.3%)) expressed that bilingual medium to be adopted in schools. Some of the reasons put forward by the teachers included the following:

> A2: "It must be encouraged, because the pupils are of different backgrounds and also learn the English better if they can speak and read their Ghanaian language."

> A12: "It should only be allowed in the lower level so that pupils who do not understand English can get the lesson/understand the lesson being taught."

> A17: "The Whiteman didn't use any Ghanaian language to enable them/him develop."

> A18: "The lesson delivery becomes easier. For better understanding. To sustain the local language."

> C59: "It will foster a deeper understanding of lessons which come with technical terminologies that are difficult to understand."

> C62: "Both languages depend on each other in terms of clarifying ideas and concepts especially to young pupils who are now acquiring both languages."

> C63: "Yes of course, since Ewe is the child's first language (L1), the child therefore need to understand his/her mother language first before seeking for the foreign one."

A synthesis of the opinions shows that some of the teachers encourage bilingual medium of instruction as it is a medium that will enhance the understanding of pupils and will foster the acquisition of Ewe as the L1 and English as the L2. The linguistic diversity of pupils in a given classroom is one of the reasons provided for the use of bilingual practices in the classroom. Some of the teachers, for example C63, expressed that learning is from the known to the unknown; and therefore, as the pupils have knowledge in the local language using it in addition to English will enable to them to acquire both languages.

**Table 6.15:** *Whether bilingual practices should be stopped during lessons*
**Questions 13:** <u>*Should we stop mixing expression from Ewe and English during lesson?*</u>
*Crosstabulation*: Should bilingual practices be stopped in the classroom

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| Yes | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| No | 35 (97.2%) | 16 (100.0%) | 51 (98.1%) |
| No opinion | 1 (2.8%) | 0 (0.0%) | 1 (1.9%) |
| Total | 36 (100%) | 15 (100%) | 52 (100%) |

Bilingual practices in the classroom are a debatable issue. One school of thought posits that bilingual language use is ideal medium to initiate students to school at the initial education stages, (e.g. Lightbown 2001, Chaudron 1988), while another school of thought suggests that introducing the target language from the earliest stage is imperative to the acquisition of the target language(s), (e.g. Opoku-Amankwa & Brew-Hammond 2011, Adjei 2010). Based on this premise, teachers in bilingual medium schools

were asked whether bilingual code choice in the classroom should be stopped. The dynamics of language in the classroom demonstrate that language use cannot be regulated. Most of the teachers in school A (35 or 97.2%) are in favour of bilingual practices, and therefore, recommended that bilingual code choice should not be stopped. One teacher expressed *no opinion*. On the other hand, there is exclusive response in School C where all the teachers approved of bilingual code choices during lessons. The responses demonstrate that teachers in both public schools encourage bilingual education as the appropriate medium for teaching lower grade classes.

Some of the arguments put forward by the teachers who indicated *No* were as follows:

> A4: "No, I don't think we should, because without the L1 we cannot understand the L2. If you don't know 'dada'[21] can you know 'mother'? If you don't know 'papa' can you know 'father'?"

> A5: "No because the ultimate goal of education is to acquire knowledge that you can apply in situations you find yourself. So if the use of both languages does it better, then it should be done."

> A13: "No, until in the upper class."

> C56: "If we stop in the lower primary the pupils will not understand what the teacher is teaching."

> C58: "Because Ewe is part of our culture which form the basis of our society."

> C62: "Both languages are examinable hence same importance should be given to both. "

**Table 6.16:** *Whether bilingual practices can be stopped during lessons*
**Question 14:** <u>*Can we stop mixing expressions from Ewe and English when we teach our pupils?*</u>
*Crosstabulation*: Can bilingual practices be stopped in the classroom

| Response | School A (Public) | School C (Public) | Total |
|---|---|---|---|
| Yes | 5 (13.9%) | 1 (6.3%) | 6 (11.5%) |
| No | 30 (83.3%) | 15 (93.8%) | 45 (86.6%) |
| No opinion | 1 (2.8%) | 0 (0%) | 1 (1.9%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

There may be different opinions as to whether bilingual practices in the classroom should be stopped and, on the other hand, whether it can actually be stopped. The responses of teachers maximally show that bilingual code choice in the classroom cannot really be stopped. In school A, 5 (13.9%) of the teachers said *Yes* it can be stopped, 30 (83.3%) indicated *No*, and 1 (2.8%) answered *No opinion*. In

---

[21] In Ewe, *dada* is an address form for 'mother' and *papa* is used to refer to 'father'. The teacher used this analogy to exemplify that learning is from the known to the unknown. In other words, learning should be conducted in Ewe followed by English medium.

school C, 1 (6.3%) said *Yes*, and majority of them (15 (93.8%) indicated *No*. None of them answered *No opinion*.

Equally, similar to their responses as to whether bilingual practices should be stopped, most of the teachers indicated that such code choice cannot be stopped in the classroom. To a much greater extent, this is a reflection of the linguistic realities of the day-to-day interactions among like bilinguals and multilingual in Ghana which is characterised by switching from one code to another within the same interactive event (Amuzu 2012, Chachu 2013, Nuworsu 2015). To this end, it is expected that teachers and pupils will adopt this code choice in the expedition to achieve pedagogic goals.

Compared to the responses to question 13 above, more of the teachers (6 (11.5%)) in the bilingual schools indicated bilingual practices can be stopped in schools. Some of the reasons expressed are:

A8: "Because the pupils need to understand concepts and expressions in the language used without mixing it with another."

A13: "When pupils become fluent in the English Language."

A26: "We can stop if we separate the Ghanaian language (L1) from the English (L2) at the lower primary which is NALAP."

A total number of 45 (86.6%) out of the 52 teachers indicated bilingual practices cannot be stopped in the classroom. Some reasons given for their choices include:

A2: "Is because all pupils are not equal, therefore individual differences must be considered for the holistic development of the child."

A19: "Because we have different calibre of pupils and the geographical locations where the schools are situated."

A35: "Because using the Ewe alongside English help pupils to obtain thorough understanding, participation and relationalisation of concepts during lesson delivery."

C63: "Because one learns from the known to the unknown."

C64: "Every teacher will like his or her pupils to understand what he or she is teaching. Therefore, we cannot stop mixing the languages."

C65: "We can't stop, because most of our pupils at home have nothing to do with English language. It is at the school that they try to communicate in English. So Ewe and English should be taught hand-in-hand."

**Table 6.17:** *General feeling towards bilingual practices in the classroom*
**Question 15:** *How will you describe your feeling or attitude towards bilingual practices in the classroom?*

| Crosstabulation: Overall attitude towards bilingual practices in the classroom | | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| Very positive | 10 (27.8%) | 7 (43.8%) | 17 (32.7%) |
| Positive | 24 (66.7%) | 9 (56.3%) | 33 (63.5%) |
| Uncertain | 2 (5.6%) | 0 (0.0%) | 2 (3.8%) |
| Negative | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Very negative | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Total | 36 (100%) | 16 (100%) | 52 (100%) |

As part of the questionnaire survey, teachers were asked to describe their general opinion towards bilingual practices in the classroom. In school A, 10 (27.8%) teachers indicated *Very positive*, 24 (66.7%) were *positive* and 2 (5.6%) were *uncertain*. In school C, all the teachers have expressed positive attitude towards bilingual language use in the classroom of which 7 (46.7%) were *Very positive* and 8 (53.3%) were *positive*. The general perception in the two bilingual medium schools observed show that the teachers predominately have positive attitude towards bilingual language use in the classroom. Following from the above discussions, the perceptions of teachers in monolingual medium schools are presented.

### 6.2.2    Monolingual medium schools

This section presents the responses from the two monolingual medium schools observed. As presented under the bilingual medium schools, each of the questions will be discussed and syntheses provided.

**Table 6.18**: *Sex of teachers in monolingual schools*

| Crosstabulation: Sex of teacher respondents | | | |
|---|---|---|---|
| Sex | School B (Private) | School D (Private) | Total |
| Female | 5 (26.3%) | 11 (64.7%) | 16(44.4%) |
| Male | 14 (73.7%) | 6 (35.3%) | 20(55.6%) |
| Total | 19 (100%) | 17 (100%) | 36(100%) |

In the monolingual medium schools observed, there were 5 (26.3%) females and 14 (73.7%) males in school B. In school D, on the other hand, there were 11 (64.7%) females and 6 (35.3%) male. Although gender variations will not be significantly explored in the comparative analyses of the various schools, these responses provide insights into the ratio of female to male teachers in the various schools.

**Table 6.19:** *Age of teachers in monolingual schools*

| | *Crosstabulation:* Age of teacher respondents | | |
|---|---|---|---|
| Age | School B (Private) | School D (Private) | Total |
| 35-Below | 12 (63.2%) | 14 (82.4%) | 26 (72.2%) |
| Above-35 | 7 (36.8%) | 3 (17.6%) | 10 (27.8%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

As mentioned under the bilingual medium schools, the age stratification was based on two divisions, which are 35-below and above-35 for the purposes of the statistical analysis. School B had 12 (63.2%) teachers aged 35 years and below with 7 (36.8%) of them above 35 years. In school D, 14 (82.4%) teachers indicated they were 35 years and below while 3 (17.6%) of them were above 35 years.

**Table 6.20:** *Level of education of teachers in monolingual schools*

| | *Crosstabulation:* Level of education of teacher respondents | | |
|---|---|---|---|
| Education level | School B (Private) | School D (Private) | Total |
| Non-Tertiary | 16 (84.2%) | 16 (94.1%) | 32 (88.9%) |
| Tertiary | 3 (15.8%) | 1 (5.9%) | 4 (11.1%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Similarly, teachers in monolingual medium schools were asked to respond to the level of education they had attained. Non-tertiary qualified teachers were 16 (84.2%) while tertiary qualified teachers were 3 (15.8%). School D also had majority of the teachers with non-tertiary qualification, that is, 16 (94.1%) and the number of tertiary qualified teachers was 1 (5.5.9%). The teachers with diploma and teaching certificate 'A' were grouped under non-tertiary stratification for the purposes of having enough responses in both categories for the chi-square analyses.

**Table 6.21:** *Level of class taught by teachers in monolingual schools*

| | *Crosstabulation:* Classes taught by teachers | | |
|---|---|---|---|
| Classes | School B (Private) | School D (Private) | Total |
| KG-P3 | 4 (21.1%) | 9 (52.9%) | 13 (36.1%) |
| P4-P6 | 5 (26.3%) | 3 (17.6%) | 8 (22.2%) |
| JSH | 10 (52.6%) | 5 (29.4%) | 15 (41.7%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Teachers in monolingual curriculum schools indicated the various classes they taught. Four teachers constituting (21.1%) taught KG-P3 classes, 5 (26.3%) teachers taught P4-P6 levels, and 10 (52.6%) taught JSH. In school D, 9 (52.9%) teachers taught lower grade classes KG-P3, 3 (17.6%) taught upper grade classes P4-P6, and 5 (29.4%) taught JHS levels.

**Table 6.22:** *Teachers' awareness of the language policy*
**Question 1:** *Are you aware of the current language policy on education in Ghana?*

Crosstabulation: Awareness of private school teachers of language policy

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Yes | 11 (57.9%) | 6 (35.3%) | 17 (47.2%) |
| No | 8 (42.1%) | 11 (64.7%) | 19 (52.8%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Teachers in the two monolingual medium schools observed were asked to state their awareness of the language of education policy. In school B, 11 (57.9%) teachers stated they were aware (*Yes*), and 8 (42.1%) teachers indicated *No*. Conversely, in school D there were more teachers who were not aware of the language of education policy. Six of the teachers, that is, (35.3%), expressed the view that they were aware of the policy (*Yes*) while 11 (64.7%) stated *No*. In sum, the total percentage of the teachers who were aware of the policy is similar to the percentage that were not. However, an average of 5.7% of the teachers were unaware.

Teachers who indicated they were aware described the policy as follows:

> B39: "It is advisable that lessons should be taught in Ghanaian language in the lower primary and English language during English lesson hours. You can sometimes mix the two of them to enhance the teaching and learning."

> B42: "L1 L2: It says that pupils in the lower classes 1-3 should be taught in their local languages except when it is time for the English language."

> D81: "What I understand is our books and syllabuses are written in the current language so when we teach that with our local language the child will easily understand both."

> D86: "From kindergarten to primary three, teachers are supposed to use both Ghanaian language (mother tongue) and English to teach."

**Table 6.23:** *Language considered effective in teaching and learning in lower grade classes*
**Question 3:** *From your teaching experiences, which language or combination of languages will you consider effective in enhancing teaching and learning in lower primary school classrooms?*

Crosstabulation: MOI effective for teaching lower grade classes

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| English only | 0 (0%) | 1 (5.9%) | 1 (2.8%) |
| Ewe only (any Gh Lg) | 0 (0%) | 1 (5.9%) | 1 (2.8%) |
| A combination of Ewe & English | 19 (100%) | 15 (88.2%) | 34 (94.4%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

The three major types of media of instruction in Ghana are monolingual Ghanaian language, monolingual use of English, and bilingual use of Ghanaian language and English (see Yevudey 2015).

In some classrooms, there are trilingual or even multilingual code choices in the classroom. For instance, in Avatime, Volta Region of Ghana the community schools adopt Siyase, also known as Avatime, which is the immediate language of the community, Ewe, the dominant language of the region, and English, the official language of the country. In such minority language communities, pupils are exposed to at least three languages in their primary school studies with some schools extending such trilingual code choices to higher grade levels.

In the monolingual curriculum schools observed, both Ewe and English are used. Ewe is used as a subject of study and has exclusive time slot on the timetable. English, on the other hand, is the expected medium of instruction for all other subjects and as a subject of study. The only subject that is expected not to be taught in English is Ewe.

Teachers were asked to choose the language or the combination of languages they consider as effective medium in teaching lower grade classes. The opinions were based on their experiences. In school B, none of the teachers chose exclusive use of Ewe or English as the preferred medium of instruction. On the other hand, all the teacher respondents (19 (100%)) considered *A combination of Ewe & English* to be the appropriate medium for teaching and learning in lower grade classes. In school D, 1(2.8%) considers *English only* as the preferred code choice in teaching lower grade classes, 1(2.8%) chose *Ewe only* (any Gh Lg) as their preferred medium, while majority of the teachers (15 (88.2%) consider *A combination of Ewe & English* as appropriate.

A comparison between the two schools shows that only a few of the teachers considered monolingual English or monolingual Ewe as appropriate code choice in the classroom. Majority of the teachers considered bilingual medium as ideal for teaching in the lower grades. This response is contrary to the prescribed or recommended medium of instruction in these schools. In the private schools, English is considered highly prestigious and used as the main medium of instruction. The uses of the indigenous languages are restricted to only Ghanaian language teaching periods and pupils are punished when they use Ghanaian languages outside the Ghanaian language teaching period.

The teacher who expressed the opinion that English only should be adopted stated that s/he can only teach through English. The inference drawn from this response is that the teacher might be a non-speaker of Ewe, and therefore, could only communicate in the official language and national lingua franca, English. Another explanation could be that the teacher is ethnically Ewe, but does not have competence to proficiently communicate in Ewe, and therefore, resorts to using English rather than Ewe, as evidenced in the following response:

D80: "That is the best way I can only express myself to the pupils."

Furthermore, the teacher who chose exclusive use of Ewe as a medium stated that: D88: "In Ewe lesson we use Ewe." This reiterates the prescribed classroom code choice, which requires both teachers and pupils to use Ewe exclusively during Ewe lessons and similarly for English lessons.

Teachers who recommended bilingual medium stated the following reasons:

>C57: "The combination of the Ewe and English Language because when teaching there are some things when explained in only English the pupils will never understand unless in Ewe. Therefore, it will be better to blend the two during instruction."

>C60: "You teach from the known to the unknown."

>C70: "The children or pupils understand the local languages easily and take action on the instructions in local languages. A combination can help them understand the English also."

>D74: "As the saying goes "all fingers are not equal", most students speak and write English in schools especially the young ones but when it comes to teaching and learning, one must sometimes use the local language to break down their levels of knowledge and understanding which will make them interested in a particular subject."

**Table 6.24:** *One recommended medium for teaching and learning in lower grade classes*
**Question 4:** *Which ONE of the languages or combination of languages will you recommend to be used in teaching and learning in lower primary school classrooms in Ghana?*

| *Crosstabulation*: ONE recommended MOI for lower grade classes | | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| English only | 0 (0%) | 1 (5.9%) | 1 (2.8%) |
| Ewe only (any Gh Lg) | 1 (5.3%) | 0 (0%) | 1 (2.8%) |
| A combination of Ewe & English | 18 (94.7%) | 16 (94.1%) | 34(94.4%) |
| Total | 19 (100%) | 15 (100%) | 36 (100%) |

Teachers were asked which language or combination of languages they would recommend for pedagogic functions in the lower grades. One of the teachers in school B, thus 1 (5.6%) chose *English only* as the preferred language while the rest of the teachers 17 (94.4%) recommended *A combination of Ewe & English*. Equally in school D, 1 (5.9%) selected *English only* as the preferred code choice and 16 (94.1%) recommended *A combination of Ewe & English.* An overview of the responses show that majority of the teachers would like bilingual language use in the lower grade classes. Two teachers recommended monolingual language use specifically *English only*.

**Table 6.25:** *Bilingual practices of teachers outside the classroom*
**Question 5:** *How often do you mix Ewe and English when speaking with fellow colleague teachers and pupils outside the classroom?*

| *Crosstabulation*: Teacher bilingual practices outside the classroom | | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| Very often | 4 (21.1%) | 4 (23.5%) | 8 (22.2%) |
| Often | 2 (10.5%) | 7 (41.2%) | 9 (25.0%) |
| Not at all | 3 (15.8%) | 3 (17.6%) | 6 (16.7%) |
| Rarely | 8 (42.1%) | 2 (11.8%) | 10 (27.8%) |
| Very rarely | 2 (10.5%) | 1 (5.9%) | 3 (8.3%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

As equally discussed under the bilingual medium schools, teachers indicated how often they mix expressions from Ewe and English during their out-of-classroom interactions with both their fellow teachers and pupils. Both schools present varying responses. In school B, 4 (21.1%) of the teachers *Very often* use bilingual code choice, 2 (10.5%) does it *often*, 3(15.8%) doesn't use it (*Not at all*), 8 (42.1%) use it *rarely*, and two of the teachers (2 (10.5%)) *very rarely* use it. In school D, 4 (23.5%) *very often* mix two codes, 7 (41.2%) said they *often* do so, 3 (17.6%) *not at all*, 2 (11.8%) *rarely* and 1 (5.9%) *very rarely* mix codes in their out-of-classroom interactions. Overall, in school B the proportion of teachers who said they *very often* and *often* use mix codes are similar. In school D, on the other hand, more of the teachers *very often* and *often* use mix codes when compared to the number of them who *very rarely* or *rarel*y do so.

**Table 6.26:** *Bilingual practices of teachers inside the classroom*
**Question 6:** *How often do you mix Ewe and English when teaching in the classroom?*

*Crosstabulation*: Teacher bilingual practices inside the classroom

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Very often | 4 (21.1%) | 0 (0.0%) | 4 (11.1%) |
| Often | 2 (10.5%) | 3 (17.6%) | 5 (13.9%) |
| Not at all | 2 (10.5%) | 2 (11.8%) | 4 (11.1%) |
| Rarely | 9 (47.4%) | 10 (58.8%) | 19 (52.8%) |
| Very Rarely | 2 (10.5%) | 2 (11.8%) | 4 (11.1%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

The code choices of teachers were explored by asking them how frequent they use bilingual practices during classroom teaching and learning. In school B, 4 (21.1%) mix codes *very often*, 2 (10.5%) *often*, 2 (10.5%) does not, thus *not at all*, 9 (47.4%) *rarely* mix codes, and 2 (10.5%) *very rarely* do so. In the other private school (School D), none of the teachers *very often* mix codes, 3 (17.6%) do so *often*, 2 (11.8%) *not at all*, 10 (58.8%) *rarely* use mix codes and 2 (11.8%) *very rarely*. Although the above responses in both schools do not explicitly show that teachers do often or do not often use mix codes outside the classroom, it can be observed that above 50% of the teachers *rarely* or *very rarely* mix codes. This is concordance with the expected code choice in these school, which is monolingual use of English.

**Table 6.27:** *Bilingual practices of pupils during lessons*
**Question 7:** *How often do you hear pupils mixing Ewe and English during lesson?*

*Crosstabulation*: Pupils bilingual practices during lessons

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Very often | 1 (5.3%) | 1 (5.9%) | 2 (5.5%) |
| Often | 3 (15.8%) | 3 (17.6%) | 6 (16.7%) |
| Not at all | 2 (10.5%) | 6 (35.3%) | 8 (22.2%) |
| Rarely | 8 (42.1%) | 3 (17.6%) | 11 (30.6%) |
| Very Rarely | 5 (26.3%) | 4 (23.5%) | 9 (25.0%) |
| Total | 36 (100%) | 17(100%) | 36 (100%) |

Pupils' code choices may differ from that of the teachers as well as different from the expected code choice in the classroom. An overview of the responses from the two monolingual schools show that pupils are rarely heard using bilingual practices in the classroom. In addition to conforming to the schools' language policies, which pupils are aware of, most of the pupils in these private schools have out-of-school exposure to English (see discussions on the linguistic background of pupils under sections 5.4 and 5.5). Many of them spoke English at home, and therefore, have the linguistic capacity to use English monolingually with less influence from Ewe.

In school B, 1 (5.3%) teacher stated s/he *very often* hear pupils mix codes, 3 (15.8%) indicated *often*, 2 (10.5%) *not at all*, 8 (42.1%) *rarely*¸ and 5 (26.3%) indicated *very rarely*. Similarly, in school D 1 (5.9%) and 3 (17.6%) indicated *very rarely*, respectively. Some teachers (6 (35.3%)) stated they never heard pupils mix codes in the classroom (*Not at all*), while 3 (17.6%) and 4 (23.5%) *rarely* and *very rarely*, respectively, hear pupils use bilingual practices in the classroom.

**Table 6.28:** *Bilingual practices of teachers during lessons*
**Question 8:** *How often do you hear teachers mixing Ewe and English during lessons?*
*Crosstabulation*: Teachers bilingual practices during lessons

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Very often | 2 (10.5%) | 1 (5.9%) | 3 (8.3%) |
| Often | 3 (15.8%) | 6 (35.3%) | 9 (25.0%) |
| Not at all | 1 (5.3%) | 2 (11.8%) | 3 (8.3%) |
| Rarely | 10 (52.6%) | 3 (17.6%) | 13 (36.2%) |
| Very Rarely | 3 (15.8%) | 5 (29.4%) | 8 (22.2%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Teachers in monolingual schools responded to the code choices of their colleagues during classroom teaching. The responses of teachers in school B are as follow: 2 (10.5%) *very often*, 3 (15.8%) *often*, 1 (5.3%) *not at all*, 10 (52.6%) *rarely*, and 3 (15.5%) *very rarely*. In school D, one teacher indicated s/he hears pupils mix codes *very often*, 6 (35.3%) stated *often*, 1 (5.3%) *not at all*, 10 (52.6%) *rarely*, and 3 (15.8%) *very rarely*. Comparatively, the percentage of teachers in both schools who neither *not at all*, *rarely*, nor *very rarely* hear teachers mix codes are more than the number of teachers who either *very often* or *often* hear teachers adopt bilingual practices in their teaching. Therefore, these responses show that many of the teachers in monolingual schools do not use bilingual practices in the classroom often.

**Table 6.29:** *Reasons why teachers adopt bilingual practices during lessons*
**Question 9:** *From your teaching experiences, will there be any reasons why some teachers may mix Ewe and English during teaching?*

| | *Crosstabulation*: Any reasons for teachers' bilingual practices in the classroom | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| Yes | 19 (100.0%) | 14 (82.4%) | 33 (91.7%) |
| No | 0 (0.0%) | 1 (5.9%) | 1 (2.8%) |
| No opinion | 0 (0.0%) | 2 (11.8%) | 2 (5.5%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Teachers in the monolingual schools observed, as stated in table 5.28, expressed the opinion based on their teaching experiences whether there are motivations for teachers' bilingual practices. There was exclusive affirmation in school B where all the teachers responded *Yes*. In school D, 14 (82.4%) teachers stated *Yes*, 1 (2.8%) indicated *no*, and 2 (11.8%) had *no opinion*.

Some of the motivations stated by the teachers included:

B41: "Ewe is the first language the pupils learn and understand.
    Most parents express themselves to pupils in Ewe.
    Pupils know and understand most things in Ewe than in English."

B46: "To promote the pupils' level of understanding.
    To create the chance for pupils who cannot speak English to also participate in class."

D73: "To help the pupils understand further during lesson.
    To enable the teacher to express him/herself well.
    To reduce low self-esteem among pupils especially those who can't speak the English properly."

D84: "Yes because some of the students will not be familiar with English so you have to mix.
    And also to be familiar with their mother tongue."

**Table 6.30:** *Opinions on bilingual practices during lessons*
**Question 11:** *What do you think about teachers mixing Ewe and English during lessons?*

| *Crosstabulation*: Opinions of bilingual practices during lessons | | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| I like teachers to use only one language | 2 (10.5%) | 1 (5.9%) | 3 (8.3%) |
| I like teachers to mix the two languages | 17 (89.5%) | 16 (94.1%) | 33 (91.7%) |
| I have no opinion | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Teachers were asked to comment on bilingual practices of their colleagues during lessons. All the teachers in the two monolingual schools have expressed opinions whether they like teachers' bilingual practices or not. In school B, 2 (10.5%) of the teachers stated they would like monolingual code choice

in the classroom, while the highest number of them (17 (89.5%)) would like teachers to adopt bilingual medium of instruction. Similarly, the highest number of teachers in school D (16 (94.1%)) expressed interest in bilingual code choice of teachers, while 1(5.9%) indicated that teachers should adopt monolingual medium. The majority of the teachers (33 (91.7%)) expressed the opinion that teachers should use bilingual medium in the classroom.

The teachers who indicated that monolingual medium should be adopted, as stated below, expressed the opinion that monolingual code choice of teachers during lessons is a manifestation of how conversant the teachers are with their subject matter. Furthermore, the opinions expressed demonstrate that although pupils may mix codes during lessons it is necessary for the lesson to be in monolingual English, and also there must be a focus on the main language, English.

> B37: "Teachers who are very conversant with their subject area do not use two languages when they are teaching."
>
> B38: "In asking or answering questions, students may mix the two languages so the use of one language only is appropriate."
>
> D80: "This will help the pupil to focus on the main language that is supposed to be used (English) for teaching."

Some of the points put forward by the teachers who would like bilingual medium to be adopted are based on the premise that some of the pupils' lack competence in English, and therefore, a combination of both languages would enhance pupils' participation and vocabulary acquisition.

> B41: "If teachers mix the two languages while teaching, it helps pupils to understand it in their mother tongue first and it also helps them to enjoy the topic."
>
> B48: "Teachers should follow the language policy of the G.E.S. but at time lay more emphasis on the English since we are learning it as a second language to be more conversant with the English."
>
> B50: "Teaching and learning is complete when pupils understand what is being taught by the teacher and mixing Ewe and English enhances easy understanding."
>
> D77: "When children fail to contribute or answer questions after lessons are delivered in English the teacher should combine Ewe and English to explain."
>
> D83: "I like teachers to mix the languages because it will help the students to understand some of the vocabularies."

**Table 6.31:** *Opinions whether bilingual practices be encouraged in schools*
**Question 12:** *Do you think that mixing Ewe and English expressions during lessons should be encouraged in schools?*

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| *Crosstabulation*: Bilingual practices to be encouraged in schools | | | |
| Yes | 17 (89.5%) | 16 (94.1%) | 33 (91.7%) |
| No | 2 (10.5%) | 1 (5.9) | 3 (8.3%) |
| No opinion | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Total | 19 (100%) | 17 (100%) | 52 (100%) |

Teachers expressed their opinions as to whether or not bilingual practices should be encouraged in schools. Majority of the teachers in school B (17 (89.5%)) indicated *Yes*, while 2 (10.5%) said *No*. School D responses present similar patterns where 16 (94.1%) of the teachers stated *Yes*, and 1 (5.9%) expressed *No*. In both schools, all the teachers expressed an opinion. Similar to table 6.30 above, over 90% of the teachers would like bilingual practices to be used as a medium of instruction in the classroom.

The reasons provided by teachers who indicated *No* are as follows:

B37: "In writing examinations or any class exercises the students may be tempted to mix the two languages."

B38: "In writing, the students may be tempted to mix the two languages so the use of one language is appropriate."

D80: "No, because at the end of the teaching the pupils will have to use the same English language to do exercise and they must express themselves well in the English Language."

The above responses reiterate that as pupils will be writing in English and the fact that the medium of examination is English, the adoption of English is the appropriate medium of instruction so as to improve the competence of pupils in English. It can be observed that the same teachers who would like monolingual code choices in the classroom under question 11 above are the same teachers who discouraged bilingual code choices in the classroom. Thus, there is a parallel between the preferred medium of instruction of teachers and their perception towards the adoption of bilingual practices in the classroom.

Invariably, the same teachers who would like two languages to be used in the classroom are the same teachers who stated they will encourage bilingual practices as a medium. Some reasons stated were as follows:

B42: "It helps pupils to understand the topic in their own language first before they translate it in other languages e.g. English language."

B43: "It should be encouraged for pupils who do not understand and cannot speak the English language can also feel freely to express themselves in the class when lesson is in progress."

160

D73: "Mixing the two languages enable students that are not well inclined with the English Language to have a share of what is going on."

D83: "It will make your teaching easy, and also help the students to understand your teaching so that it will not look like they are passengers in a car."

A synthesis of the responses of teachers who would like bilingual medium to be adopted shows that bilingual practices will give opportunity to all the pupils to understand and participate in class, and furthermore, make them active members in the teaching and learning process as oppose to just being "passengers in a car".

**Table 6.32:** *Whether bilingual practices should be stopped during lessons*
**Questions 13:** <u>*Should we stop mixing expression from Ewe and English during lesson?*</u>

*Crosstabulation*: Should bilingual practices be stopped in the classroom

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Yes | 2 (10.5%) | 3 (17.6%) | 5 (13.9%) |
| No | 17 (89.5%) | 13 (76.5%) | 30 (83.3%) |
| No opinion | 0 (0.0%) | 1 (5.9%) | 1 (2.8%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

Similarly, teachers in private schools were asked to express their opinion whether bilingual code choice should be stopped. Two of the teachers (2 (10.5%)) in school B indicated *Yes*, and majority of the teachers constituting 17 (89.5%) said *No*. In school D, 3 (17.6%) answered affirmatively that mixing expression from indigenous languages and English should be stopped, while 13 (76.5%) would not like such code choice to be stopped (*No*). One teacher in school D had *no* opinion. It can be observed in the responses that although some teachers discouraged bilingual language use in the classroom, majority of the teachers encouraged its use.

Teachers who expressed the opinion that bilingual practices should be stopped in the classroom stated the reasons below. The synopsis of the responses show that the teachers consider bilingual practices in the classroom as a code choice that can confuse pupils and such teachers should manage to explain concepts in only one language, that is, English.

B37: "Sometimes it confuses the students."

B38: "Students may get confused since they may not know the kind of language to use."

D77: "We can translate statement from Ewe to English but mixing the two languages at the same time can be confusing to children."

D80: "We must do our possible best to explain the things in the English language to the best of their knowledge."

On the other hand, the teachers who would not like classroom bilingual practices to be stopped stated the reasons below. One theme that resonates with the points raised in favour of bilingual medium in

schools is that due to the incompetence of pupils in English there is the need to blend the language they already know, and thus the indigenous languages, with the language yet to be learnt, English. The arguments put forward further indicate that the participation and understanding of pupils will increase when bilingual code choices are adopted in the classroom.

> B39: "When we stop it, this will make teaching and learning difficult for the teacher and the pupils, and makes the understanding of certain words difficult."

> B50: "This is because translanguaging helps the children, for instance in classes 1-3, to understand some words in English in their local language."

> D72: "If this practice is stopped pupils will not be able to communicate during lesson."

> D83: "No because some children are used to only the mother tongue so we have to use the Ewe and the English so as to help such children in school."

**Table 6.33:** *Whether bilingual practices can be stopped during lessons*
**Question 14:** *Can we stop mixing expressions from Ewe and English when we teach our pupils?*
*Crosstabulation*: Can bilingual practices be stopped in the classroom

| Response | School B (Private) | School D (Private) | Total |
|---|---|---|---|
| Yes | 6 (31.6%) | 4 (23.5%) | 10 (27.8%) |
| No | 13 (68.4%) | 12 (70.6%) | 25 (69.4%) |
| No opinion | 0 (0.0%) | 1 (5.9%) | 1 (2.8%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

As presented under bilingual medium schools, the study explores whether bilingual practices should be stopped in the classroom, and whether it can actually be stopped. The responses from the two monolingual medium schools demonstrate some comparable insights. In school B, 6 (31.6%) teachers indicated that bilingual practices can be stopped in the classroom, while 13 (68.4%) indicated that it cannot. In School D, 4 (23.5%) of the teachers stated that bilingual code choices can be stopped, 12 (70.6%) indicated that it cannot, and 1 (5.9%) had no opinion. A comparison between the responses whether bilingual practices should or can be stopped suggests that fewer teachers stated that classroom bilingual practices should be stopped (5 (13.9%)), whereas twice the number of teachers stated bilingual practices can be stopped (10 (27.8%)).

**Table 6.34:** *General feeling towards bilingual practices in the classroom*
**Question 15:** *How will you describe your feeling or attitude towards bilingual practices in the classroom?*

| Crosstabulation: Overall attitude towards bilingual practices in the classroom | | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| Very positive | 11 (57.8%) | 6 (35.3%) | 17 (47.2%) |
| Positive | 6 (31.6%) | 10 (58.8%) | 16 (44.5%) |
| Uncertain | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Negative | 2 (10.5%) | 1 (5.9%) | 3 (8.3%) |
| Very negative | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Total | 19 (100%) | 17 (100%) | 36 (100%) |

The final question explored on the questionnaire survey on classroom language use and perception required teachers to express their general feeling or attitude towards classroom bilingual practices. In school B, 11 (57.8%) were *very positive*, 6 (31.6%) *positive*, and 2 (10.5%) expressed *negative* attitude. In school D, 6 (35.3%) were *very positive*, 10 (58.8%) were *positive*, while 1 (5.9%) expressed *negative*. Synchronizing the responses from the two schools, it can be observed that over 90% of the teachers expressed (very) positive attitudes towards bilingual practices in the classroom. This demonstrates that there is a contradiction between what the policies in these monolingual medium schools stipulate and the actual perception of the teachers towards the preferred medium of instruction. These teachers are the implementers of the language policy, and therefore, if majority express positive attitudes towards bilingual practices they may adopt such code choices to achieve pedagogic goals.

### 6.2.3 A comparison between the perceptions of teachers: Teacher Questionnaire Survey

This section presents a comparison between bilingual and monolingual classrooms in order to ascertain the similarities and the differences between the responses from the two classroom contexts. Chi-square tests of independence were used to assess the relationship between the type of school and the hypothesised responses. Each of the hypotheses are presented with the interpretations from the results.

**Table 6.35:** *Are you aware of the current language policy on education in Ghana?*

| Crosstabulation: Awareness of public school teachers of language policy | | | |
|---|---|---|---|
| Response | Bilingual (Public) | Monolingual (Private) | Total |
| Yes | 40 (76.9%) | 17 (47.2%) | 57 (64.8%) |
| No | 12 (23.1%) | 19 (52.8%) | 31 (35.2%) |
| Total | 52 (100%) | 36 (100%) | 100 (100%) |

Teachers' awareness of the language of education policy may play a significant role in their classroom language use. A chi-square test of independence was used to assess the correlation between the type of school and teacher knowledge of the language policy. The correlation between these variables was

significant, $\chi^2$ (1, N = 88) = 8.22, p = .004. Thus, the result shows that bilingual (public) school teachers were more likely to be aware of language policy than monolingual (private) school teachers. A plausible explanation of this result is that teachers in public schools are more likely to know the language of education policy as they operate under the national language of education policy, which stipulates that bilingual medium should be adopted in lower grade classes with a transition to English from upper grade classes and beyond. On the other hand, teachers in private schools operate under the language policy within the schools, which mainly focus on English only medium with Ghanaian languages being taught only as a subject of study.
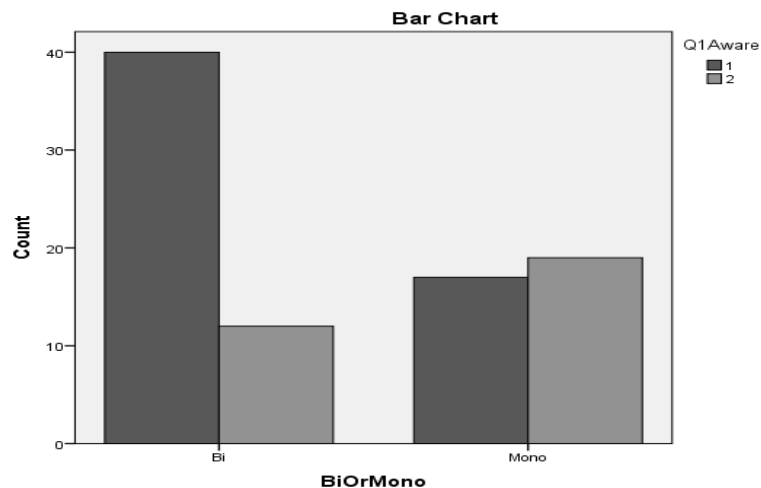


**Table 6.36:** *From your teaching experiences, which language or combination of languages will you consider effective in enhancing teaching and learning in lower primary school classrooms?*

| *Crosstabulation:* MOI effective for teaching lower grade classes | | | |
|---|---|---|---|
| Response | Bilingual (Public) | Monolingual (Private) | Total |
| English only | 0   (0%) | 1   (2.8%) | 1   (1.1%) |
| Ewe only (any Gh Lg) | 3   (5.8%) | 1   (2.8%) | 4   (4.5%) |
| A combination of Ewe & English | 49 (94.2%) | 34 (94.4%) | 83 (94.3%) |
| Total | 52 (100%) | 36 (100%) | 88 (100%) |

The above analysis aims to explore whether or not there is a relationship between the type of schools teachers teach in and their preferred medium of instruction. In the responses, as presented in table 5.33, there is no significant difference between these variables, $\chi^2$ (2, N = 88) = 1.86, p = .394. Thus, the type of school does not condition the responses of teachers on the medium of instruction that will enhance teaching and learning in the lower grade classes. Therefore, the implication of the above responses shows that regardless of the type of school teachers are more likely to consider bilingual medium of instruction as an effective medium that will enhance both teaching and learning especially at the lower grade classes.
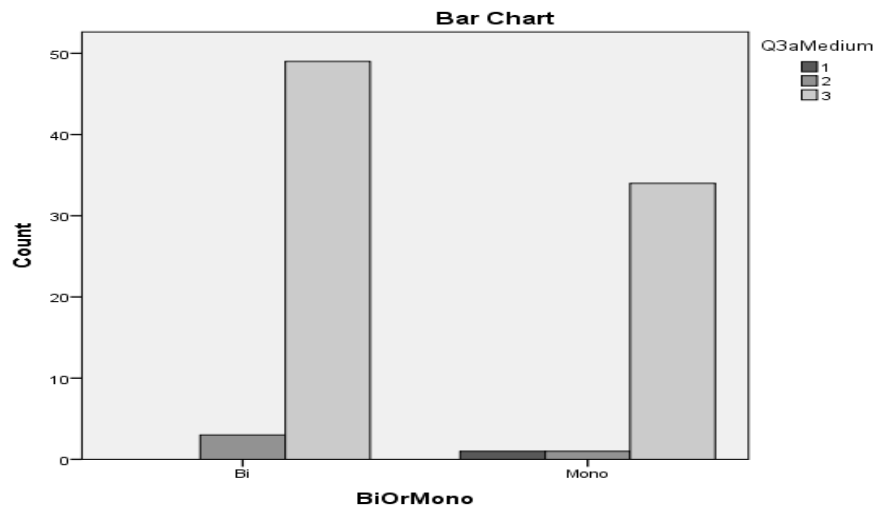
**Table 6.37:** *Which ONE of the language or combination of languages will you recommend to be used in teaching and learning in lower primary school classrooms in Ghana?*

| *Crosstabulation*: ONE recommended MOI for lower grade classes | | | |
|---|---|---|---|
| Response | Bilingual (Public) | Monolingual (Private) | Total |
| English only | 0 (0.0%) | 1 (2.8%) | 1 (1.1%) |
| Ewe only (any Gh Lg) | 4 (7.7%) | 1 (2.8%) | 5 (5.7%) |
| A combination of Ewe & English | 48 (92.3%) | 34 (94.4%) | 82 (93.2%) |
| Total | 52 (100%) | 36 (100%) | 88 (100%) |

Teachers in both bilingual and monolingual schools chose one language or a combination of languages they would recommend to be used in teaching and learning in lower grade classes in Ghana. The correlation between these variables was not significant, $\chi^2$ (2, N = 88) = 2.36, p = .307. The statistical results show that regardless of the type of school teachers teach, as equally evident in table 5.34, they are highly likely to recommend bilingual medium of instruction as a medium appropriate for teaching and learning in the lower grade classes.

**Bar Chart**
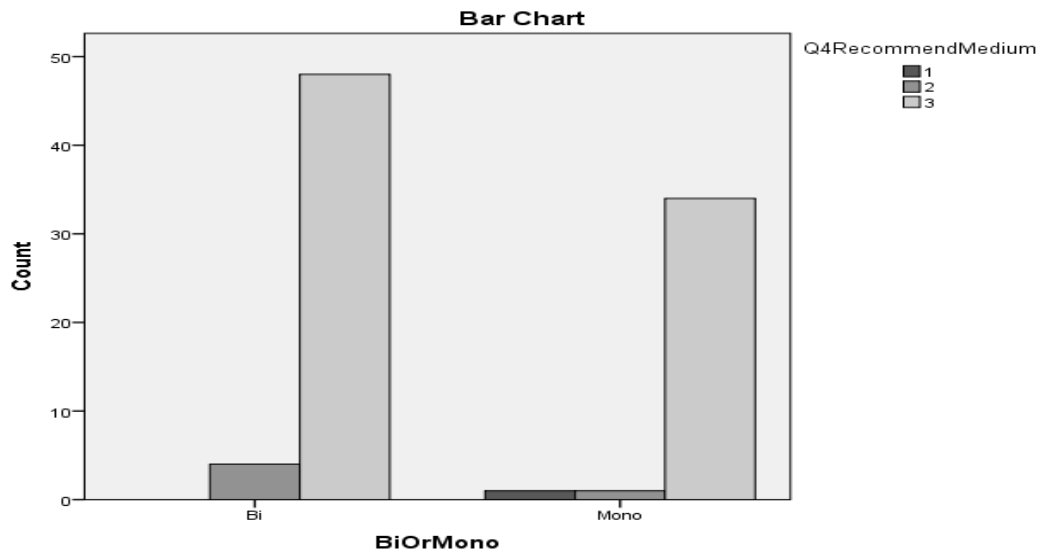
**Table 6.38:** *Type of school and general feeling/attitude*

| *Crosstabulation:* Any relationship between type of school and teacher attitude | | | |
|---|---|---|---|
| Response | Bilingual (Public) | Monolingual (Private) | Total |
| Very positive | 17 (32.7%) | 17 (47.2%) | 34 (38.6%) |
| Positive | 33 (63.5%) | 16 (44.4%) | 49 (55.7%) |
| Uncertain | 2  (3.8%) | 0  (0.0%) | 2  (2.3%) |
| Negative | 0  (0.0%) | 3  (8.3%) | 3  (3.4%) |
| Very negative | 0  (0.0%) | 0  (0.0%) | 0  (0%) |
| Total | 61 (69.3%) | 27  (30.7%) | 88  (100%) |

The above analysis is to explore the hypothesis that teachers in bilingual medium schools would have a more positive attitude towards bilingual practices in the classroom than teachers in monolingual schools. A general overview of the responses shows a correlation between the responses, in that there are relative similarities in the responses from the two school types. However, the result from a chi-square test of independence presented a contrary result. That is, the correlation between these variables was significant, $\chi^2$ (3, N = 88) = 8.26, p = .041. Thus, teachers who are in public schools are highly likely to have positive attitudes towards bilingual medium of instruction than teachers in private schools.

Bar Chart
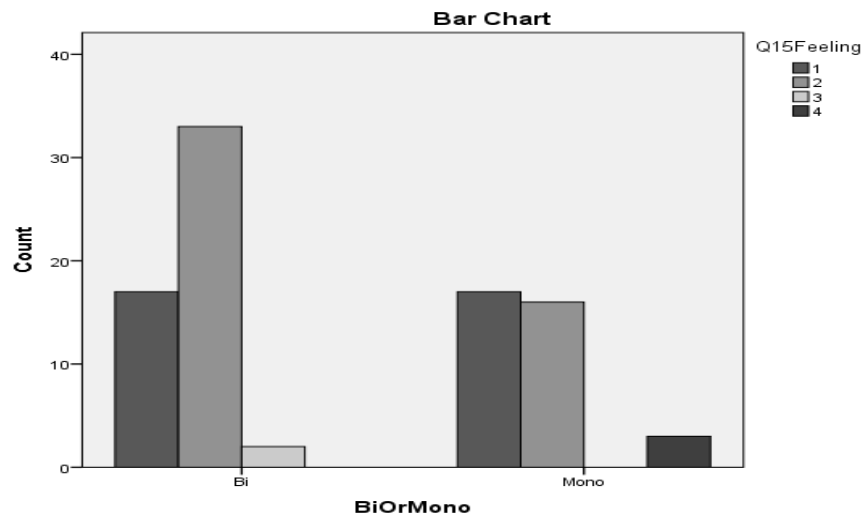
**Table 6.39:** *Type of school and language use outside the classroom*

*Crosstabulation:* Any relationship between type of school and  bilingual practices outside the classroom

| Response | Bilingual (Public) | Monolingual (Private) | Total |
|---|---|---|---|
| Very often | 14 (26.9%) | 8   (22.2%) | 22 (25.0%) |
| Often | 20 (38.5%) | 9   (25.0%) | 29 (33.0%) |
| Not at all | 5   (9.6%) | 6   (16.7%) | 11 (12.5%) |
| Rarely | 10 (19.2%) | 10 (27.8%) | 20 (22.7%) |
| Very Rarely | 3   (5.8%) | 3   (8.3%) | 20 (22.7%) |
| Total | 52 (59.1%) | 36 (40.9%) | 88 (100%) |

On the assumption that code choices outside the classroom in public and private schools will be different, a chi-square test was carried out to ascertain the relationship between the type of school and code choices in out-of-classroom interactions. The result of the test showed no significant differences, $\chi^2$ (4, N = 88) = 3.09, p = .542. That is, the frequency of bilingual practices in both public and private schools is highly likely to be the same.

**Bar Chart**
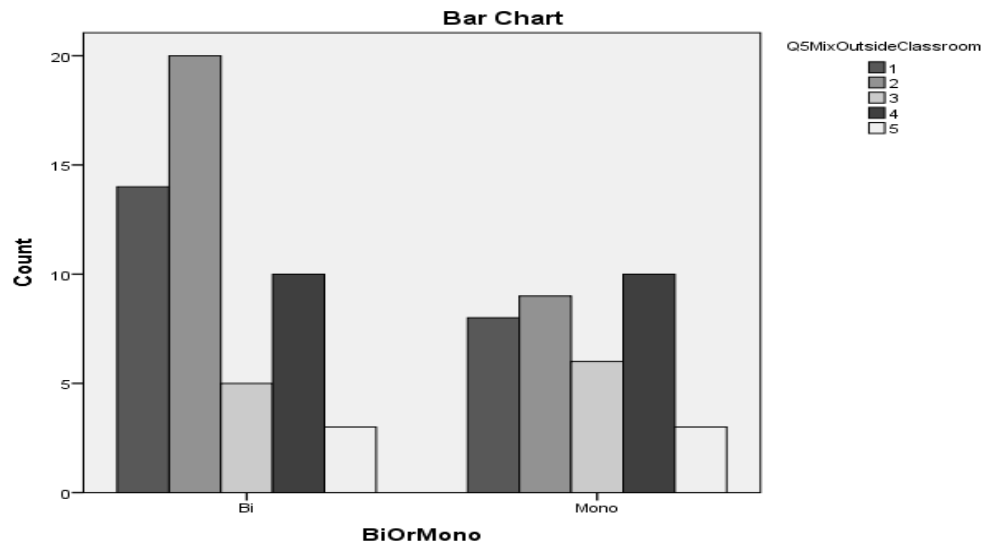
**Table 6.40:** *Type of school and language use inside the classroom*

*Crosstabulation:* Any relationship between type of school and bilingual practices inside the classroom

| Response | Bilingual (Public) | Monolingual (Private) | Total |
|---|---|---|---|
| Very often | 9   (17.3%) | 4   (11.1%) | 13 (14.8%) |
| Often | 18 (34.6%) | 5   (13.9%) | 23 (26.1%) |
| Not at all | 5   (9.6%) | 4   (11.1%) | 9   (10.2%) |
| Rarely | 13 (25.0%) | 19 (52.8%) | 32 (36.4%) |
| Very Rarely | 7   (13.5%) | 4   (11.1%) | 11 (12.5%) |
| Total | 52 (59.1%) | 36 (40.9%) | 88 (100%) |

Furthermore, both public and private schools operate under different language polices. Therefore, it can be hypothesized that teachers in public schools would adopt bilingual practices in their classroom teaching than teachers in private schools. A chi-square analysis is undertaken to test this hypothesis. The result shows that there are no significant differences, $\chi^2$ (4, N = 88) = 8.70, p = .069. Thus, teachers in monolingual medium schools are highly likely to use bilingual practices in the classroom as teachers in bilingual medium schools.

**Bar Chart**
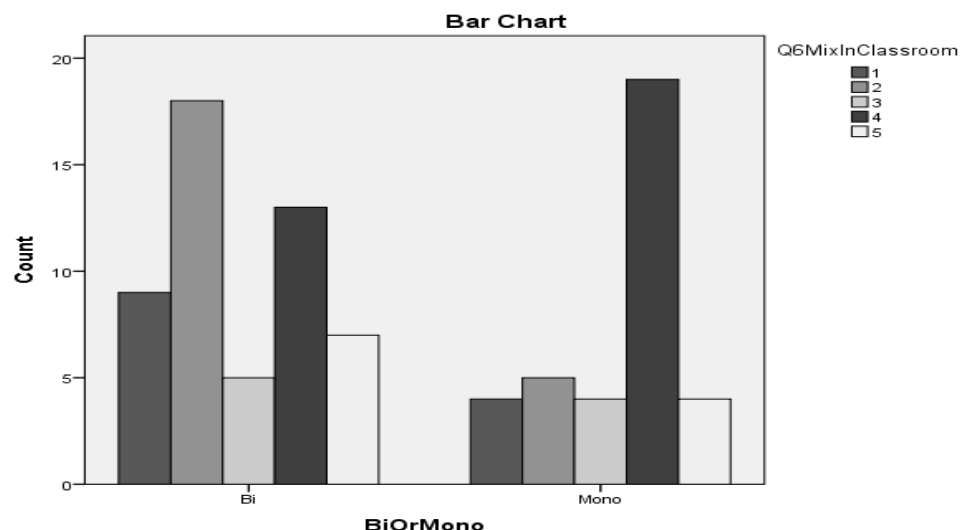
The statistical analysis of the questionnaire survey shows that there are no significant differences between the out-of-classroom code choices of teachers in both public and private schools. However, the ethnographic observations and the interview data show that there are observable differences. Comparing the out-of classroom code choices of teachers in both monolingual and bilingual schools, teachers in bilingual school use mix codes in their out-of-classroom interactions with both colleague teachers and pupils. Conversely, teachers in monolingual medium schools rarely use bilingual practices in their out-of classroom interactions.

The responses of these teachers expatiate the linguistic realities and the expected code choice regulations in the schools. Unlike the bilingual medium schools, teachers and pupils in monolingual schools are always expected to use the target language English, and in some schools, pupils are allowed to use French which is an additional language on certain days of the week. This English-only expectation propels teachers and pupils not to speak the Ghanaian indigenous languages outside the classroom. Through the ethnographic observations in school D, as presented in extract 6.1, pupils have specific days to use specific languages. On Wednesdays and Thursdays, the language for out-of-classroom interaction is French, and on all other days, pupils are expected to speak English.

Additionally, there were contextual and interlocutor differences in code choices, especially among pupils. As stated in extract 6.2, pupils use English language in the classroom during teaching and when participating in classroom interactions, but they use Ewe and/or bilingual Ewe-English when communicating outside of the classroom. On the basis of interlocutor differences, when pupils are communicating with their teachers, they speak English. However, these pupils use Ewe and/or bilingual Ewe-English in their peer-to-peer in-group interactions.

169

**Extract 6.1:** *The school specific language of education policy (School D)*

> Visit to School D:
> The school adopts English only medium of instruction and teaches Ewe as a subject of study. The language policy of the school is English only on the premises and it is a punishable offence to speak Ewe. Per the language policy of the school, students are expected to speak only French on Wednesdays and Thursdays, and according to the proprietor of the school anyone who can't speak French has to keep silence on those days. Speaking with the proprietor of the school, he indicates that the school aims to develop pupils' competence in English, and French as second language.
> The subjects taught in the school include Science, English, Citizen/Social, Ewe, French, RME (Religious and Moral Education), UCMAS, Creative Art, Catechism, ICT and Maths.

(The ethnographic field notes, Tuesday, 20th May 2014, Line 2)

**Extract 6.2:** *Contextual variation in code choices in a school: Inside and outside the classroom*

| 51 | IW | *So, it means it is only during classes that they speak the english after class hours only* [*Ewe* ahã**].** |
| 52 | TC1_A | [*Ewe*] *among themselves. When they are playing, they are playing around, you'll hear them speaking Ewe,* ahã, *especially, the lower primary. So we make it compulsory that they should be speaking English even in the classroom. There is a paper everywhere*: '*Speak English.*' |
| 53 | IW | Yeah. |
| 54 | TC1_A | ahã, *especially, lower primary, they don't speak English among themselves. When they are playing outside and you stand there, you'll hear them speaking Ewe. You'll hear them speaking Ewe throughout.* |
| 55 | IW | Yeah, *because when I was also observing, I've realised that when they are talking to you it was in English but immediately they want to talk to one another, they started speaking Ewe.* |

(Interview with teacher in classroom 1 school A, Lines 51-55)

### 6.3  Perceptions of pupils

This section focusses on the linguistic backgrounds and perceptions of pupils in bilingual and monolingual medium schools. For the focus group discussions, five (5) pupils each from lower grades 1-3 were selected. A total of fifteen (15) pupils from each school participated in the discussions. The pupils were selected by the teachers. Although not an exclusive representation of all the pupils in the schools, the responses from the fifteen pupils from each of the four schools present some insights into the backgrounds of the pupils and their perceptions towards language of education. Pupils were asked to state the number of languages they spoke, their perceptions towards English and Ewe, their preferred medium of instruction, and the languages they spoke at home. Their perceptions are analysed based on their preferred medium of instruction as well as their linguistic backgrounds in terms of the number of languages spoken and the languages of the home. Bilingual medium classrooms are presented in section 6.3.1 and monolingual classrooms are presented under section 6.3.2. Comparisons of both classroom types are presented under section 6.3.3.

### 6.3.1 Bilingual medium schools

The linguistic backgrounds and the perceptions of pupils in bilingual medium schools were explored as part of the focus groups discussions. In terms of their perceptions, pupils expressed the language or combination of languages they would like teachers to use in teaching in the classroom. In school A, many of the pupils stated they were either bilinguals or multilinguals. Among the fifteen (15) pupils who participated, ten (10) of them were bilingual in Ewe and English, and one (1) was bilingual in Akan (Twi) and English. Two (2) pupils were multilinguals in three languages: English, Ewe and Accra (Ga); and English, Ewe and Akan (Twi). Only one of the pupils spoke one language, which was English. The linguistic repertoires of the sampled pupils show that majority of the pupils are at least bilingual in one Ghanaian indigenous language and English.

In addition to the pupils stating their linguistic repertoire, they stated the language(s) they spoke at home. This question aimed to explore their code choices at home and whether this may influence their preferred medium of instruction in the classroom. In school A, as shown in table 6.40, one (1) pupil spoke Ewe and English at home, eight (8) spoke Ewe, five (5) spoke English, and one (1) spoke either English or Akan (Twi) at home. Subsequently, the preferred MOI of the pupils are presented taking into account their linguistic backgrounds.

**Table 6.41:** *The linguistic background of pupils in school A*

| The linguistic backgrounds of pupils in school A | | |
|---|---|---|
| Pupils | No. of languages | Languages spoken at home |
| P1_A (F) | 2: Ewe & English | English & Ewe |
| P2_A (F) | 2: Ewe & English | Ewe |
| P3_A (F) | 2: Ewe & English | Ewe |
| P4_A (M) | 2: Ewe & English | Ewe |
| P5_A (M) | 2: Ewe & English | Ewe |
| P6_A (F) | 2: Ewe & English | Ewe |
| P7_A (F) | 2: Twi & English | English or Twi |
| P8_A (F) | 2: Ewe & English | English |
| P9_A (M) | 3: English, Ewe & Accra[22] | English |
| P10_A (M) | 2: Ewe & English | Ewe |
| P11_A (M) | 1: English | English |
| P12_A (M) | 2: Ewe & English | Ewe |
| P13_A (F) | 3: English, Ewe & Twi | English |
| P14_A (F) | 2: Ewe & English | Ewe |
| P15_A (M) | 2: Ewe & English | English |

The focus groups with the pupils provided the opportunity for them to express their opinions on their preferred language(s) of education in the classroom. The extract 5.1 below presents a communicative exchange between the interviewer and the pupils in School A. During the focus group, the pupils were

---

[22] Pupils P9_A (M) speaks three languages English, Ewe and Accra. Accra language, as the pupil referred to it, is referring to Ga, the language spoken by the natives of Accra. During the interview, the pupil state he acquired Ga when he was living in Accra together his family.

asked to express their opinions on their preferred medium of instruction. In Line (135), pupil P8_A (F) expressed a preference for English medium of instruction during lessons, including Maths. The interviewer asked pupil P8_A (F) whether she spoke Ewe in the house. The response was "NO!" (Line 137). The pupil stated "i speak ONLY English" (line139). In table 5.1, however, P8_A (F) stated that she spoke English and Ewe, but spoke English at home. Similarly, pupil P9_A (M) in line (141) expressed a preference for English medium of instruction. The reason provided was that he understood lessons taught in English better than those taught in Ewe and Ga (which the pupil referred to as 'Accra').

The preferred medium of instruction as stated by the two pupils may be related to their out-of-school language exposures. Although the two pupils spoke more than one language, the language they use most at home was English. Therefore, it is prudent to state that the preferred medium of instruction of the pupils may be informed by their out-of-school code choices and exposure. There are also variations in this regard in that some pupils with bilingual Ewe and English backgrounds preferred English medium of instruction. The discussions that follow present more insights into the above observations on the impact of out-of-school language exposure on preferred MOI.

**Extract 6.3:** *The linguistic background of pupils and their perceptions towards media of instruction*

| 134 | IW | *OKAY!(.)so someone said she likes the english class beCAUSE she understands it early(.)˚hh you want to give any answer as well?(.)okay(.)OKAY!(-)errm so in the classroom in general(.)what of when they are teaching maths?(.)˚hhh which of the languages will you prefer that they teach you in during the maths class?* |
| 135 | P8_A (F) | *i will prefer english(.)because if they speak english i understand it more than the ewe.* |
| 136 | IW | *O:kay(.)do you speak ewe in the house?* |
| 137 | P8_A (F) | *NO!* |
| 138 | IW | *OKAY!(.)SO! what language or languages do you speak at home?* |
| 139 | P8_A (F) | *i speak ONLY english.* |
| 140 | IW | *O:KAY::!(.)any other person want to answer?* |
| 141 | P9_A (M) | *OKAY! ˚hh beCAUSE i like english(.)because my parents always speak english to me(.)so(-)because when they teach english(.)i understand be:TTER than the ewe[and the]accra.* |
| 142 | IW | ⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[*okay*]<br>*okay.* |
| 143 | P9_A (M) | *and the accra language.* |
| 144 | IW | *okay(-)have you lived in accra before?* |
| 145 | P9_A (M) | *YES!* |

(Pupils focus group, School A, Lines 134-145)

The linguistic backgrounds of the pupils present differences and similarities in their perceptions towards languages and their preferred medium of instruction. The interviewer asked the pupils whether they understood lessons taught in Ewe. Majority of the pupils responded in the affirmative. The response to English medium of instruction was the same (line 68).

Subsequently, the pupils were asked to state their opinion on the language(s) they like the most. Pupils P9_A (M), who is multilingual, that is, a speaker of English, Ewe and Ga, stated that he likes to speak English and Ewe (line70), "because they are very easy to speak (line76). Pupil P8_A (F) preferred to speak English (line 72), "because English is easy for me [her] to speak" (line74). Pupil P8_A (F) further stated, "i like english because it is good for me to be speaking" (line 98). In the classrooms, it is observed that P8_A (F) was active during the English lessons, however, it was the contrary during the Ewe lesson. In a discussion with the class teacher, the teacher mentioned that the parents of the pupil do not speak Ewe with her at home, but insist on English only. This, the teacher said, contributed to the attitude of the pupil towards English and Ewe, where the pupil preferred English over Ewe. The teacher further explained that the pupil does not have much interest during Ewe lesson. This was in congruence with the classroom observation.

Some responses by the pupils suggested a preference for English and bilingual Ewe-English. These code preferences can be interpreted as being influenced by their linguistic backgrounds. Pupil P11_A (M) was a monolingual who spoke only English and he expressed positive attitude towards English stating, "i like english because it is EA:sy." (Line 102). Also, pupil P15_A (M) who had Ewe and English in his repertoire and spoke English at home, expressed a preference for both English and Ewe (line 112).

Although there is observable symmetry between the linguistic backgrounds of pupils and their preferred medium on instruction, this is often not the case. Some pupils who are bilinguals in Ewe and English, and use Ewe at home with their families prefer English medium of instruction. For instance, Pupil P4_A (M) stated "the language i like most is English" (line 78), "because it is a good language" (line 80). As presented under table 6.40, pupil P4_A (M) is bilingual in Ewe and English, and speaks Ewe at home. However, his preferred code was English. Similarly, Pupil P3_A (F) expressed preference for English (line 83), "beCAUSE it is easy for me [her] to speak" (line 86). P3_A (F), however, had Ewe and English in her repertoire, and speaks Ewe at home.

Pupils P14_A (F), P10_A (M), and P5_A (M) share similar linguistic backgrounds where they have Ewe and English in their repertoire and spoke Ewe at home. They all expressed that they preferred to speak English more than Ewe. For instance, pupil P10_A (M) stated "i will like to speak english more than ewe." (line94), and further stated "i like english beCAUSE it is a perfect english[23]." (lines 104 &106).

A synthesis of the responses shows that majority of the pupils have preference for English while a few of them preferred both Ewe and English, and rarely Ewe only. In addition, their code preferences reflect their linguistic backgrounds as pupils who have exposure to both Ewe and English have

---

[23] Perfect English as used by the pupil may refer to the pupil considering English as a perfect language.

preference for either of those languages or both, while those that have English only background prefer only English. The focus group discussions in school C is presented next.

**Extract 6.4:** *The response of pupils on whether they understand Ewe and/or English lessons*

| 61 | IW | [*languages*]<br>*okay*(.)*thank YOU! VE:ry much*(.)*SO!*(.)*in the classroom*(.)*so* **le sukuxɔme lo** (.)err *they use both english and ewe*(.)err::: **ne wole nufiam le ʋegbeme ɖe** (.)**mísena egome-a**? | [*languages*]<br>*okay*(.)*thank YOU! VE:ry much*(.)*SO!*(.)*in the classroom*(.)*so* **in the classroom**(.)err *they use both english and ewe*(.)err::: **if they are teaching in ewe**(.)**do you understand**? |
|---|---|---|---|
| 62 | PS_A | **miɖeku ɛe:** | **yes please.** |
| 63 | IW | **mísena egome-a**? | **do you understand?** |
| 64 | PS_A | **miɖeku ɛe:** | **yes please.** |
| 65 | IW | *so i was asking*(.)*when they are teaching in ewe*(.)*do you understand it?* | *so i was asking*(.)*when they are teaching in ewe*(.)*do you understand it?* |
| 66 | PS_A | *YES!* | *YES!* |
| 67 | IW | *okay:*(.)*WHAT!of english?*(.)*do you understand teachings in english*? | *okay:*(.)*WHAT!of english?*(.)*do you understand teachings in english*? |
| 68 | PS_A | *YES!* | *YES!* |
| 69 | IW | *O:kay*(.)*does someone want to explain what are*(.)*which of the languages do you like most?*(.)*anyone want to answer?*(.)*O:kay.* | *O:kay*(.)*does someone want to explain what are*(.)*which of the languages do you like most?*(.)*anyone want to answer?*(.)*O:kay.* |
| 70 | P9_A (M) | *i like to speak ENglish and ewe.* | *i like to speak ENglish and ewe.* |
| 71 | IW | *O:kay.* | *O:kay.* |
| 72 | P8_A (F) | *i will like to speak english.* | *i will like to speak english.* |
| 73 | IW | *O:kay*(-)*WHY!?* | *O:kay*(-)*WHY!?* |
| 74 | P8_A (F) | *beCAUSE english is easy for me to speak.* | *beCAUSE english is easy for me to speak.* |
| 75 | IW | *O:kay*(.)*and you too*(.)*why do you want to teach*(.)err:: *to speak ewe and english?* | *O:kay*(.)*and you too*(.)*why do you want to teach*(.)err:: *to speak ewe and english?* |
| 76 | P9_A (M) | *beCAUSE they are VE:ry easy to speak.* | *beCAUSE they are VE:ry easy to speak.* |
| 77 | IW | *O:kay.* | *O:kay.* |
| 78 | P4_A (M) | *the language i like most is english.* | *the language i like most is english.* |
| 79 | IW | *WHY:!?* | *WHY:!?* |
| 80 | P4_A (M) | *because it is a good language.* | *because it is a good language.* |
| 81 | TC1_A | *she wants to say something*(.)*she wants to say something.* | *she wants to say something*(.)*she wants to say something.* |
| 82 | IW | *OKAY:* | *OKAY:* |
| 83 | P3_A (F) | *i want to speak english.* | *i want to speak english.* |
| 84 | IW | *WHY::?* | *WHY::?* |
| 85 | TC1_A | *O:PEN! your mouth and talk.* | *O:PEN! your mouth and talk.* |
| 86 | P3_A (F) | *beCAUSE it is easy for me to speak.* | *beCAUSE it is easy for me to speak.* |
| 87 | TC1_A | [*HEY! SPEAK!*] | [*HEY! SPEAK!*] |
| 88 | IW | [*O:KAY!*] | [*O:KAY!*] |
| 89 | TC1_A | *have you seen this machine*(.)*it is recording what you are saying so:* | *have you seen this machine*(.)*it is recording what you are saying so:* |

| | | | |
|---|---|---|---|
| | | *speak LOU:der(.)O:KAY(.)let me get back(.)i can go* eeh? | *speak LOU:der(.)O:KAY(.)let me get back(.)i can go* eeh? |
| 89 | IW | oh *o:KAY*! | oh *o:KAY*! |
| 90 | TC1_A | *it is not necessary.* | *it is not necessary.* |
| 91 | IW | *OKAY! okay and you?* | *OKAY! okay and you?* |
| 92 | P14_A (F) | *i will like to speak english.* | *i will like to speak english.* |
| 93 | IW | *okay.* | *okay.* |
| 94 | P10_A(M) | *i will like to speak english more than ewe.* | *i will like to speak english more than ewe.* |
| 95 | IW | *WHY?(.)speak louder(---)okay(.)what of you?* | *WHY?(.)speak louder(---)okay(.)what of you?* |
| 96 | P5_A (M) | *i will like to speak English.* | *i will like to speak English.* |
| 97 | IW | err::: *because*(-) | err::: *because*(-) |
| 98 | P5_A (M) | °hh *it is easy for me to speak.* | °hh *it is easy for me to speak.* |
| 99 | IW | *O:KAY!* | *O:KAY!* |
| 100 | P8_A (F) | *i like english because it is good for me to be speaking.* | *i like english because it is good for me to be speaking.* |
| 101 | IW | aha:: | aha:: |
| 102 | P11_A (M) | *i like english because it is EA:sy.* | *i like english because it is EA:sy.* |
| 103 | IW | °hh *okay.* | °hh *okay.* |
| 104 | P10_A (M) | *i like english beCAUSE it is a perfect english.* | *i like english beCAUSE it is a perfect english.* |
| 105 | IW | *IT IS!?* | *IT IS!?* |
| 106 | P10_A(M) | *it is a per:FECT english.* | *it is a per:FECT english.* |
| 107 | IW | ohh:: *because it is a PERFECT! english(-)SO! people have*[*said they want to*] | ohh:: *because it is a PERFECT! english(-)SO! people have*[*said they want to*] |
| 108 | P9_A (M) | [*SIR! (.)this boy want to speak*] | [*SIR! (.)this boy want to speak*] |
| 109 | IW | *OKAY!* (.)ah_ha: | *OKAY!* (.)ah_ha: |
| 110 | P5_A (M) | *i want to speak english because it is easy to speak.* | *i want to speak english because it is easy to speak.* |
| 111 | IW | *O:kay(.)so someone said he likes ewe (.)english because it is easy to speak(--)* | *O:kay(.)so someone said he likes ewe (.)english because it is easy to speak(--)* |
| 112 | P15_A (M) | *i like english and ewe because it is easy to speak.* | *i like english and ewe because it is easy to speak.* |

(Pupils focus group, School A, Lines 61-112)

The linguistic backgrounds of the pupils in the school also showed that most of them are bilinguals. In this school, as presented under table 6.42, thirteen (13) of the pupils were bilinguals in Ewe and English, and two (2) of them were monolingual English speakers. In terms of their language use at home, two (2) pupils stated that they spoke Ewe and English, six (6) spoke Ewe, and seven (7) stated that they spoke English. Six (6) of the pupils who were bilinguals stated that they spoke Ewe at home while five (5) spoke English at home. The responses show that many of the pupils have out-of-school exposure to Ewe and others have exposure to English. Following from the presentation of the linguistic backgrounds of the pupils, their perceptions towards code choices in the classroom and their preferred medium of instructions are presented.

**Table 6.42:** *The linguistic background of pupils in school C*

| Pupils | No. of languages | Language spoken at home |
|---|---|---|
| P1_C(M) | 2: English & Ewe | English |
| P2_C (F) | 2: English & Ewe | English |
| P3_C(M) | 1: English | English |
| P4_C(F) | 2: English & Ewe | English |
| P5_C(M) | 2: Ewe & English | English & Ewe |
| P6_C(M) | 2: Ewe & English | English |
| P7_C(M) | 2: English & Ewe | Ewe |
| P8_C (F) | 2: Ewe & English | English |
| P9_C (F) | 2: English & Ewe | Ewe & English |
| P10_C(F) | 2: English & Ewe | Ewe |
| P11_C(F) | 1: English | English |
| P12_C(M) | 2: English & Ewe | Ewe |
| P13_C(M) | 2: English & Ewe | Ewe |
| P14_C(F) | 2: English & Ewe | Ewe |
| P15_C(F) | 2: English & Ewe | Ewe |

In this school, pupils were asked to show by hand whether they understand lessons taught in English only. Out of the fifteen (15) pupils who participated in the focus group, fourteen of them raised their hands. In terms of Ewe only, all the pupils except one said they understood Ewe only lessons, except one person. For Ewe-English medium, all the pupils answered in the affirmative, that is, that they understood the lessons (see extract 6.5 below).

Linguistically, the focus group discussion presents the preferred code choice of the pupils for the interview and the linguistic realities when it comes to the focus group discussions. Although majority of the pupils stated that they would like English as the medium of interaction for the focus group discussions, except two who said Ewe, their participations were minimal when the discussions were conducted in exclusive English. Due to this, the interviewer conducted the discussions in bilingual Ewe-English. The interviewer used bilingual Ewe-English code choice to explore the language that each other of the pupils are comfortable in.

In addition, the class teachers of classrooms observed restated the questions posed by the interviewer and explained it in Ewe. After they explained the question in Ewe, the responses of the pupils increased. For instance, in line 86 the interviewer asked the pupils to raise their hands if they understood lessons taught in English, and secondly lessons taught in Ewe. Some of the pupils raised their hands while others were undecided. Therefore, the teachers found it necessary to reiterate the questions in Ewe (see lines 91, 92 & 95). After the explanation in Ewe, it was observed that the participation of the pupils increased. The implication of this observation for focus groups discussions especially with pupils from diverse linguistic backgrounds is that there is the need to adopt a flexible multilingual code choice. This communicative approach will enhance pupils' comprehension and increase their participation. The preferred media of instruction of pupils and the motivations for their preference is presented next.

**Extract 6.5:** *Code preference of pupils and actual code choice of the focus group discussions*

| 85 | TC2_C | *ON:LY english(.)when teacher is using only english to teach(.)do YOU underSTAND?(---)* | *ON:LY english(.)when teacher is using only english to teach(.)do YOU underSTAND?(---)* |
|---|---|---|---|
| 86 | IW | *SO!(.)ALL of us said so except one of us who is not entirely sure yet(.)so fourteen of us said we understand(.)okay(.)what of us who understand when they teach only in ewe(--)when the teacher teaches ON:ly in ewe.* | *SO!(.)ALL of us said so except one of us who is not entirely sure yet(.)so fourteen of us said we understand(.)okay(.)what of us who understand when they teach only in ewe(--)when the teacher teaches ON:ly in ewe.* |
| 87 | TC2_C | *do you underSTAND?* | *do you underSTAND?* |
| 88 | PS_C | *yes please.* | *yes please.* |
| 89 | TC2_C | **ne** *teacher* **he fia nu le ʋegbe me ɖe(.)mìse na eme a?** | **if the** *teacher* **taught the lesson in ewe(.)do you comprehend?** |
| 90 | PS_C | **ɛeee:::** | **yes/** |
| 91 | TC2_C | **miame nenie sena eme ne** *teacher* **le nufiam le ʋegbe me**? | **how many of you can comprehend when the** *teacher* **taught the lesson in ewe ?** |
| 92 | IW | **ʋegbe ɖeɖe(.)yevugbe mànɔ eme o.** | **only ewe(.)wihout ewe.** |
| 93 | TC2_C | **ʋegbe ɖeɖe(.)ne** *teacher* **medo yevugbe o(.)wòle ʋegbe ɖeɖe dom ɖe.** | **only ewe(.)if the** *teacher* **does not speak english(.)if s/he speaks only ewe.** |
| 94 | IW | *one(.)two(.)three(.)four(.)five(.)six(.)seven(.)eight(.)nine(.)ten(.)AL :MOST everybody(.)except one* person(.)*O:KAY*(.)*so*(.)**ameka woe**?(.)**abe ne wole** *nalap* **fiam loo**(.)**mìkpɔ be** *teacher* **dona yevugbe akple ʋegbe a**?(.)aHA!(.)err(.)**mía amekawoe sena eme ne wodo ʋegbe kple yevugbe tsa ka**?(.)*so*(.)[*i was asking how many of us* aha] | *one(.)two(.)three(.)four(.)five(.)six (.)seven(.)eight(.)nine(.)ten(.)AL: MOST everybody(.)except one* person(.)*O:KAY*(.)*so*(.)**who?**(.)**lik e when they are teaching the** *nalap*(.)**do you realise that the** *teacher* **speaks ewe and english?**(.)aHA!(.)err(.)**which one of you do comprehend lessons taught in bilingual ewe and english?**(.)*so*(.)[*i was asking how many of us* aha] |
| 95 | TC2_C | **ne wodo ʋegbe kple yevugbe tsa ka ɖe**(.)**if** aha](.)*if teacher mixes both the ewe language and the english language to TEACH!(.) do you all understand it?* | **ne wodo ʋegbe kple yevugbe tsa ka ɖe**(.)**if** aha](.)*if teacher mixes both the ewe language and the english language to TEACH!(.) do you all understand it?* |
| 96 | PS_C | *YES!* | *YES!* |
| 97 | TC2_C | *ALL of YOU!?* | *ALL of YOU!?* |
| 98 | PS_C | *YES!(.)YES.* | *YES!(.)YES.* |
| 99 | IW | *okay.* | *okay.* |
| 100 | P3_C( M) | *i can understand some.* | *i can understand some.* |
| 101 | IW | *O:kay(.)one student who said(.)who is not an ewe said he understands(.)okay(.)now(.)we are going to ask about our opinions NOW(.)okay(.)so(.) generally(.)you tell us(.)okay(.)* | *O:kay(.)one student who said(.)who is not an ewe said he understands(.)okay(.)now(.)we are going to ask about our opinions NOW(.)okay(.)so(.) generally(.)you tell us(.)okay(.)* |

<table>
<tr><td></td><td></td><td><em>those of US who said they should use ON:LY english in classroom(.) you can answer and tell us why they should use only english(-)those of us who said they should use only ewe(.)we should answer WHY!(.)those of us who want us(.)errm(.)teachers to use ewe and english(.)should answer why(.)do teachers want to help me explain the questions to them?</em></td><td><em>those of US who said they should use ON:LY english in classroom(.) you can answer and tell us why they should use only english(-)those of us who said they should use only ewe(.)we should answer WHY!(.)those of us who want us(.)errm(.)teachers to use ewe and english(.)should answer why(.)do teachers want to help me explain the questions to them?</em></td></tr>
</table>

(Focus group discussion, School C, 85-101)

As presented under the discussion in school A, there is a prospective symmetry between the out-of-school linguistic exposure of pupils and their preferred media of instruction. For instance, the preferred medium of instruction of pupils P1_C (M) was English and the language spoken at home was English. The pupil stated that he preferred English medium of instruction "*because(.)when they_re teaching it(.)i want to understand*" (line 112) and further reiterated in line 114 that "*WHEN she teaches in english(.)i always understand.*". Equally, pupils P15_C(F) stated that she preferred Ewe and English medium of instruction "*beCAUSE(.)if she is teaching it(.)i understand it.*" (line 122) and she reiterated in Ewe that "**mesea eme***"(line 124). Similar symmetry is identified with the response from pupil P4_C(F). This pupil, as presented under table 6.5 above, is bilingual in English and Ewe, and spoke English at home. In response to the preferred code choice in the classroom, she would like English to be used as she understood lessons better when taught in English (line 128). Similar observations are made from the responses from pupils P6_C(M) and P7_C(M).

**Extract 6.6:** *Assymetry beteween the out-of-school exposure of pupils and their preferred medium of instruction*

| 109 | IW | aHA!(.)*is that okay?(.)any language at all is permitted(.)is that O:KAY!(.)SO(.)errr(.)what language will you like teachers to teach us in(.)in the classroom?* | aHA!(.)*is that okay?(.)any language at all is permitted(.)is that O:KAY!(.)SO(.)errr(.)what language will you like teachers to teach us in(.)in the classroom?* |
|---|---|---|---|
| 110 | P1_C(M) | *english.* | *english.* |
| 111 | IW | *why english?* | *why english?* |
| 112 | P1_C(M) | *because(.)when they_re teaching it(.)i want to understand.* | *because(.)when they_re teaching it(.)i want to understand.* |
| 113 | IW | ˚h *okay(.)and you?(.)and YOU!?*(.)aha(.)*so(.)the teacher said she has not heard you(.)can you say it again?* | ˚h *okay(.)and you?(.)and YOU!?*(.)aha(.)*so(.)the teacher said she has not heard you(.)can you say it again?* |
| 114 | P1_C(M) | *WHEN she teaches in english(.)i always understand.* | *WHEN she teaches in english(.)i always understand.* |
| 115 | IW | *O:KAY* | *O:KAY* |

178

| 116 | P15_C(F) | *ewe and enGLISH.* | *ewe and enGLISH.* |
|-----|----------|--------------------|--------------------|
| 117 | IW | *O:kay(.)SO(.)what_s your name?* | *O:kay(.)SO(.)what_s your name?* |
| 118 | P15_C(F) | [name] | [name] |
| 119 | IW | [name]*wants teacher to teach in both ewe and english(.)WHY? (---)* | [name]*wants teacher to teach in both ewe and english(.)WHY? (---)* |
| 120 | P15_C(F) | *because(.)if she is teaching.* | *because(.)if she is teaching.* |
| 121 | TC3_C | *we want to hear you.* | *we want to hear you.* |
| 122 | P15_C(F) | *beCAUSE(.)if she is teaching it(.)i understand it.* | *beCAUSE(.)if she is teaching it(.)i understand it.* |
| 123 | IW | *SO(.)***ne ebe** *teacher* **nedo ʋegbe kple yevugbe le sukuxɔme(.) nukata**? | *SO(.)***if you said the** *teacher* **should speak ewe and english in the classroom(.)why**? |
| 124 | P15_C(F) | **mèsea eme.** | **i understand**. |
| 125 | IW | *oKAY(.)***ebe ye sena eme yata ebe nòdo ʋegbe kple yevugbe(.)***okay YOU!(.)what language will you like teachers to teach us in*? | *oKAY(.)***you said you comprehend therefore you want ewe and english to be spoken(.)***okay YOU!(.)what language will you like teachers to teach us in*? |
| 126 | P4_C(F) | *english.* | *english.* |
| 127 | IW | *why*? | *why*? |
| 128 | P4_C(F) | *because if teachers teach in english(.)I(.)i understanding(.)[i understand it better.]* | *because if teachers teach in english(.)I(.)i understanding(.)[i understand it better.]* |

(Focus group discussions, School C, Lines 109-128)

Contrary to the symmetrical observation presented above, there were some pupils whose preferred media of instruction were different from the language they used at home. For instance, pupils P11_C (F) had Ewe and English background, and spoke English at home. Her preferred medium of instructions was Ewe, and the reason provided was that because some of them did not understand Ewe, and therefore, she recommended that teachers taight in Ewe and English by translating concepts from English to Ewe to enable them to understand the lesson better (line 149. It can be ascertained from the responses of the pupil that her dominant language is English as it was the language of the home.

Similarly, pupil P8_C (F) had English and Ewe in her repertoire and spoke English at home. Therefore, English is highly likely to be her dominant language, as it is the language of the home. The medium of instruction preference of these pupils were Ewe (line 151). The pupil stated that some of them did not understand Ewe, and therefore, teaching in both Ewe and English would enable them to understand concepts better than if only one language is used. The responses from these pupils show that they prefer lessons in Ewe and English mainly because of their lack of competence in Ewe, and teaching via both languages will help them understand lessons better.

**Extract 6.7:** *Variations in pupils' home language and their preferred medium of instruction*

| 146 | IW | *O::KAY*(.)*SO*(.)**ameke be ne wodo ʋegbe**(.)**ne wódo yevugbe**(.)**yesena eme viɖe** (.)**gake yèsèna eme ne wodo ʋegbe wu**(.)*and YOU*(.)*what language will you like our teachers to teach us in?* | *O::KAY*(.)*SO*(.)**who wants ewe to be spoken**(.)**if they speak english**(.)**you have limited comprehension**(.)**but you comprehend it**(lesson)***more** when ewe is spoken*(.)and *YOU*(.)*what language will you like our teachers to teach us in?* |
|---|---|---|---|
| 147 | P11_C(F) | *i think we should use BOTH!* | *i think we should use BOTH!* |
| 148 | IW | *okay*(.)*WHY!?* | *okay*(.)*WHY!?* |
| 149 | P11_C(F) | *beCAUSE*(.)*sometimes in english*(.) *we may not understand all the WORDS*(.)*so the teachers can translate it into ewe for US so that we can understand it.* | *beCAUSE*(.)*sometimes in english*(.) *we may not understand all the WORDS*(.)*so the teachers can translate it into ewe for US so that we can understand it.* |
| 150 | IW | *O:kay*(.)*and YOU*(.)*what language will you like our teachers to teach us in?* | *O:kay*(.)*and YOU*(.)*what language will you like our teachers to teach us in?* |
| 151 | P8_C(F) | *ewe.* | *ewe.* |
| 152 | IW | *YES!* | *YES!* |
| 153 | P8_C(F) | *eWE!* | *eWE!* |
| 154 | IW | *why?* | *why?* |
| 155 | P8_C(F) | *beCUASE*(.)*some of us don_t understand eWE*(.)*so when the teacher teaches in ewe enGLISH*(.)*we will understand it than when she is teaching in just one language.* | *beCUASE*(.)*some of us don_t understand eWE*(.)*so when the teacher teaches in ewe enGLISH*(.) *we will understand it than when she is teaching in just one language.* |
| 156 | IW | *O:KAY!.* | *O:KAY!.* |

(Focus group discussions, School C, Lines 146-156)

In sum, the presentation above show that majority of the pupils in the two bilingual medium schools observed were bilinguals and multilinguals with few of them monolingual English speakers. All the pupils have background in English. Also, the perceptions of the pupils were varied- some of them preferred monolingual Ewe and English medium of instruction whereas some preferred bilingual medium of instruction. The linguistic background data and the MOI preference of pupils have shown some symmetry. Some pupils with monolingual English backgrounds preferred monolingual English MOI, and some with bilingual Ewe-English backgrounds expressed preference for bilingual MOI. On the other hand, some of the pupils preferred MOIs contrary to their linguistic background and their dominant language. For instance, some of the pupils with predominantly English backgrounds preferred Ewe or Ewe-English MOI with the reason that they did not understand Ewe well, and therefore, translating English concepts into Ewe will enable them to understand lessons better.

### 6.3.2 Monolingual medium schools

In monolingual medium schools, the predominant expected medium of instruction and the language of out-of-classroom interactions is English. Ewe is used only during Ewe lessons. As equally presented under the bilingual classrooms, focus group discussions were organised in the two monolingual schools observed. Fifteen (15) pupils each from the two schools participated in the discussions. Firstly, the linguistic backgrounds of the pupils in the two monolingual medium schools will be presented. This will be followed by a detailed analysis of responses from the two schools.

**Table 6.43:** *The linguistic background of pupils in school B*

| The linguistic backgrounds of pupils in school B | | |
|---|---|---|
| Pupils | No. of languages | Language spoken at home |
| P1_B(M) | 2: Ewe & English | Ewe |
| P2_B(M) | 2: English& Ewe | Ewe |
| P3_B(F) | 2: English &Ewe | English |
| P4_B(M) | 2: Ewe & English | Ewe |
| P5_B(M) | 2: Ewe & English | Ewe |
| P6_B(M) | 2: Ewe & English | Ewe |
| P7_B(M) | 3: Ewe, French & English | French |
| P8_B(F) | 2: English & Ewe | Ewe |
| P9_B (F) | 1: English | English |
| P10_B(F) | 3: Ewe, English &Twi | Ewe |
| P11_B(F) | 1: English | English |
| P12_B(F) | 1: English | English |
| P13_B(F) | 1: English | English |
| P14_B(F) | 2: Ewe & English | Ewe |
| P15_B(M) | 2: Ewe & English | Ewe |

A total of nine (9) pupils were bilingual in Ewe and English, four (4) spoke English only, and two (2) were trilingual. One (1) of the trilingual pupils, P7_B (M), spoke combinations of Ewe, French and English; and the second one, that is, P10_B (F), spoke Ewe, English and Akan (Twi). Generally, majority of the pupils were bilinguals in Ewe and English with others speaking other languages, such as, French and Akan (Twi). Pupils stated the language(s) they spoke at home. Nine (9) of them said Ewe, five (5) said they spoke Ewe, and one (1) person spoke French at home. Except one (1) bilingual speaker who spoke English at home, all the other bilinguals and trilingual speakers use Ewe as the home language. This implies that most of the pupils have out-of-school exposure to Ewe. This follows with discussions on the perceptions of pupils from schools B.

As presented in table 6.43 above, the pupils provided information on the number of languages in their repertoire and the language(s) they spoke at home. One of the pupils, that is P10_B (F), stated that she spoke Ewe, English and Twi. The English teacher being aware of the linguistic backgrounds of the pupils asked pupil P10_B (F) to state other indigenous languages she spoke. The pupil explained that her parents spoke English and Guan (a Kwa (Niger-Congo) language), but she spoke English with

them at home (Line 43). The implication here is that the linguistic backgrounds of parents may differ from that of their children.

**Extract 6.8:** *Differences in the linguistic backgrounds of pupils and their parents*

| 36 | P10_B(F) | *my name is* [name]*(.)i speak ewe(.)english(.)and twi.* |
|----|----------|-----------|
| 37 | IW | *Okay(---)* |
| 38 | TC_B(English) | *you speak TWI HE!?(.)speak out(.)your local dialect(.)which language do YOU speak?(.) is it GUAN?(.)amedzɔfe language.* |
| 39 | P10_B(F) | *english.* |
| 40 | TC_B(English) | *you speak english with your MUM!* |
| 41 | P10_B(F) | *my mother(.)my father speaks english and guan.* |
| 42 | TC_B(English) | *what about YOU?(.)whenever you want to speak to your mother or your father(.)which language do YOU speak at home?* |
| 43 | P10_B(F) | *english.* |
| 44 | TC_B(English) | *enGLISH!(.)o:KAY!* |
| 45 | IW | *Okay(.)SO we continue from here(-)what languages do you SPEAK?* |
| 46 | P11_B(F) | *english and ewe.* |

(Pupils focus group, School B, Lines 36-46)

In addition to exploring the linguistic backgrounds of the pupils in terms of the number of languages they speak, the pupils also expressed opinions on their preferred MOI. As presented under discussions on the MOI preferences in bilingual medium schools, the preferences of some of the pupils can be described as being similar to the language of the home as well as their linguistic repertoire

In the case of the latter observation, pupil P3_B (F) was bilingual in English and Ewe, and spoke English at home. Her preferred MOI was English (Line 107). Similarly, pupil P1_B (M) is bilingual Ewe and English speaker, and spoke Ewe at home. His preferred MOI was Ewe (line 123). In addition, pupils P9_B (F), P11_B (F), and P12_B (F) were monolingual English speakers and their preferred MOI was English (lines 81, 121, 119, respectively). These responses show that there is a symmetry between the home language of the pupils and their preferred MOI.

However, some of the pupils' MOI preference differ from their home language. For instance, pupils P5_B (M) and P6_B (M) were bilingual Ewe and English speakers, and spoke Ewe at home. Their preferred MOI, however, was English (Line 109 and111, respectively). Equally, pupil P2_B (M), as presented under table 5.28, was bilingual in English and Ewe, and spoke Ewe at home. The MOI preference of this pupil was English. Pupil P7_B(M) was a multilingual speaker with Ewe, French and English backgrounds, and his home language was French. However, his referred MOI was English. This observation shows that there are instances where the home language(s) of the pupils may differ from their preferred MOI. The reasons provided by the pupils are presented next.

**Extract 6.9:** *The preferred medium of instructions of pupils in school B*

| 106 | IW | *from toGO(.)O::KAY!(.)anyone who SPEAKS(.)who learnt english in the house?(.)<<pupils raised their hands>>okay(.)so we have one(.)two(.)three(.)okay(.)O:kay(.)all of us learnt english in the* |
|-----|----|-----------|

| | | *house as well as in the school(-)oKAY(.)thank you very much(-)SO!(.)when you_re teaching in the classroom(.)which of the languages will you like teachers to teach you in?(.)okay(.)we(.)we(.)we mention one after the other(.)which language will you like your teacher to teach you in?* |
|---|---|---|
| 107 | P3_B (F) | *english.* |
| 108 | IW | *someone said english(.)and YOU!* |
| 109 | P5_B(M) | *english.* |
| 110 | IW | *YES!* |
| 111 | P6_B(M) | *english.* |
| 112 | IW | *YES!* |
| 113 | P8_B(F) | *english and maths.* |
| 114 | IW | *english and maths(.)which language will you like the teacher to teach you in?(.)english(.)ewe(.)akan(.)french(.)which ONE?* |
| 115 | P10_B(F) | *english.* |
| 116 | IW | *english(.)okay.* |
| 117 | P7_B(M) | *english.* |
| 118 | IW | *english.* |
| 119 | P12_B(F) | *english.* |
| 120 | IW | *YES!(.)another person said ENglish.* |
| 121 | P11_B(F) | *english.* |
| 122 | IW | *english.* |
| 123 | P1_B(M) | *ewe.* |
| 124 | IW | *ewe.* |
| 125 | P2_B(M) | *english.* |
| 126 | IW | *english.* |
| 127 | P4_B(M) | *science.* |
| 128 | IW | *science.* |
| 129 | P9_B(F) | *english.* |
| 130 | IW | *english(.)okay(.)what we asked was(.)which language will you like your teacher to teach you?(.)english(.)ewe(.)french(.)akan or any other language(.)WHICH language will you like?* |
| 131 | P14_B(F) | *english.* |
| 132 | IW | *english.* |
| 133 | P15_B(M) | *english.* |
| 134 | P13_B(F) | *ewe.* |
| 135 | IW | *ewe(.)okay(.)someone also said ewe.* |

(Pupils focus group, School B, Lines 106-135)

The pupils provided the motives for their preferred medium of instruction. Pupil P2_B (M), as presented in extract 5.6 above, was bilingual in English and Ewe, and spoke Ewe at home. The reason he provided for English MOI preference was that his father sent him to school to learn English (line 137). Pupil P5_B (M) had similar linguistic backgrounds and expressed a preference for English MOI. The reason provided by the pupil was that he likes English (line 141). Pupil P7_B(M) who had linguistic backgrounds in Ewe, French and English stated that his preference for English only MOI, "beCAUSE they want me to speak GOOD! English" (line 143). Equally, pupil P15_B (M) said she would like to speak good English (line 145). The reason provided by one of the pupils, P1_B(M), who expressed preference for Ewe MOI was because she likes Ewe (line 147).

183

Equally, some of the responses suggested a preference for bilingual medium of instruction. In lines 151, 155, and 170, for example, the pupils expressed the opinion that teachers should teach in bilingual Ewe and English in the classroom in order to enhance their understanding. They expressed that when Ewe only medium is used they find it difficult to understand. In line 165, pupils P15_B (M) stated that when they are using Ewe or English or French to teach some of the pupils do not understand, and therefore the teacher should use the language they would understand. This opinion suggested flexible multilingual medium of instruction that is tailored to the linguistic backgrounds of the pupils. Per the recommendation of the pupil, teachers ought to explain concepts in the language that is comprehensible to everyone in the classroom. This may seem linguistically challenging taking into account the linguistic diversity of the class.

**Extract 6.10:** *The reasons for the preferred MOI of pupils*

| 137 | P2_B(M) | *because i want to(.)my father said let me come to school to learn english.* |
|---|---|---|
| 138 | IW | *oKAY(.)daddy said you should come and study english.* |
| 139 | P2_B(M) | *YES!* |
| 140 | IW | *and you?* |
| 141 | P5_B(M) | *SIR!(.)yes because i like english.* |
| 142 | IW | *someone said because they like english.* |
| 143 | P7_B(M) | *beCAUSE they want me to speak GOOD! english.* |
| 144 | IW | *O:::KAY!(.)GOOD english* |
| 145 | P15_B(M) | *sir(.)because they want me to speak GOOD english.* |
| 146 | IW | *okay(.)someone said english(.)SO!(.)those of us who said they should teach us in ewe(.)WHY will you like your teacher to teach you in ewe?* |
| 147 | P1_B(M) | *beCAUSE i like ewe.* |
| 148 | P5_B(M) | °hh *because there are some words in ewe i don_t understand(.)so i want them to explain it in ewe(.)because there are some words in ewe i don_t understand(.)SO(.)i want them to explain it in english.* |
| 149 | IW | *okay.* |
| 150 | P1_B(M) | *i want to KNOW the meanings of ewe words.* |
| 151 | IW | *okay(.)someone said he wants to know the meaning of ewe words.* |
| 152 | P3_B(F) | *sometimes when some people understand some english(.)and some people do not understand ewe(.)some people cannot understand that_s why i like teachers to be speaking english and ewe.* |
| 153 | IW | *oKAY!* |
| 154 | P7_B(M) | *i like french beCAUSE(.)erm(.)erm(.)erm(.)a teacher speaking french is over and the rest does not have interest that_s why i like teaching them french.* |
| 155 | IW | *oKAY!(.)okay(.)do you have any reasons why you think teachers should use both ewe and english in the class?* |
| 156 | P6_B(M) | *YES!* |
| 157 | IW | *okay.* |
| 158 | P6_B(M) | *because(.)i want to understand english [very well]* |
| 159 | IW | [*okay*] |
| 160 | P6_B(M) | *VE:ry WELL!* |
| 161 | IW | *VE:ry WELL!(.)what do you want to understand english very WELL!(.)SO!(.)how many of us understand when teachers use only english throughout without any ewe?(-)SO!(.)the fifteen of us said we understand CLEARly when they use english(.)okay(.)how many of us* |

| | | *understand when they use only ewe(---)so we have(.)ONE(.)TWO(.) THREE(.)four(.)five(.)six(.)seVEN(.)SO(.)seven people out of fifteen people said they understand when they use only ewe(.)okay(.)so(.)in short(.)this is the main thing i want to ask us about(.)BUT does any of us have anything to say?(---)okay.* |
|---|---|---|
| 162 | P15_B(M) | *please SIR(.)some people when they_re teaching any language(.)err (.) english or french or ewe(.)some people does not understand SO(.)i want them to explain it in the language that they will understand.* |
| 163 | P6_B(M) | *some people(.)some people(.)when they are teaching(.)they think about some words in ewe(.)<<pupils raised their hands>>SO!(.)some people(.)they don_t understand it.* |
| 164 | IW | *okay.* |
| 165 | P15_B(M) | *some people TOO(.)when they are TEAching ewe(.)they_re looking for the meaning of some words in ewe to understand.* |
| 166 | IW | *okay(.)thank you(--)mmhh.* |
| 167 | P13_B(F) | *SIR!(.)when they_re teaching ewe and some people do not understand(.)i want the teachers to speak ewe and english so that some people can understand.* |
| 168 | IW | *O:kay(.)thank YOU!* |

(Pupils focus group, School B, 137-168)

The English class teacher, who was present during the focus group discussions, commented on the recommendations of the pupils. After the focus group discussions with the pupils, the English teacher for the lower primary was asked to comment on the responses from the focus group and to state her general observations. As presented in line 5 of the extract 6.11 below, the teacher pointed out that the recommendation made by pupils suggested that every teacher should be able to speak Ewe, Gã, English and other languages in the repertoire of the pupils in order to meet the linguistic needs of the pupils and to facilitate their understanding. From a practical perspective, it may be linguistically challenging, if not impossible, for all teachers to be able to speak all the languages in the pupils' repertoire.

**Extract 6.11:** *The response of English teacher to the comments of the pupils on the appropriate medium of instruction*

| 1 | T2_B(English) | *if you have(.)err(.)err(.)a GÃ student(.)you_ll still do the ewe compulsory.* |
|---|---|---|
| 2 | IW | *aHA!* |
| 3 | T2_B(English) | *SO!(.)that is also a problem to some of the children(.)you SEE!?* |
| 4 | IW | YEAH! |
| 5 | T2_B(English) | *SO!(.)this boy is saying that(.)if it_s time for EWE(.)it means that the ewe teachers should be able to speak TWI(.)GÃ(.)so that(.)or even if it is english(.)then the english teacher should be able to speak(.)err(.)eWE(.)GÃ(.)TWI(.)so that you_re(.)you_ll be able to explain yourself(.)that way you are speaking english you can express yourself in gã(.)ewe(.)and =* |
| 6 | IW | *=any language the student should understand(.)i was so(.)i never regretted involving the students [in the research] because many of US don_t want to challenge ourselves.* |
| 7 | T2_B(English) | [(((laughed))] |

| 8 | IW | *and all the* [*young*]. |
| 9 | T2_B(English) | [*i like their*(.)*their*] |
| 10 | IW | *as much as they_re very young*(.)[24]*they have something to say*(.) *SO*(.)*i was thinking*(.)*can these students understand my research*(.)*but immediately i tried*(.)*they*(.)*they understand perFECtly.* |
| 11 | T2_B(English) | ((laughed)) *you wonder.* |
| 12 | IW | *thank you VE::ry MUCH* [*for selecting*] *the students.* |
| 13 | T2_B(English) | [*you welcome*] |
| 14 | IW | *and i_m proud of how much you know your students.* |
| 15 | T2_B(English) | ((laughed)) |

(Pupils focus group, School B, Lines 1-15)

In sum, the linguistic backgrounds of the pupils in school B presented the diversity of the classrooms. All the pupils have out-of-school exposure to English. Also, many of the pupils are bilingual and multilingual speakers. The MOI preference of pupils and their perceptions presented symmetries and divergence between the language of the home and their preferred MOI. Thus, some of the responses show that the MOI preferences of the pupils are in congruence with the language they use at home. On the other hand, some of the responses also show that the MOI preferences of the pupils are different from the language they use at home. An overview of the responses show that majority of the pupils expressed preference for monolingual English MOI. Following from the presentation of the focus group discussions from school B, the data from school D is presented next.

**Table 6.44:** *The linguistic background of pupils in school D*

| The linguistic backgrounds of pupils in school D | | |
|---|---|---|
| Pupils | No. of languages | Language spoken at home |
| P1_D(F) | 2: Ewe & English | Ewe |
| P2_D(F) | 2: Ewe & English | Ewe |
| P3_D(F) | 2: Ewe & English | Ewe & English |
| P4_D(F) | 2: Ewe & English | English |
| P5_D(F) | 2: Ewe & English | Ewe & English |
| P6_D(M) | 2: Ewe & English | Ewe |
| P7_D(M) | 2: Ewe & English | English & Ewe |
| P8_D(M) | 3: Ewe, English & Twi | Twi |
| P9_D(M) | 3: Ewe, English & Fante | Fante |
| P10_D(M) | 2: Ewe & English | Ewe & English |
| P11_D(M) | 1: English & Ewe | Ewe |
| P12_D(F) | 2: Ewe & English | Ewe |
| P13_D(M) | 2: English & Ewe | English |
| P14_D(F) | 2: English & Fante | English |
| P15_D(F) | 2: Ewe & English | English |

[24] Prior to the research preparation, I presumed that the pupils may not understand the purpose of the research, and therefore, may not be able to respond to the questions. However, the outcome it was to the contrary, as the pupils understood the research aims and responded actively to the discussions.

Table 6.44 above presents the linguistic backgrounds of the pupils in school D. School D is one of the monolingual medium schools observed. Per the number of languages spoken, all the pupils were at least bilingual and some were multilinguals speaking three languages. Twelve (12) pupils were bilingual in Ewe and English, one (1) was bilingual in English and Akan (Fante), one (1) of them was multilingual in Ewe, English and Akan (Twi), and one (1) was multilingual speaking Ewe, English and Akan (Fante). The code choices of the pupils at home presented some diversities. Five (5) pupils spoke Ewe at home, one (1) spoke Akan (Twi), one (1) spoke Akan (Fante), and four (4) spoke Ewe and English at home. As equally shown in the data from school B, some of the pupils have out-of-school exposure to the indigenous languages, some had exposure to English while others spoke both indigenous languages and English. The influence of the linguistic backgrounds of the pupils on their preferred code choice in the classroom are presented next.

There seems to be a symmetry between the linguistic backgrounds of pupils and their preferred MOI. In exploring this hypothesis based on the focus group discussion data from the school D, some observations can be made. For instance, pupil P14_D (F) was bilingual in English and Akan (Fante), and the language she spoke at home was English. During the focus group, she expressed a preference for English MOI (Line 112). The reason stated was that she did not understand Ewe well (lines 114 & 116).

There were, however, pupils who expressed preference for another code choice other than the language they spoke at home. Pupil P9_D (F), for instance, was multilingual in Ewe, English and Akan (Fante), and spoke Akan (Fante) at home. Although she spoke Akan (Fante) at home, her preferred MOI was English (line 118) with the reason that she liked to speak English more than Ewe (line 120). This pupil further stated that "i want us to speak english because(.)the ewe ((laughed)) its kind of difficult for me to learn" (line 150). Equally, pupil P11_D(F) was bilingual English and Ewe, and spoke Ewe as the language of the home. Her preferred MOI was English (124), and the reason provided was that when lessons are taught in English, it is better than when it is taught in Ewe (line 126). Pupil P6_D(M) has Ewe and English in his repertoire and spoke Ewe at home. When I asked him in Ewe to state his preferred MOI, his preference was Ewe (line 132). The pupil could not provide a reason for his response (line 134). Therefore, I asked the question in English. When the same question was posed in English the pupil expressed a preference for English (line 136), and the reason provided was that because he speaks English (line 138). However, it should be noted that when the interviewer asked the question in Ewe, pupil P6_D(M) wanted Ewe medium of instruction. But when the question was presented in English, his MOI preference changed from Ewe medium to English medium. What this suggests is that the code choice of an interview may have an impact on comprehension as well as the information provided.

In sum, as presented under discussions on school B, in this private school all the pupils are at least bilingual in English and one Ghanaian indigenous language, mostly Ewe. Some of the pupils were also multilingual. Most of them preferred English MOI with the reason that they understand lessons

187

taught in English better than those taught in Ewe, and some expressed that they loved English. These observations reflect, to some extent, the expected medium of instruction of these schools, which is monolingual English medium of communication.

A comparison between the linguistic backgrounds of the pupils in the bilingual and monolingual medium schools is presented under section 6.3.3. The implication of the backgrounds of the pupils for language of education policy formulation and implementation is also presented.

**Extract 6.12:** *The linguistic backgrounds of pupils and their MOI preferences*

| 111 | IW | *so*(.)*you can use ewe or english*(.)**ta mèbe egbeka àdo dzidzi na wo be mìaƒe nufiala na do akɔ fianu le suku?**(.)**egbe ka èdzibe** *teacher*-**wo na zã le suku?** | *so*(.)*you can use ewe or english*(.)**so i said that what is your preffered language for teachers to use in teaching in the classroom?**(.)**which language will you like** *teacher*s **to use in school?** |
|---|---|---|---|
| 112 | P14_D(F) | *english.* | *english.* |
| 113 | IW | **nukata ƒe?** | **why?** |
| 114 | P14_D(F) | **nyemese**(.)**nyemese ʋegbe**(.) [**nyuie ɖe** o] | i do not understand(.)**i do not understand ewe**(.) [**very well**] |
| 115 | IW | [**nyuie ɖe o**](.)*O:KAY*!(.)*why do you want teachers to use english in the class?* | [**very well**](.)*O:KAY*!(.)*why do you want teachers to use english in the class?* |
| 116 | P14_D(F) | *i don_t*(.)*i don_t*(.)*i don_t hear ewe well.* | *i don_t*(.)*i don_t*(.)*i don_t hear ewe well.* |
| 117 | IW | *O::KAY*!(.)*so*(.)*because you don_t understand ewe*(.)*okay*(.)*what language*(.)**egbe ka edzibe nòdona mí le suku?** | *O::KAY*!(.)*so*(.)*because you don_t understand ewe*(.)*okay*(.)*what language*(.)**what is your preferred language to be used in school?** |
| 118 | P9_D(M) | *english.* | *english.* |
| 119 | IW | **nuka aƒe?** | **why?** |
| 120 | P9_D(F) | °hh *because i like english more than ewe.* | °hh *because i like english more than ewe.* |
| 121 | IW | *please speak louder.* | *please speak louder.* |
| 122 | P9_D(F) | *beCAUSE i like english more than ewe.* | *beCAUSE i like english more than ewe.* |
| 123 | IW | *because you can understand english more than ewe*(.)errm(.)*okay*(.)**ne eva suku ɖe**(.)**egbeka edzi be nufiala nekɔ fianu mì?** | *because you can understand english more than ewe*(.)errm(.)*okay*(.)**if you come to school**(.)**what is your preferred languagefor teachers to use in teaching in school?** |
| 124 | P11_D(F) | **yevugbe.** | **ewe.** |
| 125 | IW | **yevugbe**(.)**nuka ta aƒe?** | **ewe**(.)**why?** |
| 126 | P11_D(F) | **elabena ne wokɔ yevugbe kɔ le nufia mí la**(.)**màse egɔ me wu**(.)err(.)**ʋegbetɔ.** | **because if they are using english to teach us** (.)**i will understand it more** (.)err(.)**than the ewe one**. |
| 127 | IW | *okay*(.)*so*(.)*i was just asking*(.)*what language will you like to be taught in in school?* | *okay*(.)*so*(.)*i was just asking*(.)*what language will you like to be taught in in school?* |
| 128 | P10_D(M) | *english.* | *english.* |
| 129 | IW | *why?* | *why?* |

| 130 | P10_D(M) | *beCAUSE when they teach us something*(.)*i can understand and speak good english.* | *beCAUSE when they teach us something*(.)*i can understand and speak good english.* |
|---|---|---|---|
| 131 | IW | *O:KAY*!(.)err(.)**egbe ka edzi be nòdona míle suku**?(.)**nòkɔ fia nu mí?** | *O:KAY*!(.)err(.)**what is your preferred language to be used in school?**(.)**to use in teaching you?** |
| 132 | P6_D(M_ | **ʋegbe.** | **ewe** |
| 133 | IW | *okay*(.)*nukata ʃe?* | *okay*(.)*nukata ʃe?* |
| 134 | P6_D(M) | *because* (---) | *because* (---) |
| 135 | IW | *why*?(.)*what language will you want to be taught in school?* (.)*WHAT language will you want teachers to use?* | *why*?(.)*what language will you want to be taught in school?* (.)*WHAT language will you want teachers to use?* |
| 136 | P6_D(M) | *english.* | *english.* |
| 137 | IW | *WHY!?* | *WHY!?* |
| 138 | P6_D(M) | (--)*beCUASE*(.)*i know how to speak english.* | (--)*beCUASE*(.)*i know how to speak english.* |
| 139 | IW | okay::(.)*because you know how to speak english*(.)*O:kay*(.)erm(.) *what language did you want US to use*?(.)*ewe or english?* | okay::(.)*because you know how to speak english*(.)*O:kay*(.)erm(.) *what language did you want US to use*?(.)*ewe or english?* |
| 140 | P13_D(F) | *english.* | *english.* |
| 141 | IW | *okay*(.)*what language will you want your teacher to use when teaching you?* | *okay*(.)*what language will you want your teacher to use when teaching you?* |
| 142 | P13_D(F) | *english.* | *english.* |
| 143 | IW | *WHY?* | *WHY?* |
| 144 | P13_D(F) | *because i love english.* | *because i love english.* |
| 145 | IW | *because you love english.* | *because you love english.* |
| 146 | P7_D(M) | *i want US to speak ewe because*(.) *WHEN we don_t speak ewe*(.)*the english we can speak it well*(.)*BUT the ewe if we don_t*(.)*if we can_t speak it*(.)*we can_t*(.)*LIKE*(.)*they_ll not think we are typiCAL ghanaians*(.)*that_s why i want us to speak ewe.* | *i want US to speak ewe because*(.) *WHEN we don_t speak ewe*(.)*the english we can speak it well*(.)*BUT the ewe if we don_t*(.)*if we can_t speak it*(.)*we can_t*(.)*LIKE*(.)*they_ll not think we are typiCAL ghanaians*(.)*that_s why i want us to speak ewe.* |
| 147 | IW | *okay*(.)*thank you very much.* | *okay*(.)*thank you very much.* |
| 148 | P9_D(M) | *i want us to speak english because*(.)*the ewe* ((laughed)) *its kind of difficult for me to learn.* | *i want us to speak english because*(.)*the ewe* ((laughed)) *its kind of difficult for me to learn.* |
| 149 | IW | °hh *what of if you go to a school they are teaching fante*(.)*will YOU like it*? | °hh *what of if you go to a school they are teaching fante*(.)*will YOU like it*? |
| 150 | P9_D(M) | *FANte*(.)mmhh(.)*i WILL.* | *FANte*(.)mmhh(.)*i WILL.* |
| 151 | IW | *okay*(.)*anyone else*? | *okay*(.)*anyone else*? |

(Pupils focus group, School D, Lines 111-151)

### 6.3.3. A comparison between bilingual and monolingual schools: The linguistic background of the pupils

This section discusses statistical analyses of the linguistic backgrounds of the pupils and their home language(s). The aim of the analyses is to explore how the linguistic backgrounds and the language(s) of the home of the pupils can inform language of education policy formulation and implementation in Ghana. The study assumes that the linguistic backgrounds of pupils are crucial in formulating feasible and realistic language of education policies in multilingual contexts.

A crosstabulation of the linguistic backgrounds of pupils in bilingual and monolingual schools are presented in order to explore how their backgrounds can information language of education policies in Ghana. Tables 6.45 and 6.46 present a comparison of the two bilingual medium schools observed in terms of the number of languages in the pupils' repertoire and the language spoken at home, respectively. In school A, 1 (6.7%) pupil had only English in their repertoire, 11 (73.3) had Ewe and English, 3 (20.0%) were multilingual speakers, and none of the pupils had only Ewe in their repertoire. In school C, 2 (47.2%) pupils had only English repertoire, 1 (6.7%) had only Ewe, 12 (80.0%) are bilinguals in Ewe and English, and none of them is multilingual speaker. The analyses show that majority of the pupils are bilinguals in Ewe and English.

In addition to the number of languages spoken by the pupils in the bilingual medium schools, the pupils also stated the languages they spoke at home. In school A, 6 (40.0%) spoke only English at home, 7 (46.7%) spoke only Ewe, 1 (6.7%) spoke Ewe and English, and 1 (6.7%) spoke other languages at home. In school C, 7 (46.7%) pupils spoke English at home, 12 (40.0%) spoke Ewe, 3 (20.0%) spoke Ewe and English, and none of them spoke other languages at home. The results show that the dominant languages spoken at home were monolingual English with 13 (43.4%) and Ewe with 12 (40.0%). There are some pupils who stated the spoke bilingual Ewe-English at home.

**Table 6.45***: A comparison between bilingual classrooms: Number of languages spoken*

| *Crosstabulation:* Linguistic backgrounds of pupils bilingual classrooms: Number of languages | | | |
|---|---|---|---|
| Response | School          A (Public) | School C (Public) | Total |
| English | 1    (6.7%) | 2    (47.2%) | 3    (10.0%) |
| Ewe(any Gh Lg) | 0    (0.0%) | 1    (6.7%) | 1    (3.3%) |
| Ewe & English | 11  (73.3%) | 12  (80.0%) | 23  (76.7%) |
| Others | 3[25]  (20.0%) | 0    (0.0%) | 3    (10.0%) |
| Total | 15  (100.0%) | 15  (100.0%) | 30  (100.0%) |

---

[25] The other languages included a combination of Twi and English; English, Ewe and Twi; and English, Ewe and Accra (Gã).

**Table 6.46:** *A comparison between bilingual classrooms: Language(s) spoken at home*

| | *Crosstabulation:* Linguistic backgrounds of pupils bilingual classrooms: Language(s) spoken at home | | |
|---|---|---|---|
| Response | School A (Public) | School C (Public) | Total |
| English | 6 (40.0%) | 7 (46.7%) | 13 (43.4%) |
| Ewe(any Gh Lg) | 7 (46.7%) | 5 (33.3%) | 12 (40.0%) |
| Ewe & English | 1 (6.7%) | 3 (20.0%) | 4 (13.3%) |
| Others | 1[26] (6.7%) | 0 (0.0%) | 1 (3.3%) |
| Total | 15 (100.0%) | 15 (100.0%) | 30 (100.0%) |

Similarly, a crosstabulation was carried out to explore the linguistic situations in the two monolingual medium schools observed. In school B, 4 (26.7%) pupils have English as their repertoire, 9 (60.0%) had Ewe and English, 2 (13.3%) had other languages in their repertoire, and none of them had only Ewe in their repertoire. In school D, 13 (86.7%) are bilingual in Ewe and English, 2 (13.3%) has other languages in their repertoire, and none of the pupils had English only or Ewe only in their repertoire. The results show that majority of the pupils in the two monolingual medium schools are bilingual speakers. Some of them had English as their exclusive repertoire while some had other combination of languages in their repertoire.

The pupils in the two monolingual medium schools also stated the languages they spoke at home. In school B, 5 (33.3%) spoke only English at home, 9 (60.0%) spoke Ewe only, 1 (6.7%) spoke other languages at home, and none of them spoke a combination of Ewe and English at home. In school D, 4 (26.7%) pupils spoke English only at home, 7 (46.6%) spoke Ewe at home, 4 (26.7%) spoke Ewe and English, and none of them spoke other languages in the home. The results, as shown by the total presented under table 6.48, is that in the monolingual medium schools, majority of the pupils (16 (53.4%)) spoke Ewe at home. Some of them, that is, 9 (30.0%), spoke English at home, while some spoke both Ewe and English, and other languages at home.

**Table 6.47:** *A comparison between monolingual classrooms: Number of languages spoken*

| | *Crosstabulation:* Linguistic backgrounds of pupils monolingual classrooms: Number of languages | | |
|---|---|---|---|
| Response | School B (Private) | School D (Private) | Total |
| English | 4 (26.7%) | 0 (0.0%) | 4 (13.3%) |
| Ewe(any Gh Lg) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Ewe & English | 9 (60.0%) | 13 (86.7%) | 22 (73.4%) |
| Others | 2[27] (13.3%) | 2[28] (13.3%) | 4 (13.3%) |
| Total | 15 (100.0%) | 15 (100.0%) | 30 (100.0%) |

---

[26] One of the pupils stated s/he spoke either English or Twi at home.

[27] Other languages included a combination of Ewe, French, and English; and Ewe, English and Akan (Twi).

[28] The other languages spoken in School D included a combination of Ewe, English and Akan (Twi); and Ewe, English and Akan (Fante).

**Table 6.48:** A *comparison between monolingual classrooms: Language(s) spoken at home*

| Response | School B (Private) | | School D (Private) | | Total | |
|---|---|---|---|---|---|---|
| English | 5 | (33.3%) | 4 | (26.7%) | 9 | (30.0%) |
| Ewe(any Gh Lg) | 9 | (60.0%) | 7 | (46.6%) | 16 | (53.4%) |
| Ewe & English | 0 | (0.0%) | 4 | (26.7%) | 4 | (13.3%) |
| Others | 1[29] | (6.7%) | 0 | (0.0%) | 1 | (3.3%) |
| Total | 15 | (100.0%) | 15 | (100.0%) | 30 | (100.0%) |

**Table 6.49:** *A comparison between bilingual classrooms: Number of languages spoken*

*Crosstabulation:* Linguistic backgrounds of pupils in bilingual and monolingual classroomsNumber of languages

| Response | Bilingual | | Monolingual | | Total |
|---|---|---|---|---|---|
| English | 3 | (10.0%) | 4 | (13.3%) | 7 (11.7%) |
| Ewe(any Gh Lg) | 1 | (3.3%) | 0 | (0.0%) | 1 (1.6%) |
| Ewe & English | 23 | (76.7%) | 22 | (73.4%) | 45 (75.0%) |
| Others | 3 | (10.0%) | 4 | (13.3%) | 7 (11.7%) |
| Total | 30 | (100.0%) | 30 | (30.7%) | 60 (100%) |

**Table 6.50:** *A comparison between bilingual classrooms: Language(s) spoken at home*

*Crosstabulation:* Linguistic backgrounds of pupils in bilingual and monolingual classrooms:Language(s) spoken at home

| Response | Bilingual | Monolingual | Total |
|---|---|---|---|
| English | 13 (43.4%) | 9 (30.0%) | 22 (36.7%) |
| Ewe(any Gh Lg) | 12 (40.0%) | 16 (53.4%) | 28 (46.7%) |
| Ewe & English | 4 (13.3%) | 4 (13.3%) | 8 (13.3%) |
| Others | 1 (3.3%) | 1 (3.3%) | 2 (3.3%) |
| Total | 30 (100.0%) | 30 (30.7%) | 60 (100%) |

Finally, syntheses of the responses from the pupils in bilingual and monolingual medium schools are presented. Total percentages of the number of languages spoken by the pupils show that in both school contexts, majority of the pupils are bilingual in Ewe and English, that is, 45 (75.0%). Some pupils had only English in their repertoire (7 (11.7%)), 1 (1.6%) had only Ewe, and 7 (11.7%) had other languages in their repertoire.

The languages spoken at home presented some variations in comparison with their repertoire. In terms of the languages spoken by the pupils from both school contexts, 22 (36.7%) spoke English only, 28 (46.7%) spoke Ewe and other Ghanaian languages only, 8 (13.3%) spoke a combination of Ewe an English, and 2 (3.3%) spoke other languages at home. The inferences that can be drawn from the analyses are that, first, majority of the pupils in both school contexts had Ewe and English in their

---

[29] The other language spoken at home by one of the pupils was French.

repertoire. Second, most of them spoke either English or Ewe at home, while others spoke bilingual Ewe-English and other languages at home.

### 6.4.  Chapter summary

This chapter presents analyses on research question 3, which is to explore the perceptions of teachers and pupils towards bilingual and monolingual MOI in Ghanaian classrooms. The chapter began with a general introduction (section 6.1), which is followed by exploring the perceptions of teachers towards language of education in Ghana via questionnaire surveys. Section 6.2.1 discussed the analyses of questionnaires surveys from the bilingual schools, and section 6.2.2 discussed the analyses of the survey from the monolingual schools. A comparison between the two classroom contexts were presented under 6.2.3. The general perceptions of the teachers have shown that most of the teachers considered bilingual code choices as an ideal MOI at the lower grade classes. Some of the teachers also considered monolingual Ewe and English as the appropriate medium. Overall, majority of the teachers expressed positive attitudes towards bilingual MOI.

Following from exploring the perceptions of teachers towards code choices in the classroom, the study also explored the case of pupils. Therefore, section 6.3 addressed the perceptions of pupils taking into consideration their linguistic backgrounds, language of the home, and their preferred medium of instruction. The analyses have shown that majority of the pupils were at least bilingual in Ewe and English, of which some spoke other languages such as Akan (Twi), Ga, French, etc. Also, there were some symmetry between the linguistic background of the pupils and their preferred MOI.  Pupils with English background preferred English MOI, those with Ewe background preferred Ewe MOI, and those with Ewe-English background preferred bilingual medium of instruction. There were other instances where pupils had a preference for MOIs other than the languages in their repertoire. In particular, some of the pupils who had Ewe or Ewe-English background preferred English MOI. Majority of the pupils expressed preference for English MOI. In conclusion, majority of the pupils in both bilingual and monolingual medium classrooms were bilingual, and most of them expressed preference for English MOI.

# CHAPTER SEVEN: DISCUSSION OF THE PEDAGOGIC RELEVANCE OF CLASSROOM CODE CHOICES AND PERCEPTION

## 7.1.    Introduction

This chapter presents a discussion of the pedagogic relevance of code choices and the perceptions of teachers and pupils in the Ghanaian classrooms. The various types of code choices identified in the classrooms are discussed (section 7.2), which is followed by discussions on the pedagogic relevance of code choices in the classrooms (section 7.3). Finally, section 7.4 presents discussions on the perceptions of teachers towards code choices based on teacher interview data and questionnaire surveys, and the perceptions of pupils based on pupils' focus group data.

The discussions address the research aims and questions. The dissertation is a comparative study between bilingual and monolingual classrooms in Ghana exploring the use of Ghanaian indigenous languages, in this case study Ewe, and English in the classroom. It presents the pedagogic functions of code choices in the classroom, and the perception of teachers and pupils towards these code choices. The research questions below are investigated through empirical analyses of classroom interactions, ethnographic field notes, teacher questionnaire surveys, teacher interviews, and pupils focus group discussions. Each of the research questions are discussed based on the findings from the data sets with reference to the broader research into language of education and language contact.

1.   What are the code choices in Ghanaian classrooms?

   *a. Do bilingual practices occur in both bilingual medium and monolingual medium classrooms in Ghana?*
   *b. What are the various types of bilingual practices that occur in the classrooms?*

2.   What are the pedagogic functions of code choices in Ghanaian classrooms?

   *a. What are the pedagogic functions of code choices in bilingual classrooms?*
   *b. What are the pedagogic functions of code choices in monolingual classrooms?*

3.   What are the perceptions towards bilingual and monolingual media of instruction in Ghanaian classrooms?

   *a. What are the perceptions of teachers towards bilingual and monolingual media of instruction?*
   *b. What are the perceptions of pupils towards bilingual and monolingual media of instruction?*
   *c. How do these attitudes reflect in their classroom language use?*

## 7.2. Code choices in bilingual and monolingual classrooms

Research question one asks whether bilingual practices occur in both bilingual medium and monolingual medium classrooms in Ghana, and the degree to which the various types of bilingual practices that occur in the classrooms. In exploring the latter question a taxonomy, as presented in Figure 2.1, was developed to guide the structural analyses. Two main types of bilingual practices were identified, which are intersentential switches and intrasentential switches. Intersentential switches can occur as repetitive or non-repetitive, whereas intrasentential switches can occur as repetitive and non-repetitive. Both can occur as single lexemes or phrases, while intrasentential switches can also occur as tag switches. This taxonomy is developed based on the various types of bilingual and multilingual code choices identified in the literature including distinctions such as insertion, alternation and congruent lexicalization (e.g. Muysken 2000); codeswitching, borrowing and insertion (e.g. Poplack 1981); codeswitching, alternation and lexical borrowings (e.g. Auer 1998a). In addition to the above classification are classroom specific classifications proposed in Adjei (2010) and Yevudey (2012, 2013). These studies identified repetitive and non-repetitive use of codes in the classroom in achieving communicative and pedagogic goals.

The exemplifications of the various types of bilingual practices in the classrooms have shown that such code choices are adopted in the classrooms. The examples of the various types of bilingual practices are presented in section 5.2.1. The proposed taxonomy presented a framework for analysing classroom interaction data in bilingual and multilingual classroom contexts. In these classrooms, teachers and learners use their linguistic resources which may involve monolingual and/or bilingual code choices in achieving pedagogic goals. The various types of bilingual practices can be described within the framework of codeswitching (e.g. Amuzu 2013; Auer 1999; Myers-Scotton 1983, 1993), which Poplack (e.g. 1980) describes as being synonymous to language alternation. This involves switching codes within a single discourse, which can occur as single lexemes, phrases or sentences. The taxonomy also reflects the three types of language contact presented by Muysken (2000) which are insertion, alternation and congruent lexicalization. The observed structural patterns of bilingual practices in the classrooms involve insertion of items from Ewe, English and other languages such as Akan (Twi), alternation at the clausal and sentential levels, and switching of materials from different lexical and grammatical items into a shared grammatical structure. An instance of insertion is *stop* in the sentence **é-***stop***-nà eʋuwo** 'It *stop***s cars**.' (Extract 5.30, Line 140); and an instance of alternation is in the sentence ...**nɔ nɔ ʃe-wò** (.)*sit at your place*(.)*sit at your place and pay attention to what we_re doing*, which can be translated as '...**sit at your place**(.)*sit at your place*(.)*sit at your place and pay attention to what we_re doing*. (Extract 5.29, Line 97). Instances such as these insertions and alternations are referred to as non-repetitive intrasentential switches, and repetitive intersentential switches, respectively. Also, instances of congruent lexicalization are similar to some of the bilingual practices identified in the

195

classrooms. Congruent lexicalization involves, for example, the use of English nouns and Ewe articles within a shared grammatical structures, which include *TV*-**a** '**the** TV' (Extract 5.13, Line 16), and *dustbin*-**a** '**the** dustbin' (Extract 5.15, Line 75).

The taxonomy can also be applied within the framework of translanguaging in analysing the structure of the linguistic repertoires adopted in the classroom. The various types of bilingual practices reflect the opportunities that teachers and learners have for cross-language transfer, and flexibility of code choices, which facilitates classroom interaction in achieving pedagogic goals (Lewis et al. 2012, Creese & Blackledge 2010), and also provide a framework for analysing the structure of the multiple discursive practices in the classrooms (García 2009). These opportunities are crucial in describing translanguaging classrooms.

This brings to the fore the significance of the term *bilingual practices* which attempts to address code choices in the classrooms as a grammatical and social phenomenon. The structural analyses can provide the analyst with insights into the pedagogic relevance of such choices. This study, however, departs from Muysken's (2000) proposal for avoiding the term *codeswitching* as the author argues that the term suggests alternation rather than insertion, and that the term separates code-mixing from borrowing and interference. The departure from this conceptualisation is because the term bilingual practices can involve alternation of codes. Secondly, the term does not encompass borrowing and interference in the sense that borrowings, although outcomes of language contact, have become part of the lexicon of the borrowing language through phonological and morphological adaptations[30], therefore when adopted in a conversation, they are not considered as switched lexicons. And the term interference suggests the use of a lexicon or expression from one linguistic code to another of which such a code choice has an adverse impact on the interaction. However, based on the classrooms observed the various types of bilingual practices are adopted to achieve communicative and pedagogic goals.

The various types of bilingual practices were analysed quantitatively in order to find out whether or not such code choices are adopted in both bilingual and monolingual classrooms and the amount of their occurrences. The analyses of the bilingual medium classrooms have shown that at the macro level, there were more instances of intrasentential switches than intersentential switches. Micro level analyses of intersentential switches have shown that there were more instances of non-repetitive intersentential switches than non-repetitive intersentential switches. For intrasentential switches, tag switches occur more frequently in addition to non-repetitive intrasentential switches involving single lexemes and

---

[30] Borrowings are not considered as instances of bilingual practices because these words have become part of the lexicon of the borrowing language, and at the communication level, speakers often do not consider such lexicons as switches. This explanation is also presented in Sankoff and Poplack (1981:4), as discussed in section 2.2.1, where the authors distinguish codeswitching from other language contact phenomena, such as, interference, pidginization, borrowing, calquing, language death, relexification, as they involve deformation or replacement of parts of the grammar or lexicon of a language. These language contact cases also occur in specific socio-linguistic context. For instance, in Ewe, the etymology of the lexicons **suku** (e.g. extracts 5.12, 5.13) and **lɔri** (e.g. 5.5) are from English 'school' and 'lorry', respectively, but they are conceived of as part of the Ewe lexicon, as they have been integrated into the language phonologically and morphologically.

phrases. In terms of repetitive intrasentential switches, there were more instances of repetitive single lexemes than repetitive phrases.

Similar insights can be drawn from the monolingual medium classrooms where, at the macro level, there were more instances of intrasentential switches than intersentential switches. Micro level analyses of intersentential switches have shown more occurrences of non-repetitive intrasentential switches than repetitive intersentential switches. Micro analyses of intrasentential switches have shown that tag switches were frequently adopted in the classrooms in addition to non-repetitive switches in a form of single lexemes. The predominant use of tag switches is as a result of teachers and pupils using discourse markers in their speeches of which such tags can be described as local mannerisms. Non-repetitive intrasentential switches in a form of phrases are fairly frequent in the monolingual classrooms. In terms of repetitive intrasentential switches, there were more instances of single lexemes than phrases.

The prevalence of intrasentential switches in the classrooms can be described based on Myers-Scotton's (1993c:500) observation that the *performance* of bilingual practices such as codeswitching can be conditioned by social, psychological and typological factors, which may include language proficiency, language dominance, and language typology[31]. In terms of social factors, there was prevalent use of bilingual practices between Ewe and English in out-of-classroom interactions; therefore, the teachers and pupils employ such code choices in their classroom interactions. The dominance of English during classroom interaction also condition switching between Ewe and English especially single lexemes and phrases. Language typological differences and similarities between Ewe and English may also influence the prevalent use of intrasentential switches as opposed to intersentential switches. The prevalent use of intrasentential switches was evident in the structural analysis of the classroom data, as presented, for instance, in Table 5.5, where repetitive intrasentential switches, non-repetitive intrasentential switches, and tag switches had higher frequencies. The grammatical word order of Ewe is Subject-Verb-Object (SVO) syntax, and subjects and objects are morphologically unmarked (Ameka 1991:7). Other alternative word orders are OSV, OVS and SOV which are linked to the base syntactic form SVO. The alternative orders are determined by semantic and pragmatic factors (ibid). English has SVO syntactic order. The variability of the Ewe syntactic orders when compared to English may condition the use of intrasentential switches as, for instance, most English single lexicons and phrases can be switched within Ewe grammatical structures without adverse impact on the syntax and semantics of the sentence.

The above discussion has shown that bilingual code choices are adopted in both bilingual and monolingual classrooms. Therefore, the pedagogic implication is that in both classroom contexts

---

[31] Myers-Scotton (1993c:500) states typological factors may influence the prevalence of certain types of codeswitching. The study shows that language pairs such as Japanese/English may show less occurrence of codeswitching involved English verb stems with Japanese inflections, whereas other language pairs (of which Ewe/English can be an example) show frequent use of such configurations.

bilingual code choices have a role to play in classroom interaction and such code choices are adopted to achieve pedagogic goals. This finding draws attention to which code choices are marked and unmarked codes in both classroom contexts. According to the Myers-Scotton Markedness Model, code choices can be described as marked or unmarked based on frequency of occurrence as well as whether it is the expected medium of interaction. Speakers' awareness of the rights-and-obligation sets of a given speech community or context, in this case study the classroom, enhances effective communication (Myers-Scotton 1993b). The marked and unmarked code choice patterns reveal a great deal on the linguistic expectations of the schools and the linguistic realities in the classroom. Teachers and pupils in their classroom interactions may or may not conform to the institutional linguistic expectations based on socio-grammatical conditions such as the content of the message, lack of the accessibility of vocabularies, the linguistic background of the pupils, grammatical complexities of the languages, just to mention but a few.

Per the prescribed language of education policies, bilingual medium of instruction is recommended in the public schools, which are also referred to in this study as bilingual medium classrooms; and monolingual medium of instruction is recommended in private schools, also referred to as monolingual medium classrooms. Reproducing tables 2.2 as table 7.1, during the Ewe session of the Language and Literacy lesson the expected unmarked code choices were Ewe only and bilingual Ewe-English while the marked code choice can be English only. Unmarked codes during the English session of the lesson were English only and Ewe-English while the marked code can be Ewe only. For the monolingual classrooms, the expected unmarked code during Ewe lesson was Ewe only while the marked codes were Ewe only and bilingual Ewe-English. The unmarked code during English lessons in monolingual medium schools was English only while the marked codes were Ewe only and bilingual Ewe-English. A long conversation exchange in English during Ewe lesson and a long exchange in Ewe during English lesson can be described as marked codes.

As presented in table 7.2, there was a variation between the expected code choices and the actual code choices in the classrooms especially in the monolingual medium classrooms. Although the policy in the monolingual medium classrooms stipulates monolingual code choices, teachers and learners adopt bilingual code choices in addition to monolingual code choices in their classroom interactions. Taking into account the outcomes of the quantitative analyses of the types of bilingual code choices in both classrooms contexts and the flexibility of code choices in the classrooms, it can be ascertained that code choices of monolingual Ewe and English, and bilingual Ewe-English were adopted in both classroom contexts to achieve communicative and pedagogic goals; therefore, all the code choices were unmarked. In addition to these code choices, Ghanaian indigenous languages such as Akan (Twi) was used by pupils during the lessons. This shows to much extent the flexibility of code choices in the classrooms. Such fluidity in code choices in the bilingual classrooms is the unmarked code (Agbozo 2015, Levine 2011, Myers-Scotton 1993), and such code choices seemed as though the teachers and pupils were

speaking one language (Gafaranga & Torras 2002). Teachers and pupils adopt their multilingual repertoires in their classroom interactions.

**Table 7.1** *The Markedness Model and expected code choice pattern in the classrooms*

| Code choices | Bilingual classroom | | Monolingual classroom | |
| --- | --- | --- | --- | --- |
| | Language and Literacy | | | |
| | *Ewe part* | *English part* | *Ewe lesson* | *English lesson* |
| Ewe only | Unmarked | Marked | Unmarked | Marked |
| English only | Marked | Unmarked | Marked | Unmarked |
| Ewe-English | Unmarked | Unmarked | Marked | Marked |

**Table 7.2.** *The Markedness Model and the linguistic realities in classrooms*

| Code choices | Bilingual classroom | | Monolingual classroom | |
| --- | --- | --- | --- | --- |
| | Language and Literacy | | | |
| | *Ewe session* | *English session* | *Ewe lesson* | *English lesson* |
| Ewe only | Unmarked | **Unmarked** | Unmarked | **Unmarked** |
| English only | **Unmarked** | Unmarked | **Unmarked** | Unmarked |
| Ewe-English | Unmarked | Unmarked | **Unmarked** | **Unmarked** |

### 7.3    The pedagogic relevance of code choices in the classroom

Code choices and their pedagogic relevance in the classrooms are presented in Chapter 5. The analyses in that chapter addressed research question 2, whose aim was to identify the pedagogic functions in the classroom interaction data in bilingual and monolingual classrooms. The analyses were carried out based on the Language Mode Continuum and the Markedness Model. The interpretations of the data were also situated within the language of education and planning, and language contact paradigms. Per the Language Mode Continuum, factors such as the participants, the situation, the form and contents of the message, and the functions of the language act were found to condition code choices among interlocutors. These factors were explored in the classroom interaction data in order to determine how these factors influence code choices of teachers and learners in the classrooms, and how the outcomes of the analyses can inform language of education policy planning and curriculum design in Ghana.

*The participants* within an interactive event may influence code choice and this may be conditioned by factors such as language proficiency, language mixing habits and attitudes towards the mode of interactions (Grosjean 2001). The research explores the impact of participants, thus teachers and pupils, on code choices in the classrooms. Two main types of participant related code choices were identified in both bilingual and monolingual medium classrooms; these were *teacher-initiated* and *learner-initiated*. Teacher-initiated code choices refer to code choices such as bilingual practices that were adopted based on the influence of the teacher. For instance, in the examples presented in section

5.3.1, some of the teachers asked pupils to provide English equivalents of Ewe words, phrases or sentences and vice versa. Such pedagogic approaches of asking pupils to provide translations influence code choices in the classrooms. In some instances, teachers switched from one language to another, and the conversation exchanges by pupils following such switches are characterised by the switching patterns adopted by the teachers.

Similarly, learner-initiated code choices refer to conversation exchanges where code choices such as bilingual practices are determined by the pupils. In such instances, the bilingual code choices initiated by the pupil were adopted by other pupils and/or teachers in their responses. Such code choice phenomena are described by Auer (1999) as participant-related switching. Similar code choice patterns are observed in other studies including Sert (2015), Adjei (2010), Huang (2008), Üstünel and Seedhouse (2005), Üstünel (2004). Üstünel and Seedhouse (2005) and Üstünel (2004), for instance, discuss code choices in English as a Foreign Language (EFL) classrooms in Turkish Universities and find that codeswitching in the EFL classrooms can be teacher-initiated, teacher-induced, and learner-initiated. Based on bilingual Ewe-English data, Adjei (2010) states that teacher-initiated codeswitching during teaching is meant to explain difficult concepts and to enhance pupils' understandings. Such code choices are conditioned by the participants in order to achieve communicative goals, and used in the classroom to achieve pedagogic goals of which language learning and content comprehension are crucial. These findings are plausible through the adoption of the Conversation Analysis (CA) where it was possible to unpack the conversational sequence and identify the code choice patterns (Üstünel 2004, Wei 2002, Auer 1998)

Initiation of bilingual code choices are often not accepted code choice in the classroom where the teachers and/or the learners may express alignment or misalignment of the initiated code choice (Üstünel & Seedhouse 2005, Arthur 1996). In the classrooms observed in this research, teachers and pupils initiate either monolingual or bilingual code choices and there are often alignments. The teacher-initiated code choices where a teacher asks pupils to provide, for example, English equivalent of Ewe words or expressions and vice versa are adhered to by the learners. It is also evident that when pupils switch between either of the languages teachers adopt such switches in their responses. However, learner-initiated switch which are often not accepted in the classrooms are instances when they switch from either Ewe or English to other languages such as Akan. Such switches are acknowledged by the teachers. In response, the teachers provided the equivalent of the switched word into Ewe or English.

Code choices among interlocutors can be conditioned by *the situation*. The situation refers to the physical location of the interaction, presence of monolinguals, degree of formality and intimacy among the speakers, etc. (e.g. Grosjean 2008). The various classrooms observed are the physical location and the setting can be described as formal. Within the classrooms, teachers and pupils have Ewe and English as shared repertoires. As presented under table 6.40 of section 6.3.1, majority of the pupils are bilingual in Ewe and English, and others spoke other languages such as Akan (Twi) and Ga.

Three stages can be identified based on the structure of the lessons in bilingual classrooms. These are the start, the transition stage and the end of the lessons. The Language and Literacy lesson is taught bilingually where the first half of the lesson is taught in Ewe and the same topic is taught in English during the second half. At the start of the lesson, it is expected that Ewe should be use; however, this is often not the case. At the start of some of the lessons, as presented under extract 5.24, teachers introduced the lesson in English or bilingual Ewe-English then continued in monolingual Ewe and/or bilingual Ewe-English. At the transition stage of the lesson from Ewe session to English session, there seemed to be similar code choice pattern where teachers switch between Ewe and English in introducing the English session of the lesson. This language use phenomenon is expected, thus unmarked, as the first half of the lesson and the second half occur at the same teaching period. In the third stage, thus the end of the lesson, the majority of the lessons ended in monolingual English, which can also be described as unmarked code as the second half is expected to be carried out in English.

The monolingual medium classrooms, on the other hand, have separate sessions for Ewe and English sessions. As presented under section 6.3.2 table 6.42, the majority of the pupils in monolingual medium schools are bilingual in Ewe and English with some of them monolingual in English. This shows that, in terms of the presence of monolinguals, per the Language Mode Continuum, bilingualism is the norm in the schools. Equally, most of the teachers are bilinguals in Ewe and English, and others spoke other languages such as Akan (Twi), French, and other languages spoken in Volta Region. The classroom context in monolingual classrooms can also be described as being formal.

The structure of the lesson can also impact on code choice. Recommended medium of communication during Ewe and English lessons were monolingual Ewe and English, respectively. However, as discussed under section 5.2.2 on the frequencies of code choices in the classrooms, teachers and pupils adopt bilingual and monolingual code choices during classroom interactions. The three stages of the lesson identified in the bilingual medium classrooms are not the same for monolingual medium classroom due to the monolingual language policy. There were, however, instances identified in the classroom where English is used at the start of Ewe lesson (see extract 5.28). This is contrary to the prescribed code choice.

In both classroom contexts, the classroom situation in terms of the location of the interaction, presence of monolinguals, and degree of formality and of intimacy have impacted on code choices. The use of learners' first language at certain stages of the target language classroom can be described based on the procedural context (Lam Hoang and Filipi 2016, Seedhouse 2004). Lam Hoang and Filipi (2016), for instance, note that in English as a Foreign Language classroom in Vietnam the pre-entry phase of the procedural context is often initiated by the teachers firstly in English then a switch to Vietnamese. This phenomenon is equally the case in the classrooms observed. Such code choice patterns are meant to enhance and facilitate the comprehension of the learners.

*The form and content of the message* can also condition code choices among interlocutors. This includes factors such as the language(s) used, topic under discussion, type of vocabulary needed, and the amount of mixed. The amount of mixed languages is described under section 7.2 above. As the classroom observations were carried out during the same teaching term, the public and private schools observed taught similar topics. What this illustrates is that the public and private schools use similar curricula. The major difference between the two classroom types is the medium of instructions where public schools adopt bilingual medium of instruction while the policies of private schools favour monolingual code choices. Some of the topics taught include socio-cultural themes such as road safety, environmental protection, home and family, types of religion in Ghana; and language related topics such as vocabulary substitution, grammar, and reading comprehensions.

In a classroom interaction on the topic 'road safety', as presented under extract 5.30, the teacher asked the pupils to provide the Ewe equivalent of the phrase *traffic light* and stated within the same conversation exchange that they all call it *traffic light*. The interpretation that can be derived from that exchange is that there was a lexical gap in the repertoire of the teacher and pupils for the word *traffic light* and this can partly be associated with the topic under discussion as the topic 'road safety' is a foreign concept other than indigenous Ewe concept. Conversely, in monolingual classroom in class 3 of school B the teacher and the pupils were treating a topic on the months of the Ewe. Ewes have thirteen months as opposed to the twelve solar months. For this reason, as presented under extract 5.32, the Ewe months were mentioned exclusively in Ewe with no English equivalence. The inferences that can be drawn from this code choice pattern is that due to the variation of the number of months there were no exact equivalence of the Ewe months in English. Therefore, the topic determined the code choices.

Code choices can be conditioned by what Grosjean (e.g. 1998) describes as *the function of the language act*. Different codes can be used to achieve communicative goals. The CA approach provides a framework to explore the sequential and the ordered communicative activities taking place within a given interactive event (Üstünel & Seedhouse 2005, Üstünel 2004, Wei 2002, Auer 1998, Gumperz 1982). The application of the CA approach to bilingual interaction play a vital role in understanding and explaining the motives of code choices be it bilingual or monolingual during interactions. The interpretation of the interaction can be based on the conversation exchange itself and from the perspective of the speaker(s). As Wei (2002:159) reiterates, '[t]he CA approach facilitates the analysis of fragmentary and unidealized data and gives primacy to interpretations that are demonstrably oriented to participant actions rather than to global social categories.' In view of this, Wei (2002) argues that analyst-oriented classificatory frameworks often impose meaning to conversation exchanges that may not be intended by the speaker(s), and such function and meaning impositions create misrepresentations of the dynamic and flexibility that characterise code choices among bilingual and multilingual interlocutors (Stroud 1992). Therefore, accounting for the communicative functions of code choices require contextual analyses where interpretations and functional allocation of a given conversation

exchange is based on other turns and the broader conversation exchange. Such an approach to analysing conversations is conceptualised by Gumperz (e.g. 1982) as *contextualization*, Auer (eg. 1998) as *contextualisation cues*, and Wei (2002) as *sequential organisation*.

In addition to interpreting code choices based on the conversation exchange itself, it is germane for the analyst to understand the broader code choices of the speech community and the RO set within which the interlocutors are operating (Myers-Scotton 1993a). For instance, in understanding code choices phenomena in day-to-day interactions among Ghanaians can afford interpretations of code choices in the classroom. The code choices by teachers and pupils during classroom interaction may be influenced by the code choices in out-of-classroom interactions and code choices in general. A sociolinguistic argument can be posited by comparing the realities of societal and individual language use patterns and how this can influence language use in the classroom. Individual bilingualism, thus bilinguality, and societal bilingualism play a significant role in language use in education (Baleghizadeh 2008, Hamers & Blanc 2000).

Against these backdrops, the classroom interaction data were analysed based on the CA paradigm. The CA approach was used in exploring the ways that teachers and learners use their linguistic repertoires in achieving pedagogic goals in the classroom. Various pedagogic functions were identified from the transcripts of the classroom interaction using an integrated data driven and inductive approach. The pedagogic functions were also explored with reference to other studies within language contact and language planning frameworks. Bilingual and monolingual code choices in the classroom can be adopted to achieve pedagogic goals. Some of the pedagogic functions identified in bilingual classrooms include switching for vocabulary acquisition, for teaching pronunciation during English lesson, for recapitulation and explanation, for instruction, and switching as quotation/quotative function. The pedagogic functions identified in monolingual classrooms include switching to facilitate vocabulary acquisition, for recapitulation and explanation, for instruction, for class control, for enhancing pupils' understanding of class exercises, for teaching grammar, and for teaching pronunciation during English lesson.

In both classroom contexts, three types of code choices were used in achieving pedagogic goals which include monolingual Ewe and English, and bilingual Ewe-English. The teachers adopt these codes for the purposes of increasing pupils' comprehension of concepts and supporting their language skills. Though the language of education policies in the monolingual classroom proscribed bilingual code choices, teachers and pupils adopt these codes in their classroom interactions, which is similar to the code choice patterns observed in the bilingual medium classrooms. Code choices in the classrooms are adopted flexibly without much evidence of hesitation. This can, therefore, be described as 'an automatic and unconscious (linguistic) behaviour' (Sert 2005:2).

The use of learners' first language in target language classrooms and the use of bilingual practices have been debatable. Using the first language in second language classroom and their

203

concurrent usage are considered as MOI that hinder learners' mastery of the target language and undermine the learning process (e.g. Lightbown 2001, Macdonald 1993, Chaudron 1988). Other studies have presented the pedagogic relevance of first language in target language classrooms and have considered the use of pupils' first language as a resource for teaching the target language (e.g. Li, Wang and & Liu 2016; Oguro 2011; Opoku-Amankwa & Brew-Hammond 2011; Adjei 2010; Arthur 1996). Some of the pedagogic relevance of bilingual code choice identified by other studies include the attempt to deal with lack of response in the L2, to get learners to translate into the L1, to translate items into L1 for clarification, to provide a prompt for L2 use, to deal with procedural trouble (Üstünel and Seedhouse 2005); to call on students to volunteer, to give instruction about a problem solving task, to give instructions about a grammar exercise, to check reading task set as homework, to check new word meaning (Lam Hoang & Filipi 2016)

In Ghanaian classrooms, several studies have shown, based on empirical studies, the importance of the bilingual practices between the Ghanaian indigenous languages and English (Atiemo 2015; Agbozo 2015; Opoku-Amankwa, Edu-Buandoh, & Brew-Hammond 2015; Yevudey 2015; Brew-Daniels 2011; Adjei 2010; Amekor 2009, Ezuh 2008). Atiemo (2015), for instance, describes the functions of codeswitching in Akan-English classrooms based on themes including academic functions, socializing function, and management function. Academic functions involve switching for explanation, for checking understanding, for encouraging learners' participation, for repetition, for easy expression, for translation, for emphasis and for correction. In terms of the socializing function, codeswitching is used for creating social relation and for creating a sense of belonging. The third function type identified is management function where codeswitching is used for instruction and for classroom discipline. Teachers use codeswitching in the classroom to increase pupils' contribution and understanding during lessons due to lexical need of the pupils (Adjei 2010). Based on data from Junior High School in Ewe dominated area, Agbozo (2015) states that codeswitching between Ewe and English is the predominant code choice adopted in the classrooms. The functions identified include switching for reiteration, and addressee specification and acknowledgement. Switching for reiteration is identified in the same language pair classrooms by Adjei (2010) and Yevudey (2013), which these studies describe as repetitive codeswitching. Teachers repeat the same words, phrases or sentences from one language, example Ewe, and repeat them in another language, example English, in order to facilitate pupils understanding and to give explanation of concepts.

The process of translating concepts from one language to another has some pedagogic relevance. First, it provides the pupils with requisite skills in mastering their indigenous languages, in this case study Ewe, while being exposed to English. This process will enable the pupils to have competence in both languages, particularly oral competence. Secondly, the bilingual and flexible code choices in the classrooms will provide a platform for both average and brilliant pupils to understand the lesson and to

contribute to discussions. Therefore, bilingual practices serve as a communicative strategy adopted in the classrooms to facilitate language acquisition and content comprehension (Jørgenson 2003).

Bilingual practices such as codeswitching is not a preserve for the classroom, but also adopted in other domains. In Ghana, bilingual code choice is pervasive and functions as unmarked code choices (Nuworsu 2015, Chachu 2013, Amuzu 2012, Asare-Nyarko 2012). Bilingual code choices among Ghanaians have become an expected code choice and forms part of the daily language use of bilinguals and multilingual alike. Predominantly, speakers switch between English and the Ghanaian indigenous languages, which include combinations such as Ewe-English (e.g. Amuzu 2014, 2016; Dzameshie 1996), Dangme-English (e.g. Nartey 1982), Ga-English (e.g. Vanderpuije, 2011), Akan-English (eg. Asare-Nyarko 2012, Forson 1988). These code choices are used in various contexts including family interactions (e.g. Amuzu 2012), marriage ceremonies (eg. Nuworsu 2015), advertisements (e.g. Chachu 2013, Vanderpuije 2011), written communications (e.g. Duah & Marjie 2013), churches (e.g. Albakry & Ofori 2011), radio talk shows (e.g. Brobbey 2015, Yevudey 2009[2012]), just to mention but a few. As bilingual practices permeate the speech of an average Ghanaian and such code choices are adopted in both formal and informal contexts, it is plausible to state that the use of bilingual practices in the classrooms reflect the general code choices among Ghanaians. Therefore, in understanding the general code choice patterns of the society or speech communication in which schools operate can elucidate on the types of code choices adopted and their functions. As Adjei (2010) explains, codeswitching is a pervasive and a common way of interaction among educated Ghanaians especially when they share the same mother tongue. Such pervasive bilingual practices are described as a *third tongue* of Ghanaians (Amuzu 2005b, Asilevi 1999). Another commonality between classroom code choices and code choices in other contexts is that there are more switches when the indigenous languages are used whereas there is predominant monolingual code choice when English is used.

In addition, the patterns of language use in both classroom contexts reveal the sociolinguistic realities in the classroom. During the lessons in both classroom contexts, there was pervasive use of English during Ewe lesson than Ewe use doing English lesson. A conclusion that can be drawn from this observation is that teachers and pupils may have competence in English than in Ewe. Such code choices further reveal the functionality of English and Ewe within the classroom. English is actively used during Ewe lessons whereas there is less switches to Ewe during English lessons. The limited functionality of Ewe within the broader language policy of Ghana and the limited functionality of Ewe in general are factors that can contribute to the pervasive switches. As such this can put a threat to the maintenance of Ewe in the sense that limited use of languages, especially within the education system and for official purposes, hinders language development and maintenance (Nakayiza 2012, Batibo 2005, UNESCO 2003). Most job opportunities require prospective applicants to have spoken and written competence in English with no emphasis on competence in the indigenous languages. If this has become the norm, the interests in acquiring competence, especially written competence in the indigenous

languages, may not be of importance. To address these linguistic biases, institutions and businesses should include competence in indigenous languages as one of the requirements for appointments. It has to be acknowledged though that institutions teaching the indigenous languages require competence in the languages, which is expected of language institutions.

In general, code choices in bilingual and monolingual classrooms are comparable when it comes language use. In both classroom contexts, there were pervasive use of bilingual practices to achieve pedagogic goals. In particular, during Ewe lessons in monolingual classrooms and during Ewe sessions of Language and Literacy lessons in bilingual medium schools the teachers and the pupils switch between Ewe and English during classroom interactions. This shows that even in the classrooms where the policy stipulates monolingual code choice teachers and pupils made use of bilingual practices in order to enhance content delivery and comprehension, and to achieve communicative goals.

In the classrooms observed, both Ewe and English were used concurrently to achieve pedagogic goals. Such concurrent code choices in the classrooms were more ecological and effective approach to language acquisition and content comprehension (Creese & Blackledge 2010, Cook 1992). Prescribed monolingual policies, especially in private schools in Ghana, aim to promote coordinate bilingualism, but as Widdowson (2003) equally observes, such pursuits achieve the contrary where the learners experience compound bilingualism internally. Language separation approaches do not only create a backdrop for excluding some learners from the education experiences, but also hinders achievement of pedagogic goals.

English only medium of instruction is motivated by the prestigious role of English as the official language of Ghana. There is continuous growth in preference for English MOI, which has resulted in increased number of private schools in the country (Dzahene-Quarshie 2009). The prominence of English literacy often conceives literacy based on competence in English taking no cognisance of the importance of the Ghanaian indigenous languages in the literacy pursuits. To the contrary, teaching of and through English, and general literacy policies should take into account the linguistic realities of the country which is multilingual. The conceptualisation of English literacy should be addressed as a local phenomenon, thus based on how English and other languages are used in the country, instead of through a global lens. Thus, as Blommaert (2010:23) describes English literacy in the case of South Africa, for example, in 'the teaching of English there needs to be understood as proceeding within a strongly local economy of language and literacy, not in terms of universal standards of English.'

Various motivations are cited as reasons to promote English literacy. These include the abysmal performance in English and other subjects in the national examinations; and the global spread of English (Dzahene-Quarshie & Moshi 2014, Andoh-Kumi 1999). However, the indigenous languages cannot be eliminated from the curriculum of schools because of the pervasive multilingualism of the classrooms and further based on the variability of learners' competence in English. Not every learner can speak English, and sometimes some do not have competence in the indigenous languages. Therefore,

pedagogic-driven blend of both English and the indigenous languages would facilitate content comprehension and language acquisition.

### 7.4    Perceptions towards code choices in the classroom

This section focuses on the perceptions of teachers and pupils towards code choices in the classroom. The perceptions of teachers based on the interviews and questionnaire surveys are presented. This is followed by discussions on the perceptions of pupils based on evidence from pupils' focus group data.

- **The perception of teachers**

Research question 3(a) and 3(c) aimed to explore the perceptions of teachers towards code choices in the classroom and how their perceptions reflect in their classroom code choices. Data from the teacher interviews and questionnaire surveys present some perspectives into the perceptions of teachers towards language of education and some recommendations. Some of the emerging themes on the pedagogic relevance of code choices in the classrooms includes the concept of *first-language-first*; *linguistic background of pupils as a determinant factor in formulating language of education and instruction*; *fluency in speaking English, but luck of competence in writing*; and *the accommodation of teachers towards pupils' linguistic digression in the classroom*. In addition to the above are the themes on the *contextual variations – thus inside and outside the classroom – in code choices in school*; *the role of out-of-school exposure to language learning and mastery*; *lack of linguistic competence of teachers and pupils*; and *recommendations for flexible bilingual and multilingual education.*

Firstly, the concept of first-language-first, as expressed by some of the teachers, advanced from the perception that the principle of learning is from the known to the unknown where the pupils ought to be exposed to Ewe first while being introduced to English as a second language. The first language of learners plays a role in the acquisition of the target or second language, therefore should be accommodated in classroom pedagogy (Corcoll 2013, Littlewood & Yu 2011. García 2009). In terms of linguistic backgrounds, teachers recommended that the linguistic backgrounds of the pupils should be taken into account when formulating language of education policy and instructions in schools. Pupils who have out-of-classroom exposure acquire higher competence than those that do not (Lightbown 2001). Some of the teachers expressed the opinion that some pupils speak English fluently, but lack competence in writing. Such observation, as the head of school A – a public school stated, is common among pupils studying in private schools where there is extensive focus on spoken English with less focus on the writing.

Furthermore, accommodation of pupils' linguistic digressions by teachers was one of the themes that emerged from the teacher interview data. Some of the teachers stated that they address pupils' linguistic digression by acknowledging the alternative code they have used, example using Ewe during

English lesson, and provide a translation in the expected code. Some of the teachers, however, stated they query pupils who do not use the expected code choice as a strategy to encourage them in acquiring competence in the languages. Such restrictions on code choices in the classroom by teachers is reported in Botswana. Arthur (1996) states that though teachers adopt codeswitching in the classroom as a code choice they discouraged pupils from using switching between Setswana and English as the policy stipulates English only medium.

The teachers also expressed that there are contextual variations when it comes to code choices in schools. For instance, pupils are likely to switch between Ewe and English during their out-of-classroom interaction when compared to their classroom code choices. Similar observation is presented on the classrooms studied by Ncoko, et al. (2000). Bilingual practices of teachers and pupils are conditioned by their lack of competence in either of the languages, mostly in the indigenous languages on the part of the teachers, and lack of competence in English on the part of the pupils. As Agbozo (2015) recounts, lack of linguistic competence is not a preserve for pupils, but also some teachers. Some teachers do not have competence in the local language of the community they are teaching. The class teacher of classroom 3 of school A stated that she is not fluent in Ewe, therefore, finds it challenging to teach in Ewe without switching into English. Equally, some of the pupils switched codes as they do not have competence in either Ewe or English.

Based of the above discussions, the most frequent themes from the teacher interviews is the concept of first-language-first. Therefore, it can be suggested that teachers' bilingual practices in the classroom and their general code choices are motivated on the assumption that teaching through the indigenous languages will facilitate the acquisition of the second language, English (Simasiku 2016, Atiemo 2015, Shoba 2013). This approach to language teaching and acquisition is predominantly lineal where the first language is introduced first then the target language. Weber (2014) argues the contrary. Weber posits that it is a myth that a high level of proficiency in pupils' mother tongue is needed prior to the introduction of the second language (L2) as a medium of instruction. This assertion is said to be problematic on the bases that mother tongue based educations often present fixed bilingual or multilingual education that are reliance on 'a discourse of ethnolinguistic essentialism' where a particular language is attributed to the pupils (Weber 2014:182). Weber offers an alternative perspective on language of education in multilingual contexts which is *flexible multilingual education*. For Weber, a sudden transition from one medium of instruction, e.g. Ewe, to another, eg. English, may be difficult for some students to negotiate. Therefore, bilingual practices such as codeswitching and translanguaging are ideal and provides "a way of scaffolding students' learning rather than to insist on language separation approaches that attempt to keep each language in an impossible state of 'purity'" (Weber 2014:182-3).

This language separation approach exists in the Ghanaian education system in the public schools, but mainly prevalent in private schools. In the public schools, it is expected that both the

indigenous languages and English be used in the Language and Literacy lesson. Even then, Ewe lesson is meant to be taught during the first half of the lesson and the same topic to be treated in the second half in English. Though the two languages are expected to be used separately, the classroom observations and the interactions show that there is fluidity in the code choices. The two languages are activated and used concurrently. This observation in public schools is manifested in private schools. In the private schools, there were separate teaching periods for the indigenous languages and English. However, there were observable bilingual practices during the classroom teaching and learning.

The analyses of the questionnaire survey show that majority of the teachers from both bilingual and monolingual medium schools recommended bilingual MOI between Ewe and English. Some of the motives stated were that bilingual code choice in the classroom enhances language acquisition and facilitates content comprehension. In addition, the lack of competence of the pupils in either Ewe or English was one of the reasons for recommending bilingual MOI. In the classroom context, achieving pedagogic goals depend greatly on the language proficiency of the individual in the classroom (Cummins 2000:67), and as such "learners can only progress successfully if their language proficiency in the language of instruction is sufficiently developed to be able to communicate academically (Simasiku, Kasanda & Smit 2015:71). The teachers also believe that learning is from the known to the unknown, therefore pupils should be taught in Ewe first while being introduced to English as a second language. A response that was recurrent in the interviews with the teachers.

Some reasons provided by teachers who recommended monolingual English code choice stated that learning and teaching objectives can be achieved through persistent explanation of concepts in English. Another reason stated was that English only medium of instruction should be encouraged as the pupils are examined in English. In addition, one of the teachers stated that teachers who are conversant with their subject area do not use bilingual medium when teaching, and further that monolingual use of English will enable pupils to focus on the main language which is English. One of the teachers, though selected the option of *no opinion*, recommended that teachers adopt bilingual code in the classroom. However, the teacher added that though bilingual code choices are used pupils are examined in English. Some of the teachers discouraged bilingual language use in school for the reason that language policies of many schools are heavily English-oriented and English is accorded important role in the education system. As a teacher in school C expressed, some schools have punishments in place for pupils who speak any other language other than English (response from teacher C64).

The frequent opinions expressed in favour of bilingual medium of instruction, particularly at the lower grade, include the idea that pupils' understanding and participation in the classroom are enhanced when teachers adopt bilingual code choice; and learning and teaching objectives are easily achieved using two languages. Additionally, some teachers point out that adopting both Ewe (Ghanaian indigenous languages) and English will promote the local languages in the education curricula. These varied opinions show that attitudes towards code choices in the classroom can be described in terms of

agreement, disagreement and conditional (Metila 2009). While some teachers are in favour of bilingual medium of instructions others recommend monolingual medium. Some teachers expressed conditional opinions by recommending bilingual MOI, however, stated that it should be acknowledged that pupils are examined in English.

Teachers were asked which one language or combination of languages they will recommend for pedagogic functions in the lower grade. The percentage of teachers who recommended bilingual Ewe-English MOI was high. In both bilingual and monolingual medium schools, majority of the teachers expressed preference for bilingual medium as an ideal code choice for teaching in the lower grade classes. Such a recommendation is observed in Simasiku (2016), and Simasiku, Kasanka and Smit (2015) who explored the case in Namibia. In investigating whether the use of mother tongue in English medium classrooms can enhance the participation of pupils, and whether the use of the mother tongue can enhance learners' academic achievements, both studies have shown that the use of the mother tongue in English medium classrooms via codeswitching benefitted leaners' participation and enhanced their academic achievements.

Comparative analyses of both classroom contexts based on the questionnaire surveys present results that can inform language of education policy in Ghana. A hypothesis was tested in order to explore whether the type of schools teachers teach in may impact on their awareness of the current language policy of the country. The results from the chi-square test of independence show that the relation between the variables was significant in that teachers in bilingual medium schools are highly likely to be aware of the language policy than teachers in monolingual medium schools. This result is expected in that teachers in bilingual medium schools operate under the national language policy whereas the teachers in monolingual medium schools operate under school-internal policies.

The study also explores whether the type of school teachers teach in influences the MOI they will consider as effective for teaching and learning in lower grade classes. The chi-square results have shown no significant results, which can be explained that the school type does not influence the MOI that teachers consider as effective medium for the classroom of which majority of them recommended a combination of Ewe and English. A comparison of the general attitudes of teachers have shown that teachers in bilingual medium schools are highly likely to express positive attitudes towards bilingual MOI whereas the contrary is the case for teachers in monolingual medium schools. An overview of the responses has shown that majority of teachers in both classroom contexts have positive attitudes towards bilingual MOI (see table 6.37).

▪ **The perception of pupils**

Studies conducted with pupils as participants are often about them without active engagement of their perspectives. Classroom based research and other research works involving children have been concerned about researching on children as opposed to working with or for children (Mayall 2000, O'Kane 2000). However, it is prudent to engage children or pupils in research that involve and concern them (Fargas-Malet et al. 2010, Kellett & Ding 2004). This study advanced this status quo by engaging the pupils actively in the research through focus group discussions. The pupils were given the opportunity to express their opinions on their preferred code for teaching and the motivations for their preferences. The pupils also stated their linguistic backgrounds in terms of the number of languages they spoke and the language they frequently spoke at home. Exploring the linguistic backgrounds of the pupils and their preferred medium of instruction was in response to research questions 3(b) and 3(c), which were meant to determine the perceptions of pupils towards bilingual and monolingual MOI and how these attitudes reflect in their classroom language use.

The responses to their preferred code choice in the classroom were varied from monolingual use of Ewe and English to bilingual use of Ewe-English. The responses of the pupils have shown that the preferred MOI is English medium. In addition, some of the pupils preferred monolingual use of Ewe and English. The understanding derived from the responses of the pupils is that their preferred code choices is partly influenced by their linguistic background. That is, the pupils who have exposure to English at home preferred English medium of instruction, whereas those who are introduced to both languages expressed opinion for bilingual medium. Equally, those that have Ewe only exposure at home also expressed preference for Ewe medium. The linguistic backgrounds of the pupils may also influence their code choices in the classrooms. Pupils who have exposure to Ewe and English are highly likely to adopt bilingual code choices whereas those with monolingual backgrounds are likely to adopt monolingual codes.

Some of the pupils, as part of the focused group discussions, recommended that teaching should be conducted through all the languages in their repertoire. As presented under Extract 6.11, the English class teacher of school B, who was present during the focused group discussions, commented on the pupils' recommendations stating that the recommendation made by the pupils suggested that every teacher should be able to speak Ewe, Gã, English and other languages in the repertoire of the pupils in order to meet the linguistic needs of the pupils and to facilitate their understanding. From a practical perspective, it may be linguistically challenging, if not impossible, for all teachers to be able to speak all the languages in the pupils' repertoire. A compromise, therefore, will be that teachers are able to speak the required indigenous language of the school, Ewe in this case study, and English. Where the use of other languages become necessary, the teachers can seek help from other teachers.

The pupils stated the languages they spoke at home. Some of the pupils from both school contexts spoke English only at home (22, 36.7%); some of them spoke Ewe and other Ghanaian languages only (28, 46.7%); others spoke a combination of Ewe and English (8, 13.3%); and others spoke other languages at home (2, 3.3%). The implication drawn from the analyses is that majority of the pupils in both school contexts had Ewe and English in their repertoire. Secondly, most of them spoke either English or Ewe at home, while others spoke bilingual Ewe-English and other languages at home. Due to the observed linguistic diversities of the pupils, the study posits that flexible multilingual MOI is ideal for both bilingual and monolingual medium schools. This is because an exclusive use of English or Ewe in the classroom may lead to the exclusion of some pupils in the classroom, and may hinder content comprehension and language acquisition. However, if a flexible approach to code choices is adopted in the classroom it will be inclusive regardless of the linguistic backgrounds of the pupils and this may facilitate the acquisition of languages that are not in the repertoire of the pupils. This recommendation is mainly for the initial stages of the education curriculum, thus kindergarten to grade 3. This is because during this stage of the education system, pupils may or may not have competence in either English or the Ghanaian indigenous languages, in this case study Ewe. A flexible multilingual approach to language policy and implementation will be inclusive, which will initiate pupils into school through the codes they already know while learning new codes. Achievement of equal and inclusive education system in multilingual contexts require learner-centered and outcomes-based pedagogies (Barrett et al. 2007) of which language is crucial. Code choices in multilingual classrooms ought to reflect the linguistic backgrounds the learners and also that of the teachers in order to achieve pedagogic goals.

# CHAPTER EIGHT: FINDINGS AND CONCLUSIONS

## 8.1. Introduction

This section presents a summary of key research findings of this dissertation, including the pedagogic functions of code choices in bilingual and monolingual classroom contexts, and the perceptions of teachers and pupils towards code choices in the classroom (section 8.2). Section 8.3 presents the limitation to the research and section 8.4 presents the conclusion of the research. Finally, the research impact strategies are presented in section 8.5.

## 8.2. Summary of findings

The aim of this study is to present empirical evidence on what the language of education policy stipulates, the linguistic realities in the classrooms, and the attitudes of teachers and pupils. Language of education policies in the bilingual medium classrooms observed recommend bilingual MOI, and the monolingual medium schools recommend monolingual MOI. The linguistic situations in bilingual and monolingual classroom differ based on these prescribed language of education policies. However, the linguistic realities in both classroom contexts are similar. Firstly, in terms of general code choices in the classrooms teachers and pupils adopt monolingual Ewe and English, and bilingual Ewe-English in their interactions. In the bilingual classrooms observed, the policy stipulates bilingual medium of instruction where code choices in the Language and Literacy teaching period involved having the first half of the lesson in Ewe and the second half in English with the possibility of using either or both of the languages where necessary. On the contrary, the monolingual medium classrooms observed recommended the exclusive use of Ewe during Ewe lessons and the exclusive use of English during English lessons. Contrary to this prescribed code choices, the teachers and pupils adopted monolingual Ewe and English, and bilingual Ewe-English during lessons. Code choice patterns in monolingual medium schools were similar to those observed in bilingual medium schools. This implies that there were observed variations between the expected code choice and the actual code choice in the classroom. Therefore, the need to distinguish between medium of instruction and medium of classroom interaction (Agbozo 2015, Bonacina & Gafaranga 2011). Thus, the medium of instruction is the prescribed and expected MOI whereas the medium of classroom interaction is the actual MOI adopted in the classroom. Secondly, bilingual and monolingual code choices were adopted in both classroom contexts to achieve pedagogic goals. Such goals include code choices to facilitate content comprehension, for class control, for explanation, for teaching grammar, for reiteration of a point, for vocabulary acquisition, just to mention a few.

Attitudinal surveys in both classroom contexts have shown that teachers and pupils have positive attitudes towards monolingual Ewe and English, and bilingual Ewe-English code choices. In general, majority of the teachers and pupils have positive attitudes towards bilingual medium of

instruction. In addition, the linguistic backgrounds of pupils have shown that pupils in both classroom contexts were at least bilingual in Ewe and English with some being multilinguals in other Ghanaian indigenous languages and foreign languages such as French. There were some pupils who were monolingual English speakers. It is observed that the linguistic backgrounds of the pupils influenced their preferred MOI. Thus, pupils with monolingual backgrounds expressed a preference for monolingual MOI, whereas those from bilingual and multilingual backgrounds preferred bilingual and multilingual MOI. Most of the pupils expressed preference for English MOI.

The above observations have shown that the socio-linguistic situation in bilingual and monolingual classroom contexts were not exclusively different; therefore, language planning and language of education in Ghana should be addressed through the same lens. The code choice patterns in both bilingual and monolingual medium schools were conditioned by certain factors. Some of the factors identified include:

- The language policy of the country
- The language policy of the individual schools
- The linguistic competence and background of the teachers and pupils
- The topic of the lesson. That is, lessons that were based on traditional/indigenous concepts have less switches than lessons based of non-indigenous concepts. Examples include lessons on *road safety* (e.g. School A classroom 1) and *environmental protection* (e.g. School A classroom 3).

Furthermore, the above findings have clear implications for curriculum design and educational practices. The curriculum development in both bilingual and monolingual medium schools (i.e. public and private schools, respectively) should develop teaching and learning materials that are tailored to the linguistic needs of the community they serve and that are informed by the linguistic situation of the country. The fluid and flexible use of languages in the classroom (Blackledge & Creese 2009) reflects the local multilingual practices (Hornberger 2010), which should be factored into the curriculum. Additionally, the content of the curriculum should not only focus on academic scholarship, but on the experiences and identities of the learners (Hornberger 2010). As Lo Bianco (2014:321), states, '[t]he reasoning behind curriculum policy and much educational practice is challenged to reimagine public space in multilingual and multicultural ways, interacting and co-located, and yet still connected to homelands and spaces of authenticity and origin.' Thus, the curriculum should encompass the linguistic and socio-cultural realities of both the target language, English, and the indigenous languages. As curriculum development can be conceived as a process, factors that can also be considered include 'learners' present knowledge and lacks, the resources available including time, the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning.' (Nation & Macalister 2010:1). The analysis of the environment, the need and the application of principles are equally crucial in curriculum

development. The environment constitutes where the curriculum is to be implemented, the need refers to present and future needs of the learners, and the principles of the application refers to the learner supports systems that are put in place for the implementation of the curriculum.

In terms of educational practices, the use of learners' L1 in the L2 context, and the concurrent use of both languages in the classroom may be teacher-initiated and/or learner-initiated (Yevudey 2013, Adjei 2010, Copland & Neokleous 2010). A switch from one code to another by a learner may lead to a switch from the expected MOI, and equally a switch can be necessitated in achieving pedagogic goals. The decisions of teachers in the classroom in terms of adopting learners' L1 in the L2 context can be complex and contradictory (Copland & Neokleous 2010). The nexus of the complexity is evident in the significance of the cognitive understandings of language learning and the realities that surface in the language learning context; and there is often a contradiction between teacher beliefs and their classroom practices where some teachers who adopt L1 in the L2 context often feel guilty of such practices. Legitimisation of bilingual code choices, and for that matter the use of learners' L1 in the L2 context, and making a target language classroom a context for fluid and flexible code choices will eradicate any guilt felt by teachers and learners for using the L1 in the L2 context. Such code choices can be employed to achieve pedagogic goals and to foster language learning.

A holistic approach to language policy and language of education planning is necessary to achieve the desired educational purpose and classroom pedagogy. Language policy and planning as a formal process is quite a recent development, however, 'as an informal activity it is as old as language itself [and] it plays a crucial role in the distribution of power and resources in all societies, [and it] is integral to much political and economic activity…'(Wright 2016:1). Status planning involving the process of making a language official, corpus planning involving the incorporation of the linguistic changes, and acquisition planning involving putting measures in place for the chosen language(s) to be taught and learnt in schools, are all crucial in any form of language policy and planning processes (Wright 2016, Lo Bianco 2010). Similarly, all these types of planning are necessary for enhancing pedagogic achievement in schools. In the context of classrooms observed, the language of education planning processes, whether at the national level or school level, should explicitly state the status of both the indigenous languages and English; at the same time developing curriculum that reflects linguistic changes, which in this case involves bilingual practices; and develop teaching and learning materials that would enhance language acquisition.

### 8.3. Limitation of current research and recommendation for future research

1. One of the limitations of the research is regarding exploring the linguistic background of individual pupils in much detail and its impact on their perception and code choices in the classroom.

   This research explored the linguistic background of some of the pupils and how that influenced their expected code choice in the classroom and their perception towards the Ghanaian indigenous languages and English. Pupils who have out-of-school exposure to either of the languages want that/those language(s) to be used as a medium of instruction in the classroom, while pupils who have exposure to both languages recommended bilingual medium to be used.

   Exploring the symmetry between the linguistic backgrounds of the pupils and their preferred MOI and perceptions towards classroom code choices would require extended and extensive research in a form of longitudinal linguistic-ethnographic observation and video recordings of the classroom interactions. Such approach would help to uncover more findings. The result from such a study would inform language of education policy formulation in Ghana.

2. In addition, the language acquisition and mastery of pupils in public and private schools were not explored. Therefore, this study recommends a comparative study between public and private schools in Ghana exploring the similarities and differences between the two schools in terms of language acquisition and mastery of the pupils. Such a research will unravel and provide a comparable data in explaining these variations in language learning processes of pupils.

### 8.4. Research impact strategies

The studies on language of education have described language use in the classroom in general, and on the perceptions of teachers and pupils towards code choices in the classroom. This is a similar agenda undertaken in this research through a comparative study of code choices in bilingual and monolingual medium schools. To make the research findings relevant to both academic and non-academic readers, the following research impact strategies will be undertaken:

1. An abridged version of the research findings will be presented to the participating schools, which will be made available to all teachers.

2. A news article will be published addressing language of education in Ghana and the way forward to formulating and implementing an inclusive-flexible multilingual education in the country.

3. A language of education seminar will be organised for teachers in Ho, Volta Region of Ghana. The seminar will be organised in collaboration with the Ministry of Education of the region. As part of the

seminar, a focus group will be organised to have responses from the teachers on the research findings and how the responses can inform language of education policy formulation and implementation in the country.

4. I will give seminar talks at the Department of Linguistics, University of Ghana, Legon, and the Language and Linguistics Departments of other Universities in order to share the research outcomes with fellows researching on language of education and planning in the country. The presentations will also provide me with the platform to have input from other colleagues in the field.

### 8.5. Conclusion

Code choices in both monolingual and bilingual medium schools exhibit instances of pedagogic relevance of bilingual and monolingual code choices to achieving both language acquisition and content comprehension. In bilingual classrooms, the unmarked code is bilingual Ewe-English code choice. Even in these classrooms, first half of the lesson is to be taught in Ewe and the second half in English. However, the classroom observations have shown that the two languages were freely and flexibly adopted during teaching. Mostly, during Ewe lessons there were pervasive switches between Ewe and English. During the English part of the lesson, however, there were less switches to Ewe. This is partly because the pupils were introduced to the topic at the first half of the lesson in both languages, therefore they were able to understand the topic when carried out in monolingual English. The monolingual medium schools or what is generally referred to as private schools have separate teaching periods for both Ewe and English. In most Ewe lessons, it was observed that there were more switches between Ewe and English. There was, however, less switches to Ewe during English lesson.

The linguistic backgrounds of the pupils in both classroom contexts have presented some differences, but mainly similarities. In public schools, most of the pupils had exposure to Ewe than English, and predominantly use Ewe at home. In private schools, most of the pupils have out-of-school exposure to English. Most of the pupils in these schools had competence in English even more than in Ewe. However, the symmetry is that majority of the pupils from both classroom contexts were bilingual in Ewe and English, and some multilingual in other languages. Therefore, the sociolinguistic backgrounds of the pupils are crucial when it comes to making decisions on language of education in general and particularly at the school levels. Thus, the linguistic background of the pupils should be taken into account when deciding language of education especially decision making at the grass-root level – e.g. Schools. As Weber (2014:1) indicates "…flexible multilingual education is best for children, whereas fixed multilingual education based upon a discourse of ethnolinguistic essentialism confronts particular groups of students with obstacles similar to those found in monolingual education". Weber argues that countries that proud themselves in adopting bilingual and multilingual education programmes do not take into account all the linguistic repertoires of the pupils, such as local varieties

of a given language (e.g. African American English). The language policies, although bilingual and multilingual in nature, only make provision for standard varieties of the languages to the detriment of other varieties of the languages.

The strict language of education policy whether monolingual or bilingual approach may lead to communicative barriers in the classroom and may contribute to lack of participation of pupils. Language use in general is dynamic and creative, and speakers use their linguistic resources to convey their ideas and experiences. This is equally the same in the classroom. Teachers and learners may use more than one code if they have shared linguistic repertoires. Where there is a strict language of education policy, the dynamic of classroom code choices is limited. In Djite's (2009:7) terms: "[t]his lack of flexibility in the language of instruction forces teachers to use inappropriate and ineffective pedagogical practices, such as chorus teaching, repetition, rote-learning, code-switching and safe talk, which undermine the teachers' effort to teach and the pupils' effort to learn.'. In most of the classrooms observed, teachers were very flexible and accommodating when it comes to code choices. Some pupils who used other languages such as Akan (Twi), or even Ewe during English lesson or vice versa had supports from their teachers. Teachers acknowledged the answers in the language used by the pupils and often translate the answer for the whole class to comprehend. These accommodation strategies by the teachers enhanced pupils' participation. On the contrary, teachers who insisted on monolingual code choices – whether monolingual Ewe or English – in the classroom find their pupils to be less engaging.

The general overview of the perceptions of teachers towards the appropriate medium of instruction for lower grade classes suggest that bilingual medium of instruction is the most preferred medium, especially for teaching at the lower grade classes (grades 1-3). However, there were teachers who expressed the contrary view stating that monolingual medium of instruction will encourage the pupils to advance in acquiring both Ewe and English, whereas pupils will rely on their teachers for translations when bilingual medium is adopted.

Many of the responses, particularly the interview and questionnaire responses, on why bilingual medium of instruction is important, were learner-centred where bilingual practices in the classroom is meant to enhance the understanding of pupils, to increase their participation, and to advance their interest in education. In addition to the learner-centred motivation for bilingual practices in the classroom, some responses further indicate that bilingual practices were necessitated due to lexical gap in either of the languages (Ewe or English) and equally such code choices enabled teachers to express concepts more easily. Some of the teacher respondents do not have competence in Ewe, therefore resort to bilingual practices when they were not able to explain a concept. Furthermore, in the classroom interactions there were instances where teachers and pupils get stuck for words when speaking English; therefore, they use Ewe as a mediating code and vice versa.

The above findings from the research have implication for language of education policy and curriculum design in Ghana. This study recommends *inclusive-flexible multilingual language of*

*education policy and planning* that considers the socio-linguistic realities in the schools, the linguistic backgrounds of the teachers and learners, and the linguistic realities and needs of the community and the country at large. This *inclusive-flexible approach* to language of education policy and planning departs from the *one-size-fits-all approach* where the current bilingual education policy aims at using specific languages in the classroom to the exclusion of other linguistic repertoires of the teachers and pupils; and the monolingual language policies that aim to prescribe a monolingual approach where all other repertoires of the teachers and pupils are to be excluded in the classroom teaching and learning.

Furthermore, the proposed inclusive-flexible multilingual approach focuses mainly on medium of classroom interaction where multilingual speakers, thus both teachers and learners, can use their repertoires in the classroom in order to optimise content delivery and comprehension, and to facilitate language acquisition. Curriculum design should also take into account multilingualism of the country and specifically multilingualism of the various regions in developing contents and code choices that reflect the linguistic realities. The content of the curricula should have a balanced representation of Ghanaian indigenous languages, in this case study Ewe, and English.

# REFERENCES

Adjei, A. F. (2010). Motivation for code-switching in the classroom-the case of rural primary school. *Journal of African Cultures and Languages*, Vol. 1(1), pp 21-28.

Adegbija, E. (1994). *Language Attitudes in Sub-Saharan Africa: A Sociolinguistic Overview*. Clevedon, Philadelphia and Adelaide: Multilingual Matters.

Adedimeji, A. M. (2010). Language question and the constitutional challenges of development in a multilingual country. *Journal Of Research In National Development* , Vol. 8(2) URL: http://www.transcampus.org/JORINDV8Dec2010/JournalsV8NO2Dec201016.html [Accessed on 03.03.2017].

Gboyega, A. B., & Idiat, A. O. (2013).Contributions of mother tongue education in early childhood education. 1st Annual International Interdisciplinary Conference, *AIIC 2013*, 24-26 April, Azores, Portugal. pp.267-272.

Andoh-Kumi, K. (1999). IEQ Ghana – Qualitative Research from University/Ministry Partnership: Informing School Language Policy Decisions. A paper presented to the annual conference of the Comparative International Education Society San Antonio, Texas. March 8, 1999. url: http://www.ieq.org/pdf/InformLangPolicy.pdf  [Accessed on: 03.03.2017].

Agbozo, E. G. & Yevudey, E. (*forthcoming).* Language Education and Language Policy in Ghana: Linguistic Realities in the Classroom. In *Applied Linguistics Review*, BAAL Language in Africa special issue on 'Developing languages in Africa: social and educational perspectives'.

Agbozo, G. E. (2015). *Language Choice in Ghanaian Classrooms: Linguistic Realities and perceptions*. MPhil Thesis, Norwegian University of Science and Technology. Trondheim: Norway.

Agbedor, P. (1992). Language planning and national development: The case of Ghana. PhD Dissertation, University of Victoria: Canada.

Ahmad, H. B. & Jusoff, K. (2009). Teachers' code-switching in classroom instructions for low English proficient leaners. *English Language Teaching*, Vol. 2(2), pp. 49-55.

Asare, K. (2009)**.** Rejoinder: New language policy to fail. Published on Myjoyonline.com on August 2,2009.URL:http://www.modernghana.com/newsthread1/251908/50/172282#showcomments2 [Accessed on 7th July 2014].

Aston School of Languages and Social Sciences, *Policy on Research Ethics 2011.*

Albakry, M. A., & Ofori, D. M. (2011). Ghanaian English and code-switching in Catholic churches. *World Englishes*, Vol. 30(4), pp 515-532.

Alvarez-Cáccamo, C. (1998). 'From "switching code" to "codeswitching": Towards a reconceptualization of communicative codes'. In P. Auer (ed.) *Codeswitching in conversation: Language, interaction and identity* (pp.29– 48). London: Routledge.

Auer, P. (1999). From codeswitching via language mixing to fused lects: Towards a dynamic typology of bilingual speech. *International Journal of Bilingualism*, Vol. 3, pp. 309–332.

Auer, P. (ed.) (1998a). *Code-switching in conversation: Language, interaction and identity*. London: Routledge.

Auer, P. (1998b). 'Introduction: Bilingual conversation revisited'. In P. Auer (ed.) *Code-switching in conversation: Language, interaction and identity* (pp. 1-24). London: Routledge.

Auer, P. (1990). A discussion paper on code alternation. In: European Science Foundation (ed.), Network on Code-Switching and Language Contact. *Papers for the Workshop on Concepts, Methodology and Data*, Basel, January 12-13, pp 69-89.

Auer, P. (1988). A conversation analytic approach to code-switching and transfer. *Codeswitching: Anthropological and sociolinguistic perspectives*, Vol. 48, pp. 187-213.

Amekor, K. C. (2009). *Codeswitching as a Medium of Instruction in Selected Schools in the Volta Region*. M.Phil Thesis. English Department, University of Ghana.

Ameka, F. (1991). *Ewe: Its Grammatical Constructions and Illocutionary Devices*. PhD Dissertation, Australian National University, Canberra: Australia.

Amuzu, E. K. (2016). The Syntax of Adverbials in Ewe-English Codeswitching. *Journal of Cognitive Science*, Vol.17 (1), pp. 133-165.

Amuzu, E. K. (2014). A Comparative Study of Bilingual Verb Phrases in Ewe-English and Gengbe-

French Codeswitching. *Journal of Language Contact*, Vol. 7(2), pp. 250-287.

Amuzu, E. K. (2013). Bilingual serial verb constructions: A comparative study of Ewe-English and Ewe-French codeswitching. *Lingua*, Vol. 137, PP. 19-37.

Amuzu, E.K. (2013). A cross-linguistic study of double plurality in bilingual codeswitching in West Africa. *The Journal of West African Languages*, Vol. XL(2), pp.73-100.

Amuzu, E.K. (2012). Socio-pragmatics of conversational codeswitching in Ghana. *Ghana Journal of Linguistics*, Vol. 1(2), pp. 1-22.

Amuzu, E. K. (2009). Double plurality in codeswitching. *Legon Journal of Humanities,* Vol. 20, pp. 151-180.

Amuzu, E.K. (2005a). *Ewe-English codeswitching: A composite rather than classic codeswitching*. PhD Dissertation, Australian National University: Australia.

Amuzu, E.K. (2005b). Codeswitching in Ghana: Still the "Third Tongue" of the Educated?. *Legon Journal of the Humanities* Vol. 16, pp. 27-53.

Ansah, N. G. (2014). Re-examining the fluctuations in language in-education policies in post-independence Ghana. *Multilingual Education*, Vol. 4(12), pp. 1-15.

Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Arthur, J. (1996). Code switching and collusion: Classroom interaction in Botswana primary schools. *Linguistics and Education*, Vol.8, pp 17-33.

Asare-Nyarko, C. (2012). *Akan-English Codeswitching in some Selected Churches in Accra*. MPhil Dissertation. Linguistics Department: University of Ghana, Legon.

Asante, Y. M. (1996). Nativisation of English in Ghana. *Legon Journal of Humanities*, Vol. 9, pp. 127-140.

Asilevi, F. (1990). *English-Ewe Code-mixing in Conversational Discourse: A case of English as a second language in Ghana*. M.A. Thesis. Linguistics Department: University of Ghana Legon.

Atiemo, G. (2015). *Code-Switching by Kindergarten Teachers in Selected Schools in the Dormaa Municipality*. MPhil Thesis: Department of English: University of Ghana, Legon.

Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. *The Modern Language Journal*, Vol. 86(4), pp. 525-545.

Angouri, J. (2014). Multilingualism in the workplace: Language practices in multilingual contexts. *Multilingua*, Vol. 33(1-2), pp. 1-9.

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5ᵗʰEd.) Clevedon, UK: Multilingual Matters.

Baker, C. (2003). 'Biliteracy and lransliteracy in Wales: Language planning and the Welsh National Curriculum'. In N.H. Hornberger (ed.), *Continua of biliteracy: An ecological framework for educational policy, research and practice in multilingual settings* (pp. 71-90). Clevedon: Multilingual Matters.

Becker, A.L. (1995). *Beyond translation: Essay toward a modern philosophy*. Ann Arbor: University of Michighan Press.

Becker, A. L. (1988). 'Language in particular: A lecture'. In D. Tannen (ed.). *Linguistics in context*, (pp.17-35). Norwood,NJ: Ablex.

Baleghizadeh, S. (2008). Societal Bilingualism and Second Language Education. *Human Sciences*, Vol.56,pp.43-52.

Barrett, A., Ali, S., Clegg, J., Hinostroza, J. E., Lowe, J., Nikel, J., Novelli, M., Oduro, G., Pillay, M., Tikly, L. & Yu, G. (2007). Initiatives to improve the quality of teaching and learning:A review of recent literature. *Paper commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015: will we make it?*
url: http://unesdoc.unesco.org/images/0015/001555/155504e.pdf [Accessed on 12.06.2017].

Batibo, H. (2005). *Language decline and death in Africa*: Causes, consequences, and challenges. (Vol. 132). Clevedon: Multilingual Matters.

Baldauf Jr, R. B. (2004a). Language planning and policy: Recent trends, future directions. *American Association of Applied Linguistics*, pp. 1-8.

Baldauf Jr, R. B. (2004b). Issues of prestige and image in language-in-education planning in Australia.

*Current Issues in Language Planning*, Vol.5(4), pp.376-389. Retrieved from http://espace.library.uq.edu.au/eserv/UQ:24518/LPPCoPap1AAAL04.pdf.

Bonacina, F. & Gafaranga, J. (2011). 'Medium of instruction' vs. 'medium of classroom interaction': language choice in a French complementary school classroom in Scotland. *International journal of bilingual education and bilingualism*, Vol. 14(3), pp. 319-334.

Bamgbose, A. (1991). *Language and the Nation: The Language Question in Sub-Saharan Africa*. Edinburgh: Edinburgh University Press.

Bulcha, M. (1997). The Politics of Linguistic Homogenization in Ethiopia and the Conflict over the Status of Afaan Oromo. *African Affairs*, Vol. 96, pp. 325-352.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, Vol. 3(2), pp. 77-101.

Brobbey, S. (2015). *Codeswitching on Ghanaian radio talk-shows: Bilingualism as an asset.* MPhil Thesis: The University of Bergen; Faculty of Humanities, Department of Linguistic, Literary and Aesthetic Studies, Norway.

Brew Daniels, J. (2011). Twi-English Code Switching in the Classroom: a Case Study of some Selected Colleges of Education in the Ashanti Region. MPhil Thesis. Department of English, University of Ghana, Legon.

Blackledge, A., Creese, A. & Hu, R. (2015). Voice and Social Relations in a City market. *Working Papers in Translanguaging and Translation* (WP. 2). (http://www.birmingham.ac.uk/generic/tlang/index.aspx).

Blackledge, A. & Creese, A.(2009).Multilingualism. London: Continuum.

Blege, A. (2017).  Ghana's Language Policy in Education:   Denying Linguistic Rights, Hindering SDG4. *GhanaWeb*¸[url:https://www.modernghana.com/news/757328/ghanas-language-policy-in-education-denying-linguistic-r.html#] (Accessed on 30/04/2018).

Blommaert, J. (2010). *The Sociolinguistics of Globalization*. Cambridge: CUP.

Blommaert, J. (2007). On scope and depth in linguistic ethnography. *Journal of Sociolinguistics*, Vol.11(5), pp. 682-688.

Blommaert, J. (ed.) (1999). *Language ideological debates*. Berlin: Mouton de Gryter.

Blum-Kulka, S. (1997). 'Discourse Pragmatics.' In T. A. van Dijk (ed.). *Discourse as Social Interaction* (pp. 38-63). London: Sage.

Bodomo, A. B. (1996). On language development in Africa: The case of Ghana. *Nordic Journal of African Studies*, Vol. 5(2), pp 31-51.

Brew-Hammond, A., & Opoku-Amankwa, K. (2012). Projecting Monolingual Ideologies in Multilingual Classrooms in Ghana: A Critical Look at the English-Only Language in Education Policy. *CASS Journal of Art and Humanities*, Vol.2 (1), pp. 110–118.

Canagarajah, S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. London, New York: Routledge.

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. The Modern Language Journal, Vol. 95, pp. 401 – 417.

Candlin, C. (1989). "A rational for the choice of English as the official language for independent Namibia". C. Kennedy (ed.) *Language planning and English language teaching* (pp.73 – 81). UK: Prentice Hall.

Collins, C., Postal, P., & Yevudey, E. (2017). Negative Polarity Items in Ewe. Journal of Linguistics pp.1-35. https://doi.org/10.1017/S002222671700007X.

Chachu, S. (2013). 'Ghana television and radio advertisements: Codeswitching as a type of language use in the context of unity in diversity'. In H. Lauer, N.A.A. Amfo & J. Boampong (eds.), *The One in the Many: Nation Building Through Cultural Diversity (*pp. 80-96). Accra: Sub-Saharan Publishers.

Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning*. Cambridge: Cambridge University Press.

Craig, G, Anne C. & Thornton, P. (2000). Safety in social research. *Social Research Update,* Vol.29, pp.68-72.

Creese, A., & Blackledge, A. (2011). Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. *Journal of Pragmatics*, *43*(5), 1196-1208.

Creese, A. & Blackledge, A. (2010). Translanguagign in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), pp. 103-115.

Creswell, W. J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Ed.). London: Sage Publications.

Croft, W.(2003): Typology and universals.( (2nd Ed.) Cambridge: Cambridge University Press.

Coulmas, F. (2005). *Sociolinguistics: The study of speakers' choices*. Cambridge: Cambridge University Press.

Copland, F. & Creese, A. (2015). *Linguistic ethnography: Collecting, analysing and presenting data*. Sage: London.

Copland, F., & Neokleous, G. (2010). L1 to teach L2: Complexities and contradictions. *ELT journal*, Vol. 65(3), pp. 270-280.

Cooper, R. L. (1989). *Language Planning and Social Change*. Cambridge: Cambridge University Press.

Cook, V. J. (1992). Evidence for multicompetence. *Language learning*, Vol.42(4), pp. 557-591.

Corcoll, C. (2013). Developing children's language awareness: switching codes in the language classroom. *International Journal of Multilingualism*, Vol. 10(1), pp. 27-45.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, Vol. 10(2), pp. 221-240.

Cummins, J. (2000). *Language, power and pedagogy*. Clevedon: Multilingual Matters Ltd.

Dakubu, M.E.K. (2006). The Languages of Ghana.www.ghanaculture.gov.gh url:http://www.ghanaculture.gov.gh/modules/mod_pdf.php?sectionid=614 [Accessed 22.05.2017].

Dakubu, M.E. K. (ed.). (1988). The Languages of Ghana. London. Kegan Paul.

Dadzie, A. K. (2009). *New Language Policy to Fail*. Published on *Modern Ghana* on December1, 2009.URL: http://www.modernghana.com/newsthread1/251908/50/172282#showcomments2 [Accessed on 6th May 2012].

Dzahene-Quarshie, J. & Moshi, L. (2014). The Dilemma of Language in Education Policies in Ghana And Tanzania. *Cross-Cultural Studies,* Vol. 36, pp. 149-173.

Dzahene-Quarshie, J. (2009). Globalization of an Africa language: Truth or fiction? *Legon Journal of the Humanities*, pp. 69-87.

Dzameshie, A. (1996). *Toward a Global Explanation of Unmarked Codeswitching: Evidence from Ewe-English Bilingual Codeswitching*. Unpublished Monograph.

Duah, A.R. & Marjie, S. (2013). 'Codeswitching in written communication: Factors and motivations'. In H. Lauer, N.A.A Amfo & J. Boampong (eds.). *The One in the Many: Nation Building Through Cultural Diversity* (pp. 97-121). Accra: Sub-Saharan Publishers.

Duchêne, A. & Heller, M. (2012). 'Multilingualism and the new economy'. In M. Martin-Jones, A. Blackledge & A. Creese (eds.). *The Routledge Handbook of Multilingualism* (pp. 369-383). New York: Routledge.

Duff, A. P. (2007). Multilingualism in Canadian schools: Myths, realities and possibilities. Canadian Journal of Applied Linguistics, Vol. 10(2), pp.149-163.

Djite, P. (2009). Multilingualism: The case for a new research focus. *International Journal of the Sociology of Language*, Vol. 199(1), pp. 1-7.

Djité, P.G. (2008). *The Sociolinguistics of Development in Africa*. Clevedon, Buffalo: Multilingual Matters.

Diesob, C. (2017). Mother tongue language policy in education needs supervision. *Ghana News Agency*,http://www.ghananewsagency.org/social/mother-tongue-language-policy-in-education-needs-supervision-113787 [Accessed on 30/04/2018]

Edwards, R., & Mauthner, M. (2002). 'Ethics and feminist research: Theory and practice'. In M. Mauthner, M. Birch, J. Jessop, & T. Miller (eds.), *Ethics in qualitative research* (pp. 14–31). London: Sage.

Edstrom, A. (2006). L1 use in the L2 classroom: One teacher's self-evaluation. *Canadian Modern Language Review*, Vol. 63(2), 275-292.

Eisenchlas, S. A., Schalley, A. C., & Guillemin, D. (2015). Multilingualism and literacy: attitudes and policies. *International Journal of Multilingualism*, Vol.12(2), pp. 151-161.

Ekua, T. A. S. (2005). Language in education in Ghana: the debate. *IFE PsychologIA: An International*

*Journal*, Vol. 13(2), pp. 164-182.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, Vol. 62(1), pp. 107-115.

Ezuh, K. S. (2008). *Investigating the Effect of Using Code Switching in Instruction on the performance of students of Senior High Schools in the Volta and Central Regions*. M. A. thesis, TESL, Department of Linguistics, University of Ghana, Legon

Fargas-Malet, M., McSherry, D., Larkin, E. & Robinson, C. (2010). Research with children: Methodological issues and innovative techniques. *Journal of Early Childhood Research*, Vol. 8(2), pp. 175-192.

Fereday, J. & Muir-Cochrane, E. (2008). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, Vol.*5*(1), pp. 80-92.

Ferguson, G. (2006). *Language Planning and Education*. Edinburgh: Edinburgh University Press.

Ferguson, S. (1997). *Language assimilation and crosslinguistic influence: A study of German exile writers* (Vol. 429). Tübingen: Gunter Narr Verlag.

Forson, B. (1979). *Code-switching in Akan-English bilingualism*. Ph.D. Dissertation. University of California, Los Angeles.

Forson, B. (1988). Code-switching, our third tongue. *Universitas* Vol. 10, pp.180-194.

Fobih, D., Bannerman-Mensah, S. & Agyeman-Duah, S. (2008). *Foreword*, Let's Read and Write Primary 1 Teacher's Guide. Ghana: Ministry of Education Science and Sports.

Fishman, J. (1976). *Bilingual education: An international sociological perspective*. Rowley, MA: Newbury House.

Fishman, A. J. (1971). "The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society". In Joshua A. Fishman (ed.), *Advances in the Sociology of Language* (pp. 217-404). The Hague: Mouton.

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th Ed.). London, Los Angeles: Sage.

Fugard, A. J., & Potts, H. W. (2015). Supporting thinking on sample sizes for thematic analyses: a quantitative tool. *International Journal of Social Research Methodology*, Vol. 18(6), pp. 669-684.

García, O. & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. England: Palgrave Macmillan.

García, O. (2013). En/countering Indigenous Bi/Multilingualism. *Journal of Language, Identity and Education,* Vol.8(5), pp. 376 - 380.

García, O. & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, Vol. 95. pp. 385-400.

García, O. (2011). Educating New York's bilingual children: Constructing a future from the past. *International Journal of Bilingual Education and Bilingualism*, Vol. 14, pp. 133-153.

García, O. (2009). *Bilingual education in the 21st century*. Oxford: Wiley-Blackwell.

Gafaranga, J. & Torras, M. C. (2002). Interactional otherness: Towards a redefinition of codeswitching. *International Journal of Bilingualism,* Vol.6(1), pp. 1-22.

Gafaranga, J. & Torras, M.C. (2001). Language versus medium in the study of language alternation. *International Journal of Bilingualism*, Vol.5(2), pp. 195– 219.

Gafaranga, J. & Torras, M. C. (1998). Do speakers speak a language? Evidence from two bilingual settings. *Working paper*, Vol. 94. Center for Language in Social Life, Lancaster University.

Gerdes, J., Durden, R. T., & Poppe, M. L. (2013). Brain Development and Learning in the Primary Years. G2198. *Faculty Publications from CYFS*. Paper 77.
url: http://digitalcommons. unl.edu/cyfsfacpub/77. [Accessed on 29th June 2017].

Gumperz, J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

Ghoyega, A. B. & Idiat, A. O. (2013). Contributions of mother tongue education in early childhood education.1st Annual International Interdisciplinary Conference, *AIIC 2013*, 24-26 April, Azores, Portugal. pp. 267-272.

Genesee, F. H. (2009). Early childhood bilingualism: Perils and possibilities. *Journal of Applied Research on Learning*, Vol. 2(2), pp. 1-21.

Graham, R., McGlynn, C., & Islei, A. (2015). Language in education in sub-Saharan Africa: Language

in Africa Special Interest Group (BAAL). *Language Teaching*, Vol. 48(3), pp. 426-430.

Grosjean, F. (2013). 'Bilingualism: A short introduction'. In F. Grosjean & P. Li (eds.) *The Psycholinguistics of Bilingualism*. Oxford: Wiley-Blackwell, pp 5-25.

Grosjean, F. (2008). *Studying bilinguals*. Oxford: Oxford University Press.

Grosjean, F. (2001). 'The bilingual's language modes'. In J. L. Nicol (ed.) *One Mind, Two Languages: Bilingual Language Processing*. Oxford: Blackwell, pp 1-22.

Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*. Vol. 1, pp 131-149.

Grosjean, F. (1982). *Life with Two Languages: An Introduction to Bilingualism*. England: Harvard University Press.Organization. Oxford: Oxford University Press, pp. 268–283.

Grimes, B.F. (2000). *Ethnologue: Languages of the World*, Volumes 1 and 2. 14thEdition. Dallas: SIL International.

Guerini, F. (2014). Language contact, language mixing and identity: The Akan spoken by Ghanaian immigrants in northern Italy. *International Journal of Bilingualism* Vol. (18)4, pp. 363-383.

Guerini, F. (2006). *Language Alternation Strategies in Multilingual Settings: A Case Study: Ghanaian Immigrants in Northern Italy*. Vol. 289: Peter Lang.

Harrison, G. (2007). Language as a problem, a right or a resource? A study of how bilingual practitioners see language policy being enacted in social work. *Journal of Social Work*, Vol.7(1), pp.71-92.

Hamers, J. F., & Blanc, M. (2000). *Bilinguality and bilingualism*. Cambridge: Cambridge University Press.

Halliday, M.A.K. (1972). National Language and Planning in a Multilingual Society. *East Africa Journal*, Vol. 9 (8), pp. 4-13.

Heller, M. (2010). 'Introduction'. In H. Monica (ed.) *Codeswitching: Anthropological and Sociolinguistic Perspectives* (pp. 1-21). Berlin, DEU: Walter de Gruyter.

Holmes, S. (2015). 'Promoting multilingual creativity: Key principles from successful projects'. *Working Papers in Urban Language & Literacies* 182. pp. 1-18. URL:https://www.academia.edu/19401058/WP182_Holmes_2015._Promoting_multilingual_creativity_Key_principles_from_successful_projects[Accessed on 01.01.2016].

Hornberger, N. H. & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a bilingual lens. *International Journal of Bilingual Education and Bilingualism*, Vol. 15(3), pp. 261–78.

Hornberger, N. H. (2006). 'Frameworks and models in language policy and Planning.' In T. Ricento (ed.), An *introduction to language policy: Theory and method* (, pp. 24-41). Oxford: Blackwell.

Hovens, M. (2002). Bilingual Education in West Africa: Does It Work? *International Journal of Bilingual Education and Bilingualism*, Vol. 5(5), pp. 249-266. DOI: 10.1080/13670050208667760.

Hua, Z., Wei, L. & Lyons, A. (2015). Language, Business and Superdiversity in London: Translanguaging Business. *Working Papers in Translanguaging and Translation* (WP. 5). (http://www.birmingham.ac.uk/generic/tlang/index.aspx)

Huang, S. C. (2008). Raising learner-initiated attention to the formal aspects of their oral production through transcription and stimulated reflection. *IRAL-International Review of Applied Linguistics in Language Teaching*, Vol. 46(4), pp. 375-392. https://doi.org/10.1515/IRAL.2008.016.

Hudson, T. (1996). *Assessing second language academic reading from a communicative competence perspective: Relevance for TOEFL 2000*. Princeton, NJ: Educational Testing Service.

Jiang, Y. B., Georgia E. G. & Arlette I. W. (2014). Code-Mixing as a Bilingual Instructional Strategy. *Bilingual Research Journal*, Vol. 37(3), pp. 311-326.

Jørgensen, J. N., Karrebæk, M. S., Madsen, L. M. & Møller, J. S. (2011). Polylanguaging in superdiversity. *Diversities*, Vol. 13(2), pp. 23-37.

Jacobson, R. (1990). 'Allocating two languages as a key feature of a bilingual methodology'. In R. Jacobson. (ed.), *Language distribution issues in bilingual schooling* (pp. 3-17). Clevedon, UK: Multilingual Matters.

Jacobson, R. & Faltis, C. (eds.). (1990). *Language distribution issues in bilingual schooling*. Clevedon, UK: Multilingual Matters.

Jones, C. (1991). 'Qualitative Interviewing'. In G. Allan & C. Skinner (eds.). *Handbook for Research Students in the Social Sciences* (pp. 203-214). London: RoutledgeFalmer.

Jørgensen, J. N. (2003). Languaging among fifth graders: code-switching in conversation 501 of the Køge Project. *Journal of Multilingual and Multicultural Development*, Vol. 24(1-2), pp. 126-148.

Kaplan, B. R. & Baldauf, B. R. (1997). *Language Planning: From practice to theory*. Clevedon: Multilingual Matters.

Kellett, M. & Ding, S. (2004). 'Middle childhood'. In S. Fraser, V. Lewis, S. Ding, M. Kellet and C. Robinson (eds), *Doing Research with Children and Young People* (pp. 161–74), London: The Open University.

Kennedy, C. (1982). Language planning. *Language Teaching*, Vol. 15(04), pp. 264-284.

Krashen, S. D. (1981). Bilingual education and second language acquisition theory. *Schooling and language minority students: A theoretical framework*, 51-79.

Kwarteng, F. & Ahia, F. (2013). Rethinking English Language in Ghanaian Schools. Published on *GhanaWeb.com* on October 15, 2013.
(URL: http://www.ghanaweb.com/GhanaHomePage/NewsArchive/artikel.php?ID=288927)
[Accessed on 15th October 2013].

Lam Hoang, T. G., & Filipi, A. (2016). In pursuit of understanding and response: a micro-analysis of language alternation practices in an EFL university context in Vietnam. *The Language Learning Journal*, pp. 1-14. DOI: 10.1080/09571736.2016.1221439.

Levon, E. (2013). 'Ethnographic Fieldwork'. In Mallinson, C., et al (eds.) *Data Collection in Sociolinguistics: Methods and Applications*, pp. 69-79. New York: Routledge.

Levine, G. (2011). Code choice in the language classroom. Bristol: Multilingual Matters.

Lewis, M. P., Gary F. S. & Charles D. F. (eds.). (2016). *Ethnologue: Languages of the World* (19th Ed), Dallas, Texas: SIL International. [Online version: http://www.ethnologue.com].

Lewis, G., Jones, B. & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation: An International Journal on Theory and Practice*, Vol. 18(7). pp. 641-654.

Lewis, M. P. (ed.). (2009). *Ethnologue: Languages of the World*. (16th Ed.). Dallas, Texas: SIL International. [Online version: *http://www.ethnologue.com/*].

Lee, H. J. (2012) Implication for language diversity in instruction in the context of target language classrooms: Development of a preliminary model of the effectiveness of teacher code-switching. *English Teaching: Practice and Critique*, Vol. 11(4), pp. 137-160.

Li, Y., Wang, L., & Liu, X. (2016). The Values of Learners' Mother Tongue Use in Target Language Classrooms. *International Journal of English Language Teaching*, *3*(2), 46.

Littlewood, W. & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching*, Vol. 44, pp 64-77.

Lillian, V. & Rosier, P. (1978). Rock Point Community School: An example of a Navajo-English bilingual elementary school program. *TESOL Quarterly*, Vol. 12(3), pp. 263-269.

Lightbown, M. P. (2001). L2 instruction: time to teach. *TESOL Quarterly*, Vol. 35, pp. 598- 99.

Leherr, K. (2009). National Literacy Acceleration Program (NALAP) Baseline Assessment. *EducationDevelopment Center*. A report on language of education in Ghana.

Lin, A. M. Y. (1999). Doing-English-lessons in the reproduction or transformation of social worlds? *TESOL Quarterly*, Vol. 33, pp. 393–412.

Lightbown, P. M. (2001). L2 Instruction: time to teach. *TESOL quarterly*, Vol. 35(4), pp.598-599.

Lugoloobi-Nalunga, M. (2013). *Teaching and learning English in a multilingual classroom. A study of code-switching in an EFL/ESL teaching/learning situation*. Degree Project. University of Karlstad: Sweden.

Lo Bianco, J. (2014). Domesticating the Foreign: Globalization's Effects on the Place/s of Languages. *The Modern Language Journal*, Vol. 98(1), pp 312-325.

Lo Bianco, J. (2010). Language policy and planning. In N. Hornberger & S. L. McKay (Eds.), Sociolinguistics and language education, pp. 143–176. Bristol, UK: Multilingual Matters.

Lodhi, A. Y. (1993). The Language Situation in Africa Today. *Nordic Journal of African Studies* Vol.2(1), pp. 79–86.

Luckmann, T. (1983). Comment [on Breitborde]. *International Journal of the Sociology of Language,*

Vol.(39), pp.97-101.

Macdonald, C. (1993). *Using the target language*. Cheltenham: Mary Glasgow.

Matras, Y. (2010). 'Language contact'. In Mirjam Fried, Jan-Ola Östman, and Jef Verschueren (eds.), *Variation and Change* (pp. 203-214). Amsterdam: John Benjamins.

Matras, Y. (2009). *Language contact*. Cambridge: Cambridge University Press.

Metila, A. R. (2009). Decoding the Switch: The Functions of Codeswitching in the Classroom. *Education Quarterly*, Vol. 67 (1), pp 44-61.

May, S. (2001). *Language and Minority Rights: Ethnicity, Nationalism and the Politics of Language*. Harlow: Pearson Education.

Martin, P., Bhatt, A., Bhojani, N., & Creese, A. (2006). Managing bilingual interaction in a Gujarati complementary school in Leicester. *Language and Education*, Vol. 20(1), pp. 5-22.

Mayall, B. (2000). 'Conversations with children. Working with generational issues'. In P. Christensen & A. James (eds) *Research with Children. Perspectives and Practices* (pp. 120–35). London: Routledge Falmer.

Mason-Middleton, C. J. (2006). African Language Family Groups. *empAθos Nation.*
    url: http://empathosnationenterprises.com/Consulate/EN-Library/Black-Studies/aflang.html
    [Accessed on 25.05.2017].

Melo-Pfeifer, S. (2015). (Review) Translanguaging. Language, bilingualism and education. *Language and Intercultural Communication*, Vol.15 (1), pp. 179-181
    [Online: DOI:10.1080/14708477.2014.950828].

Mesthrie, R., S., J., Deumert, A. & Leap, W.L. (2000) *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Macdonald, C. (1993). *Using the target language*. Cheltenham: Mary Glasgow.

McGlynn, C. & Martin, P. (2009). 'No vernacular': Tensions in language choice in a sexual health lesson in The Gambia. *International Journal of Bilingual Education and Bilingualism*. Vol.12 (2), pp.137-155.

Ministry of Education. (2010). Ghana Education Strategic Plan (2010-2020), *Volume 1 Policies, Strategies, Delivery,* Finance. Government of Ghana, Ministry of Education Publication, Accra.

Muysken, P. (2000). *Bilingual speech: A typology of code-mixing* (Vol. 11). Cambridge: Cambridge University Press.

Myers-Scotton, C. M. & Jake, J. L. (2016). Revisiting the 4-M model: Codeswitching and morpheme election at the abstract level. *International Journal of Bilingualism*, pp. 1-27 [Online: DOI: 10.1177/1367006915626588].

Myers-Scotton, C. (2002). *Contact Linguistics*: *Bilingual encounters and grammatical outcomes*. Oxford University Press: Oxford.

Myers-Scotton, C. (2000). 'Code-switching as indexical of social negotiation'. In Li Wei (ed.) *The Bilingualism Reader* (pp. 137-165). London, New York: Routledge.

Myers-Scotton, C. (1993a). *Social Motivation of Code Switching: Evidence from Africa. Oxford: Clarendon Press.*

Myers-Scotton, C. (1993b). *Duelling Languages: Grammatical Structure in Codeswitching*. Oxford: Clarendon Press.

Myers-Scotton, C. (1993c).Common and uncommon ground: Social and structural factors in codeswitching. *Language in society,* Vol. 22(04), pp. 475-503.

Myers-Scotton, C. (1992). Constructing the frame in intrasentential code-switching. *Multilingua* Vol.11, pp. 101-127.

Myers-Scotton, C. (1983). The negotiation of identities in conversation: A theory of markedness and code choice. *International Journal of the Sociology of Language*, Vol.44, pp. 115-136.

Nation, I. S., & Macalister, J. (2010). *Language curriculum design.* London: Routledge.

Nartey, J. (1982). *Codeswitching, interference or Faddism? Language use among Educated Ghanaians. Anthropological Linguistics*, Vol. 24, pp. 183-193.

Nakayiza, J. (2012). *The sociolinguistics of multilingualism in Uganda: A case study of the official and non-official language policy of Luruuli-Lunyara and Luganda*. PhD Dissertation. University of London: London.

Ndhlovu, F. (2017). Southern development discourse for Southern Africa: linguistic and cultural

imperatives. *Journal of Multicultural Discourses*, Vol. 12(2) pp. 1-21. url: http://dx.doi.org/10.1080/17447143.2016.1277733 [Accessed on 05.05.2017].

Ndhlovu, F. (2008). Language and African development: theoretical reflections on the place of languages in African Studies. *Nordic Journal of African Studies*, Vol. 17(2), pp. 137–151.

Ncoko, S. O. S., Osman, R. & Cockcroft, K. (2000). Codeswitching among multilingual learners in primary schools in South Africa: an exploratory study. *International Journal of Bilingual Education and Bilingualism,* Vol.3(4), pp. 225- 241.

Nuworsu, A. (2015). *Language use in interethnic marriage ceremonies in Great Accra.* MPhil Dissertation. Linguistics Department: University of Ghana, Legon.

Obeng, G. S. (1997). An analysis of the linguistic situation in Ghana. *African Languages and Cultures*, Vol.10 (1), pp. 63-81.

Ògúnwálé, J. A. (2012). Harnessing the Multilingual Factors of Nigeria for Development: The Challenges and Strategies. *Mediterranean Journal of Social Sciences*. Vol 3 (13), pp. 203-213.

Oguro, S. (2011). Using the target language in beginner-level classrooms: The influence of learners' affective state on teachers' practice. *University of Sydney Papers in TESOL*, Vol. 6, pp. 1-19.

O'Kane, C. (2000). 'The development of participatory techniques. Facilitating children's views about decisions which affect them.' In P. Christensen & A. James (eds.), *Research with Children. Perspectives and Practices* (pp. 136–59). London: RoutledgeFalmer.

Opoku-Amankwa, K., Edu-Buandoh, D.F. & Brew-Hammond, A. (2015). Publishing for mother tongue-based bilingual education in Ghana: politics and consequences. *Language and Education*, Vol. 29(1), pp.1-14.

Opoku-Amankwa, K. & Brew-Hammond, A. (2011). "Literacy is the ability to read and write English": Defining and developing literacy in basic schools in Ghana. *International Journal of Bilingual Education and Bilingualism*, Vol. 14(1), pp 89-106.

Osanyin, F.A (2002) Early Childhood Education in Nigeria. Lagos: Concept publication Limited.

Ostler, N. & Rudes, B. (2000). 'Endangered Languages and Literacy'. In N. Ostler and B. Rudes (eds.) *Endangered Languages and Literacy*, Proceedings of the Fourth FEL Conference. England: The Foundation for Endangered Languages.

Owu-Ewie, C. & Eshun, E. S. (2015). The Use of English as Medium of Instruction at the Upper Basic Level (Primary four to Junior High School) in Ghana: From Theory to Practice. *Journal of Education and Practice,* Vol. 6 (3), pp.72-82.

Owu-Ewie, C. (2006). 'The language policy of education in Ghana: A critical look at the English-Only language policy of education'. In J. Mugane et al. (eds.) *Selected Proceedings of the 35th Annual Conference on African Linguistics* (pp 76-85). Somerville, Massachusetts: Cascadilla Proceedings Project.

Ouedraogo, R. M. (2000). Language planning and language policies in some selected West African countries. Burkina Faso: IICBA.

Park, M. S. (2013). Code-switching and Translanguaging: Potential Functions in Multilingual Classrooms. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, Vol. 13(2), pp. 50-52.

Pallant, J. (2013). *SPSS survival manual*. London, McGraw-Hill Education: Open University.

Probyn, M. (2009) 'Smuggling the vernacular into the classroom': conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, Vol. 12(2), pp. 123-136.

Poplack, S. (1980). "Sometimes I'll start a sentence in Spanish y terminó en espaòl: Toward a typology of Code-switching". *Linguistics*, Vol. 18, pp 581-618.

Quarcoo, M. (2013). *Codeswitching in Academic Discussions: A Discourse Strategy by Students in the University of Education, Winneba*. Doctoral dissertation: University of Ghana, Legon.

Rees, T. (1991). *Ethical Issus*. In G. Allan & C. Skinner (eds.). *Handbook for Research Students in the Social Sciences* (pp. 140-151). London: RoutledgeFalmer.

Reershemius, G. (2009). Post-Vernacular language use in a Low German linguistic community. *Journals of Germanic Linguistics*, Vol. 21(2), pp.131-147.

Ruiz, R. (1984). Orientations in language planning. *NABE journal*, Vol. 8(2), pp.15-34.

Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.

Ricento, T. (ed.). (2006). *An introduction to language policy: Theory and practice*. Oxford: Blackwell Publishing.

Sayer, P. (2013). Translanguaging, TexMex, and bilingual pedagogy: Emergent bilinguals learning through the vernacular. *TESOL Quarterly*, Vol. 47(1), pp. 63-88.

Sarfo, E. (2011). English Language and Sustainable Development in Ghana. *Language in India*, Vol.11(5), pp. 460-469.

Sankoff, D. & Poplack, S. (1981). A formal grammar for code-switching. *Research on Language & Social Interaction*, Vol. 14(1), pp. 3 -45.

Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburgh: Edinburgh University Press.

Sert, O. (2005). The Functions of Code-Switching in ELT Classrooms. *Online Submission*, Vol. 11(8), pp. 1-6.

Seedhouse, P. (2004). *The Interactional Architecture of the Language Classroom: a Conversation Analysis Perspective*. Oxford: Blackwell.

Selting, M., Auer, P., Barth-Weingarten, D., Bergmann, J., Bergmann, P., Birkner, K., Couper-Kuhlen, E., Deppermann, A., Gilles, P., Günthner, S., Hartung, M., Kern, F., Mertzlufft, C., Meyer, C., Morek, M., Oberzaucher, F., Peters, J., Quasthoff, U., Schütte, W., Stukenbrock, A. & Uhmann, S. (2011). A system for transcribing talk-in-interaction: GAT 2 translated and adapted for English by Elizabeth Couper-Kuhlen and Dagmar Barth-Weingarten. *Gesprächsforschung– Online-Zeitschrift zur verbalen Interaktion*, Vol. 12, pp. 1-51.

Selting, M., Auer, P., Barden, B., Bergmann, J., Couper-Kuhlen, E., Günthner, S. & Christmann, H. F. (1998). Gesprachsanalytisches transkriptionssystem (GAT). *Linguistische Berichte*, pp. 91-122.

Schilling, N. (2013). *Sociolinguistic fieldwork*. Cambridge: Cambridge University Press.

Schiffrin, D. (1994). *Approaches to Discourse*. Oxford: Blackwell.

Spolsky, B. (2009). *Language management.* New York: Cambridge University Press.

Storch, N., & Aldosari, A. (2010). Leaners' use of first language (Arabic) in pair work in an EFL class. *Language Teaching Research,* 14(4), pp. 355-375.

Simons, G. F., & Fennig, C. D. (eds.). (2017). *Ethnologue: Languages of the World, Twentieth edition.* Dallas, Texas: SIL International. Online version: http://www.ethnologue.com. [Accessed on 08.05.2017)

Simasiku, L. (2016). The Impact of Code Switching on Learners' Participation during Classroom Practice. *Studies in English Language Teaching*, *4*(2), 157.

Simasiku, L., Kasanda, C. & Smit, T. (2015). Can Code Switching Enhance Learners' Academic Achievement?. *English Language Teaching*, *8*(2), 70-77.

Silverman, D. (2013). *Doing Qualitative Research* (4th Ed). Los Angeles, London: SAGE Publications Ltd.

Silverman, D. (2010). *Doing Qualitative Research* (3rd Ed). London: SAGE Publication Ltd.

Shaw, S., Copland, F. & Snell, J. (2015). 'An introduction to linguistic ethnography: Interdisciplinary explorations'. In S. Shaw, F. Copland & J. Snell (eds.) *Interdisciplinary Ethnography: Interdisciplinary Explorations* (pp. 1-13). Palgrave: London.

Shoba, A. J. (2013). 'The formation of language values and educational language policy beliefs among teacher educators in Ghana: A life-history approach.' In S. J. Arthur & F. Chimbutane. (eds.), *Bilingual Education and Language Policy in the Global South* (pp. 30-48). Routledge Critical Studies in Multilingualism. New York: Routledge.

Sneddon, R. (2000). Language and literacy: Children's experience in multilingual environments. *International Journal of Bilingual Education and Bilingualism*, Vol. 3, pp. 265–282.

Stroud, C. (1992). The problem of intention and meaning in code-switching. *Text*, Vol. 12, pp. 127–155.

Swain, M., & Lapkin, S. (1982). *Evaluating Bilingual Education: A Canadian Case Study. Multilingual Matters 2*. Multilingual Matters: Clevedon.

Theile, K. P. (2013). *Metaphors in spoken academic discourse in German and English.* PhD Dissertation: Aston University, Birmingham.

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American journal of evaluation*, Vol.27(2), pp.237-246.

Tollefson, W. J. (2002). 'Introduction: Critical issues in Educational Language Policy.' In W. J. Tollefson (ed.) *Language Policies in Education*: *Critical Issues*. New Jersey: Lawrence Erlbaum Associates.

Twumasi Ankrah, O. (2015). *Education experts' perceptions of the Ghanaian language policy and its implementation*. Doctoral thesis, Lapland University: Finland.

Tsuchiya, K. (2015). (Review). *Translanguaging: language, bilingualism and education. Asian Englishes*, Vol.17 (3), pp. 280-283, [Online: DOI: 10.1080/13488678.2015.1090776].

Üstünel, E. & and Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, Vol. 15(3), pp. 302-325.

Üstünel, E. (2004). *The sequential organisation of teacher-initiated and teacher-induced code-switching in a Turkish university EFL setting.* Unpublished PhD thesis, University of Newcastle upon Tyne, UK.

UNESCO. (2003). *Language vitality and endangerment: Programme safeguarding of endangered languages.* Paris: UNESCO

Vanderpuije, J. A. (2011). Ga-English codeswitching in television and radio advertisements. MPhil. Thesis. Department of Linguistics, University of Ghana, Legon.

Van Dijk, A. T. (1997). 'Discourse as Interaction in Society.' In T. A. van Dijk (Ed). *Discourse as Social Interaction* (pp. 1-37). London: Sage.

Walker de Felix, J. (1990). Language use and new trends in research on effective bilingual/ESL classroom . In , R. Jacobson& C. Faltis (eds.), *Language distribution issues in bilingual schooling* (pp. 18-31). Clevedon, UK : Multilingual Matters.

Wei, L. (2014). Researching multilingualism and superdiversity: Grassroots actions and responsibilities. *Multilingua,* Vol.33(5-6), pp. 475-484.

Wei, L. (2011). Moment Analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, Vol. 43, pp. 1222–1235.

Wei, L., & Martin, P. (2009). Conflicts and tensions in classroom codeswitching:an introduction. *International Journal of Bilingual Education and Bilingualism*, Vol.12 (2), pp. 117-122.

Wei, L. (2005). Starting from the right place: introduction to the special issue on Conversational Code-Switching. *Journal of Pragmatics*, Vol. *37*(3), pp. 275-279.

Wei, L. (2002). 'What do you want me to say?'On the Conversation Analysis approach to bilingual interaction. *Language in Society*, Vol. 31(2), pp. 159-180.

Wei, L. (ed.) (2000). *The bilingualism reader.* London: Routledge.

Weinreich, U. (1953). *Languages in Contact*. The Hague: Mouton.

Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. (6Th Ed.). Oxford: Willy-Blackwell.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. (5th Ed). Oxford: Willy-Blackwell.

Weber, J. J. (2014). *Flexible Multilingual Education*: *Putting Children's Needs Frist*. United Kingdom: Multilingual Matters.

Weinstein, B. (1980). Language Planning in Francophone Africa. Language Problems & Language Planning, Vol. 4(1), pp. 55-77.

William, C. (1996). Secondary education: Teaching in the bilingual situation. In C. Williams, G. Lewis, & C. Baker (eds.), *The language policy: Taking stock*. Llangefni, UK: CAI.

Widdowson, H. G. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.

Whitehead, T. L. (2005). Basic classical ethnographic research methods. *Cultural Ecology of Health and Change*, Vol. 1, pp. 1-29.

Wright, S. (2016). *Language Policy and Language Planning* (2nd Ed.). England: Palgrave Macmillan.

Yevudey, E. (2015). Translanguaging as a language contact phenomenon in the classroom in Ghana: Pedagogic relevance and perceptions. In Angouri, J, Harrison, T, Schnurr, S. & Wharton, S (eds.) *Learning, Working and Communicating in a Global Context* (pp. 259-270). Proceedings of the 47th Annual Meeting of the British Association for Applied Linguistics.

Yevudey, E. (2013). The pedagogic relevance of codeswitching in the classroom: Insights from Ewe-English codeswitching in Ghana. *Ghana Journal of Linguistics*, Vol 2(2), pp. 1-22.

Yevudey, E. (2012). *Codeswitching in the Classroom: A Case of Ewe-English Code-switching in Ghana.*

MA Dissertation. Birmingham: Aston University.

Yevudey, E. (2009[2012]). *Ewe-English codeswitching on radio*. BA Dissertation, Linguistics Department, University of Ghana, Legon. [Published 2012, *Codeswitching on Radio in West Africa: A Case of Ewe-English codeswitching in Ghana*. Germany: Lambert Academic Publishing.


**Web Resources**


Administration map of Ghana: http://www.wulomei.bb/map_ghana_admin_2007.jpg
[Accessed 2nd April 2017]

*Ghana Business News*, 2016. Ghanaian languages teachers unhappy with policy. Published on 29th January 2016. url: https://www.ghanabusinessnews.com/2016/01/29/152978/) [Accessed on 28th January 2016]

Ghana News Agency, 2015. Stakeholders meet towards revising Language Policy.
url:http://www.ghananewsagency.org/education/stakeholders-meet-towards-revising-language-policy--95346 [Accessed on 7th October 2015).

*Ghanaweb.com*, http://cdn.ghanaweb.com/imagelib/pics/59387424.gif.[Accessed on 10th March 2016].

Leipzig Glossing Rules (2015): Conventions for interlinear morpheme-by-morpheme glosses.
url: https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf [Accessed on 05th January 2016]

Map of Ewe and Gbe languages.
url: http://www.let.leidenuniv.nl/verba-africana/ewe/c-ewe-language.htm [Accessed on 20th November 2016]

Map of languages in Ghana.
url:https://www.ethnologue.com/sites/default/files/styles/original/public/maps/20/GH___rgb.png?itok=XdBdtFGl [Accessed on 26th March 2017].

Schmidt, T., *Online*. Transcribing and annotating spoken language with EXMARaLDA.
url: http://www1.uni-hamburg.de/exmaralda/files/Paper_LREC.pdf [Accessed on 13th January 2014].

**Appendix I     Ethics and Consent forms**

**PhD Student Research Ethics**
**Approval Form (REC1)**

---

**PLEASE NOTE: You MUST gain approval for any research BEFORE any research takes place. Failure to do so could result in a ZERO mark**

**Name:** Elvis Yevudey

**Student Number:** 109709095

**Proposed Thesis title:** Translanguaging in the classroom: Exploring a case of bilingual education in Ghana

---

**Please type your answers to the following questions:**

1. **What are the aim(s) of your research?**

**1.1. Research Aim**

This research aims at exploring the pedagogic functions of translanguaging in the classroom, and the perception of teachers and pupils towards translanguaging in the classroom through a comparative study between bilingual medium curriculum classrooms and monolingual curriculum classrooms in Ghana.

**1.2. Research Questions**

1. How effective is the implementation of the new bilingual literacy programme in Ghana? How does it influence language choice and use in the classroom?

2. Does translanguaging occur in both bilingual classrooms and English-only medium of instruction classrooms? What differences may exist in both classroom contexts?

3. What are the functions and the pedagogic relevance of translanguaging in the classroom?

4. How does translanguaging influence participation and understanding of pupils during lessons?

5. What morphological processes do switched words undergo?

6. What are the attitudes of teachers in public and private schools towards the use of translanguaging in the classroom, and how does this reflect in their classroom language use?

2. **What research methods do you intend to use?**

The research is semi-ethnographic as it will involve participating in day-to-day activities of the schools and field notes will be taken during the school hours and/or immediately at the close of the day. The

strategy of enquiry, in other words research methodology, to be adopted for this research is mixed methods, which practically involves a combination of both quantitative and qualitative methods. With this research methodology, there are three general strategies: sequential mixed methods, concurrent mixed methods, and transformative mixed methods (Creswell 2009). Sequential mixed methods will be adopted for this study and it involves research enquiry in which "the researcher seeks to elaborate on or expand on the findings of one method with another method" (Creswell 2009:14). The data collection methods will be approached in what will be described as sequential triangulation methodology where multiple data collection methods will be used to explore the research aim and questions. The data collection will include observation through audio and video recordings, questionnaire surveys, interviews and focus groups. From this perspective of sequential triangulation methodology, the first data set to be collected for the research would be the observation via recordings of classroom interactions. Recording of the classroom interactions will throw light on the language use pattern in the various classes and how the language(s) being used in the classrooms facilitate teaching and learning processes. Both audio and video recordings will be conducted in order to explore students' participation in the classroom. Conducting recordings, especially the videos, may raise certain ethical concerns and these will be addressed under ethical considerations section. Justifiably, one of the effective ways to explore how teachers interact with their students as well as ascertaining how both teachers and pupils translanguage in the classroom will be to have a pictorial representation of the interactive event and this will be achieved through the video recordings. In addition, the audio and the video recordings will provide data to explore "[t]o what extent, and in what way, does it [translanguaging] allow more effective learning?" (Lewis et al. 2012:651).

In the quest to approach the data collection in a sequential manner, the second step in the data collection process will be the questionnaire surveys. The questionnaire surveys, as well as other types of survey research such as structured interviews, provide quantitative or numeric data that can be used to explore trends, attitudes, or opinions of a population based on the response from part of that population (Creswell 2009). Such quantifiable data consist of closed-ended questions in the questionnaire. Equally, questionnaire surveys can generate qualitative data when the questionnaire constitutes open-ended questions that require the respondents' opinion or explanation of an opinion. In view of this research, the questionnaire survey is meant to explore teachers' perspective on the type of language use in the classroom that facilitates language acquisition, both first language and second language, and content comprehension. Additionally, the questionnaire surveys will provide a data set that will be quantifiable and comparable in ascertaining the attitude of teachers within public and private schools, and a comparison between teachers in public and private schools. This data will aid in exploring the research question on the perception of teachers towards translanguaging in the classroom.

Furthermore, as a follow up on the questionnaire surveys, the third data collection method will be interviews with the teachers. Qualitative interviews are generally less structured in their approach

and allow the interviewer to expand and follow-up on the responses of the interviewee (Jones 1991). Being the interviewer and being part of the interaction, although mainly to ask questions and direct the flow of the interaction, I will in that capacity be a 'participant observer', where when the respondents ask of my opinion on any of the topics discussed I would be able to provide objective answers. As Jones commented:

> The gradual departure from stressing the interviewer as objective observer (a detached 'outsider'), has led to a recognition of the possibilities for researchers to be 'insiders' in the research relationship, interacting rather than merely establishing a 'rapport' with the people to whom they are speaking and observing. (Jones 1991:203)

To mention, the language in which an interview is carried out is one of the addressable issues in conducting interviews. Language is essential to the amount of and the type of information that a participant will provide during an interview. The more comfortable both the interviewer and interviewee are with the language of the interview the more effective the interaction would be. For the purposes of creating a natural interactive environment as possible, the researcher being a bilingual in Ewe and English and the high likelihood that majority if not all the teachers will be bilingual in both languages, the respondents will be given the opportunity to choose the language that is more comfortable for them. This will help reduce any form of paradox.

The last but not the least method to be adopted is focus groups. Focus groups are essential in obtaining first-hand information in a highly natural, although set-up, environment. They can either be set up prior an interview in order to have an overview of possible questions to ask during the interview or they can be carried out as a standalone qualitative data (Silverman 2010:211). In this study, the focus group is a post interview data, which is meant to explore in detail the responses from the individual teacher's responses. Thus, the purpose of the focus groups is to serve as a follow up on the questionnaire survey and the interviews, and to ask the teacher-participants about some of the unconscious and possibly conscious translanguaging practices they adopt in their teaching. The focus groups will be run for both teachers and pupils. For each school, a focus group will be organised for three teachers, thus grade 1-3 teachers, who participate in the observation via classroom recording in order to have some explanation and understanding of some observable language usage in their teaching. Generally, classroom based research and other research works involving children have been concerned about researching on children as opposed to working with or for children (Mayall 2000; O'Kane 2000), however, recent studies have identified significant contributions that children are making towards research works that involve and concern them (Fargas-Malet et al. 2010; Kellett and Ding 2004). The motivation to conduct focus groups for the pupils is to explore the perception of pupils towards language use in the classroom, and how or whether the language being used is facilitating their academic work. Similar to the discussion on the language consideration for the interview, the teachers and the pupils will be asked to determine the language of the focus group discussion.

Based on the above, adopting mixed methods and approaching the data collection in a sequential manner will provide data sets that will enable the exploration of translanguaging in the classroom and the perception of both teachers and pupils towards translanguaging in the classroom prudent. Additionally, the above discussions on the research methods illustrate the importance of adopting mixed method. The quantitative methodology, in this case questionnaire and token classification of mixed languages, will help to explore the 'how many' aspects of the research; and the qualitative methodology, in this case observation via classroom recordings, interviews and focus groups, will provide insights into the 'how' aspects of the research (Silverman, 2010:118).

3. **Please give details of the type of informant, the method of access and sampling, and the location(s) of your fieldwork. (see guidance notes).**

The data collection for the research is scheduled for three months commencing mid May 2014 to early August 2014. The three-month period will involve contacting of schools, data collection and preliminary data transcription. The first week of the research trip will involve contacting the sampled schools and submission of my research portfolio, which will include the approved ethics application, a letter of introduction from Aston University and my supervisors, a personal introductory letter and curriculum vitae. When approval is granted from the schools, two weeks will be spent in each of the schools and that will involve a week of classroom observation and participation in the day-to-day activities of the school, and a week of data collection. The remainder of the weeks after the data collection will be devoted to literature search in some universities in Ghana and data transcription.          The participants for the research are teachers and pupils in the schools that will be sampled. The age range of the pupils is between six to ten years old, and due to the young age of the pupils all research will be carried out in the presence of and with supports from the teachers. The research context will be Ho, the capital of Volta Region, Ghana. Ghana is made up of ten government-stratified regions and has about 79 indigenous languages spoken nationwide with English as the official language (Levis 2009). Each of these 10 regions has at least one or two indigenous languages that are used as a lingua franca and as a medium of instruction in the lower grades, at least in public/government schools.  Ewe is the main indigenous language spoken in Volta Region and it is used as a medium of instruction and subject of study alongside English. Ho is chosen as the context for the research because, as mention earlier, it is the capital of the region and Ewe is used predominantly in day-to-day interactions as well as in schools.

In view of the classrooms, the research will be carried out in four schools comprising of two public schools and two private schools. These two classroom sets would represent the two types of medium of instructions that are currently adopted in schools in Ghana. In the case of public schools, they adopted bilingual medium of instruction, which involves the dominant language of the immediate community and English, in this case study Ewe and English, and in private schools, they adopt monolingual medium of instruction, which involves only English. Selecting these two classroom

235

contexts will provide a comparable data to ascertain language use within and between the classroom contexts.

#### 4. Please give full details of all ethical issues which arise from this research

One significant issue to address when conducting social research is ethical consideration especially when the research involves children as well as methodologies such as interviews, questionnaires, observations and use of personal documents, such as diaries (*Aston School of Languages and Social Sciences, Policy on Research Ethics 2011*). Ethics in research refers to the moral responsibilities and issues taken into consideration throughout a research process (Edwards and Mauthner, 2002:15), and involves "protecting the dignity and safety of the research participants and the general public" (Silverman 2013:160). Generally, ethical considerations arise in research works that involve psychological experiments, sociological or social anthropological in nature as well as linguistic in nature such as observing language use pattern of speakers (Rees 1991:142). This research is sociological and linguistic in nature as it involves looking at language use pattern by teachers and pupils in their day-to-day classroom interactions. In conducting social research there are general principles that should be taken into account and addressed before, during and after the data collection (Silverman 2013; Fargas-Malet et al. 2010; Criag, Corden, and Thornton 2000). Silverman (2013) for instance discusses the importance of ethical considerations in conducting social research and raises certain principles that include but not limited to the following:

- Voluntary participation and the right to withdraw
- Protection of research participants
- Assessment of potential benefits and risks to participants
- Obtaining informed consent
- Not doing harm     (Silverman 2013:161)

Taking the above mentioned as a guideline, first, one of the ethical considerations of my research is gaining access to the schools and to receive appropriate permissions to conduct the research. A portfolio, as stated previously, will be sent to each of the schools prior to the data collection, and this portfolio will include a copy of the approved ethical form, an introductory letter from the University and my supervisors, a personal introductory letter and a curriculum vitae. This will enable the head of the schools to be aware of the details of the research and the ethical considerations that are in place.

Secondly, voluntary participation and data protection are vital ethical considerations. The data collection will be carried out on voluntary bases, the research will be explained to all the participants both the teachers and the pupils, and they will be given the opportunity to ask any questions. All the teachers will be asked to complete a consent form prior to the start of the data collection on agreement to participate in the research. On the part of the pupils, they will be given a consent form to be sent to their parents and returned, and only pupils whose parents signed the consent form will be part of the research (Copy of the two ethics forms are attached to this application). In a situation where in a given classroom some

of the pupils do not have their parent's concern to participate in the research, I will opt for other classrooms where all the pupils present a signed consent form for the purposes of fulfilling the ethical consideration on voluntary participation. Additionally, the participants will be informed that they have the right to opt out at any stage of the research, thus two months after the data collection, and they can request for any part of the data to be taken out. This two-month period is to help provide enough time to make provision for the collection of another data set in a situation where any of the participants redraws from the research.

Regarding data protection, the data collected will be kept on a password-protected computer for the purposes of confidentiality. Any information that will identify the participants and the schools will be anonymised using pseudonyms in the case of the transcribed data. The software programme Audacity will be used for anonymising the audio data by applying sound effects at sessions of the data where the participants and the schools could be identified. In terms of the video data, video editing software, for example Windows Movie Maker (for windows) http://download.live.com/moviemaker/, will be used to blur the faces of the participants and any other part of the videos that will give away any identity. The participants will be informed that the data will be made available to the supervisors, the external examiner and the University during and after the research period, however, the data protection laws will be adhered to appropriately throughout the research.

5. **What steps are you taking to address these ethical issues?**
- A portfolio on the research will be sent to the schools prior the commencement of the data collection and for permission to conduct the research.
- The research will be carried out on voluntary bases and any information that will identify the school or any of the participants will be anonymised using pseudonyms and sound effects. A blurring effect will be used to anonymised the video data.
- The teachers will be asking to fill the consent form prior the start of the data collection and children will also be given a consent form to be sent to their parents in order for the parents to be aware and undersign for their wards to participant in the research or not.
- All the data will be saved on a password-protected computer for the purposes of confidentiality.

6. **What issues for the personal safety of the researcher(s) arise from this research?**
Conducting social research that involves human participants raises issues on personal safety for both the researcher and the respondents. Components of risks can involve physical treats or abuse, psychological, risk of being in a compromising situation that may lead to accusation of improper behaviour and/or it may involve risks that may characterise day-to-day interaction (Craig, Corden and Thornton 2000). Taking into account issues on obvious and potential risks during data collection prepares the researcher to deal with unforeseen risks. One important thing to be taken into account is when and where the data collection, for example the interview and the focus groups starts and ends, and the location respectively. In these regards there seem not be any obvious risks that may emerge during the data collection as the

data collection will be done during break times or free periods during school hours. This will provide safety for my respondents and me. For the students in particular, it will be convenient to conduct the focus group meetings during their break times, and apparently not after school, as their parents may pick them up or they will have to leave home with older students or siblings. Equally, I will not be on my own when conducting the data collection with the children. I will ask for the presence and supports of couple of teachers for safety reasons anytime I engage the students for the research. Having undertaken similar research in 2012 for my MA dissertation, conducting the data collection during school hours was convenient for the teachers and the pupils as most often classes do not run the whole day therefore possible to interview them during their free periods. Although there may not be obvious risks during the data collection, the research will adhere to the research standards per the Data Protection Act 1998, the Statement of Ethical Practice for the British Sociological Association 2004, and the School of Languages and Social Sciences' guidelines on risk assessment and personal safety.

**What steps will be taken to minimise the risks of personal safety to the researchers?**

As stated above, there are no obvious risks of personal safety for both the respondents and myself. However, the following will be observed during the data collection:

- The data collection will take place during school working hours.
- When working with children, couple of teachers will be asked to be present and provide supports during the data collection.

**References**

Craig, G., Corden, A. & Thornton, P. 2000. Safety in social research. *Social Research Update, Vol.*29, pp. 68-72.

Creswell, W. J. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Ed.). London: Sage Publications.

Edwards, R. & Mauthner, M. 2002. 'Ethics and feminist research: Theory and practice'. In M. Mauthner, M. Birch, J. Jessop & T. Miller (eds.), *Ethics in qualitative research*, London: Sage Publication, pp. 14-31.

Fargas-Malet, M., McSherry, D., Larkin, E. & Robinson, C. 2010.Research with children: Methodological issues and innovative techniques. *Journal of Early Childhood Research*, Vol. 8(2), pp. 175-192.

Jones, C. 1991. 'Qualitative Interviewing'. In G. Allan & C. Skinner (eds.). *Handbook for Research Students in the Social Sciences*. London: RoutledgeFalmer, pp. 203-214.

Kellett, M. and Ding, S. 2004. 'Middle childhood'. In S. Fraser, V. Lewis, S. Ding, M. Kellet and C. Robinson (eds.) *Doing Research with Children and Young People*, London: The Open University, pp. 161–74.

Lewis, G., Jones, B., & Baker, C. 2012. Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation: An International Journal on Theory and Practice*, Vol. 18(7). pp. 641-654.

Lewis, M. P. (ed.). 2009. *Ethnologue: Languages of the World*. (16th Ed.). Dallas, Texas: SIL International. Online version: *http://www.ethnologue.com/*.

Mayall, B. 2000. 'Conversations with children. Working with generational issues'. In P. Christensen & A. James (eds.) *Research with Children. Perspectives and Practices*, London: RoutledgeFalmer, pp. 120–35.

O'Kane, C. 2000. 'The development of participatory techniques. Facilitating children's views about

decisions which affect them'. In P. Christensen & A. James (eds.), *Research with Children. Perspectives and Practices*, London: RoutledgeFalmer, pp. 136–59.

Rees, Tony. 1991. Ethical Issus. In Graham, Allan & Chris Skinner (eds.). In G, Allan & C, Skinner (eds.). *Handbook for Research Students in the Social Sciences*. London: RoutledgeFalmer. pp. 140-151.

Silverman, D. 2013. Doing Qualitative Research (4thEd.) Los Angeles, London: Sage Publications.

Silverman, D. 2010. *Doing Qualitative Research* (3rd Ed.). London: SAGE Publication     Ltd.

**Statement by student investigator(s):**

I consider that the details given constitute a true summary of the project proposed
I have read, understood and will act in line with the LSS Student Research Ethics and Fieldwork Safety Guidance lines.

| Name | Signature | Date |
| --- | --- | --- |
| Elvis Yevudey | | 17th March 2014 |

**Statement by PhD supervisor**
I have read the above project proposal and believe that this project only involves minimum risk. I also believe that the student(s) understand the ethical and safety issues which arise from this project.

| Name | Signature | Date |
| --- | --- | --- |
| | | |

This form must be signed and both staff and students need to keep copies.

**Questionnaire**

**Language of education in Ghana**

This questionnaire is part of a research based on classroom interaction. In general, the research aims at exploring the use of language in the classroom in Ghana especially at the lower grade classrooms- kindergarten to primary 3. The questionnaire will include short questions on language use in the classroom and a brief biographical date. Please, kindly complete this questionnaire as best as you can as your answers will be valuable to us. For the purposes of confidentiality, all the information provided will be available to only the researcher and any part of the data used will be anonymised.

The completion of the questionnaire would take approximately10 minutes. Thank you for your time.

*Please provide answers as much as possible by ticking a box and write in the spaces provided where applicable.*

***Please turn over***

**Section A: Translanguaging (Codeswitching)**
Sometimes during lessons, some teachers may shift from one language to another, for example from Ewe to English, when teaching pupils. This type of language phenomenon is called translanguaging, which is similar to concepts such as codeswitching. Translanguaging generally refers to a purposeful use of two or more languages within the same interaction, especially in the classroom to achieve pedagogic goals. The following are questions related to this phenomenon.

Q1. Are you aware of the current language policy on education in Ghana? If yes, go to Q2. If no, go to Q3.

Yes ☐          No ☐

Q2.  Please briefly describe what it stipulates.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Q3.  From your teaching experiences, which medium of instruction would you consider effective in enhancing teaching and learning in lower primary school classrooms (e.g. KG-Primary 1-3). (*Please tick all that apply*)

English-only medium ☐
Ewe medium (or any Ghanaian indigenous languages) ☐
Ewe-English medium ☐
No opinion ☐

Please briefly explain your choice………………………………………………………………..…………………………
………………………………………………………………………….……………………...

Q4. From the above response, which **ONE** of the medium of instructions would you recommend to be used in teaching and learning in lower primary school classrooms in Ghana?

English-only medium ☐
Ewe medium (or any Ghanaian indigenous languages) ☐
Ewe-English medium ☐
No opinion ☐

Q5. How often do you mix Ewe and English when speaking with fellow colleague teachers and pupils outside the classroom?

Very often ☐   Often ☐   Not at all ☐   Rarely ☐   Very Rarely ☐

Q6. How often do you mix Ewe and English when teaching in the classroom?

Very often ☐   Often ☐   Not at all ☐   Rarely ☐   Very Rarely ☐

Q7. How often do you hear pupils mixing Ewe and English during lessons?

Very often ☐   Often ☐   Not at all ☐   Rarely ☐   Very Rarely ☐

Q8. How often do you hear teachers mixing Ewe and English during lessons?

Very often ☐   Often ☐   Not at all ☐   Rarely ☐   Very Rarely ☐

Q9. From your teaching experiences, would there be any reasons why some teachers may mix Ewe and English during teaching? If **Yes** go to Q10; If **otherwise** go to Q11.

Yes ☐   No ☐   No opinion ☐

Q10. If Yes, could please list some reasons.
i).……………………………………………………………………………………………………
ii).…………………………………………………..…………………………………………................
iii).………………………………………………………………………………………………………..
Q11. Do you like it when teachers mix Ewe and English expressions during lessons?
Yes ☐   No ☐   No opinion ☐
Please briefly state the reason for your answer
…………………………………………………................……………………………………………………
……………………………………………………………..………………………………………………..

Q12.  Do you think that mixing Ewe and English expressions during lessons should be encouraged in schools?
Yes ☐        No ☐        No opinion ☐
Please explain answer………………………………………………………………………………………
…………………………..………………………………………..……………………………………………

Q13. **Should** we stop mixing expressions from Ewe and English during lessons?
Yes ☐        No ☐        No opinion ☐
Please explain answer……………………………………………..…………………………………………..
……………………………………………………………………………………………………………………

Q14.  **Can** we stop mixing expressions from Ewe and English when we teach our pupils?
Yes ☐        No ☐        No opinion ☐
 Please explain answer………………………………………………………………………………….……..
……………………………………………………………………………………………………………………

Q15. How would you describe your feeling or attitude towards translanguaging/codeswitching in the classroom (i.e. mixing of expressions from Ewe and English)?

Very positive ☐   Positive ☐   Uncertain ☐   Negative ☐   Very Negative ☐

**Section B: Bio data**

Q16. Name: (*first name only may be applicable*)…………………………………………………..

Q17. Age:
   under 20 ☐ 20-24 ☐ 25-29☐ 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-50☐ 50-Above ☐

Q18. Sex: Male ☐ Female ☐ Not assigned ☐

Q19. Level of education:

   O'Level/A Levels ☐ JHS ☐ SHS ☐ Diploma ☐ Degree ☐ Masters/Higher ☐

Q20. Which of the following classes do you teach?

   Primary (P) 1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐ Others (*please specify*):……………............

Q21. What subjects do you teach? Please list: ………………………………………………………...
………………………………………………………………………………………………………………

Q22. How long have you been teaching?
   Below 1 yr ☐ 1-4 yrs ☐ 5-9 yrs ☐ 10-14yrs ☐ 15-19yrs ☐ 20-24 yrs ☐ Above 24yrs ☐
Q23. Where did you grow up? ...........................................................................................................
Q24. What is/are your mother tongue/first language(s)? ………………………………………..
Q25. What other languages do you speak? ......................................................................................

………………………………………………………………………………………………………
Q26. What language(s) do you speak regularly?
   English ☐ Ewe ☐ Others (*Please specify*) …………………………………………
Q27. What language(s) do you use with the following people and situations?

| People & Situations | Language use |
|---|---|
| Head of school | |
| Fellow teachers | |
| Students | |
| Visitors of the school (e.g. Parents) | |
| During teaching | |
| Sellers in the canteen | |
| At home | |

We would like to thank you for your time and for completing all the questions.

**Participant consent form**
(Teacher participants)

Dear Participant,

You are being invited to take part in a study based on language use in the classroom. Before you decide to participate, the paragraphs below provide information about the study.

This study is being conducted by Elvis Yevudey a student of Aston University, Birmingham in fulfilment of a degree in Doctor of Philosophy in Applied Linguistics. The research is being supervised by Prof. Gertrud Reershemius and Dr Jack Grieve all of Aston University. This project had been reviewed and with all ethical approval from the university.

The purpose of this study is to conduct a linguistic analysis of classroom interactions. Participation is entirely voluntary and when you decide to take part you are sit ill free to withdraw at any time during the research process and two months after the data collection. You will not be required to give any reason for your withdrawal.

For this study, you would be contacted to participate in one or more of the following data collection processes: observation via video and audio recordings where some of your lessons would be recorded, questionnaire survey, interview and focus group. If you decide to take part in the questionnaire survey and interview, you would be asked to answer some questions on biographic information and classroom interaction. The interview would be recorded on an audio recorder.

If you decide to participate in the research, we would like to assure you of working with and keeping the data in high confidentiality per the ethical requirement s of the University. For the purposes of confidentiality, the data sets would be kept on a password-protected computer, which would be available to only the researcher. The video and audio recordings would be anonymised using video and audio editing software programmes (e.g. audacity), which would blur the faces in the video and sound effects would be applied to sections of the audio that may give away any identity. The data sets, however, would be made available to the supervisors and an external examiner at the time of submission of the final work. The submitted copy would remain in the university, and a copy of the transcript and the final work would be made available to you upon request. In addition, the research findings from the data would be published in academic journals adhering to the data protection act and confidentiality.

If you have any questions not addressed in this consent form, please do not hesitate to ask. You may contact Elvis Yevudey via ███████████████ for further explanation.

You would have a copy of this form, which you would keep for your records.

Thank you for your time and supports.
…………………………………………..
I have read the description of the study to be carried out by Elvis Yevudey. I have had the opportunity to discuss and ask questions about the research. If I have any further questions, I have been told whom to contact. I understand that I can volunteer to participate in an observation via video and audio recordings, questionnaire survey, interview and focus group.

I understand that the data collected will be used for only academic purposes and will be kept appropriately for the purposes of confidentiality; and that my identity and that of my school will not be revealed. I also understand that the findings from the data will be published in academic journals.
I agree to participate in this study and I understand I can withdraw at any time, for whatever reason, and if I do, I will inform the researcher.

Signature: ……………………………………..

Print name: ………………………………….

Date: …………………………………………

**Appendix III    Classroom interaction**

**A.  Bilingual classroom: Language and Literacy**

**KEYS:**

| | |
|---|---|
| Intersentential Switches | INTER |
| Repetitive Intersentential Switches | REP |
| Non-repetitive Intersentential Switches | NONREP |
| Intrasentential Switches | INTRA |
| Repetive Intrasentential Switches: Single lexemes | REPLEX |
| Repetive Intrasentential Switches: Phrases | REPHR |
| Non-repetive Intrasentential Switches: Single lexemes | NONLEX |
| Non-repetive Intrasentential Switches: Phrases | NONPHR |
| Tag Switche | TAG |

**12_Sch A_Class 3a_Lg & Literacy**
**School A Classroom 3**
**Classroom teaching and learning**

| No. | Speaker | Speech | Structure type: **Macro** | Structure type: **Micro** | Translation |
|---|---|---|---|---|---|
| **Ewe session of the lesson: Expected base language is Ewe** | | | | | |
| 1 | TC3_A | *how are you all?* | INTER | NONREP | *how are you all?* |

| 2 | PS_3 | *we are fine thank you madam.* | INTER | NONREP | *we are fine thank you madam.* |
|---|---|---|---|---|---|
| 3 | TC3_A | **míawɔ** <u>erm</u> *language and literacy*(.)**nuke míasrɔ̃ ye nye belɛlɛ**(.)**hafi míadze egɔme la**(.)**xe mìfɔ le abadzi egbe nuka miwɔ tsɔwu enumekɔklɔ**(.)**tsilele**?(.)**nukawo miwɔ kɔwu ekemi wɔe?**(- -) [name] | INRRA | TAG | **we will do** erm *language and literacy*(.)**we will study about protection** (.)**before we begin**(.)**what did you do after waking up from bed aside washing of your mouth** (.)**bathing?** (.)**what things did you do aside those**?(- -) [name] |
| 3 | TC3_A | **míawɔ** erm *<u>language and literacy</u>*(.)**nuke míasrɔ̃ ye nye belɛlɛ**(.)**hafi míadze egɔme la**(.)**xe mìfɔ le abadzi egbe nuka miwɔ tsɔwu enumekɔklɔ**(.)**tsilele**?(.)**nukawo miwɔ kɔwu ekemi wɔe?**(- -) [name] | INRRA | NONPHR | **we will do** erm *language and literacy*(.)**we will study about protection** (.)**before we begin**(.)**what did you do after waking up from bed aside washing of your mouth** (.)**bathing?** (.)**what things did you do aside those**?(- -) [name] |
| 4 | P1_A(M) | **meɖu nu.** | | | **i ate.** |
| 5 | TC3_A | **le nuɖuɖu vɔ megbe ɖe**(.) **hafi aɖu nu**(.)**nùmekɔklɔ mele eme o loo**(.)**tsilele mele eme o**(.)**nuɖuɖu tse mele eme o**(.)**nuka ewɔ tsɔwu nuke miwo ƒete**? [name] | | | **after eating**(.)**before you eat**(.)**washing of mouth is excluded**(.)**bathing is excluded**(.) **eating is also excluded**(.)**what else would you do aside those?**[name] |
| 6 | P2_A(F) | **mèkplɔ xɔme.** | | | **i swept the room.** |
| 7 | TC3_A | **èkplɔ xɔme**(.)**èkplɔ xɔme**(.)**enububu ka tse migawɔ?**(.)*<u>YES!</u>* | INTRA | TAG | **you swept the room**(.)**you swept the room**(.) **what else did you do?**(.)*YES!* |
| 8 | P3_A(M) | **mèklɔ agba.** | | | **i washed the bowls.** |
| 9 | TC_A | **mìklɔ agba**(.)<u>Eh_he</u> | INTRA | TAG | **you washed the bowls**(.)Eh_he |
| 10 | P4_A (M) | **mínya nu.** | | | **we did washing.** |
| 11 | TC3_A | **enya nu ŋudi ke hafi va sukua?** | | | **did you do washing this morning before coming to school?** |
| 12 | PS_A | <u>mm_hhh</u> | INTRA | TAG | mm_hhh |
| 13 | TC3_A | <u>errrm</u> | INTRA | TAG | errrm |
| 14 | P5_A (F) | **medo gbe na nɔnye.** | | | **i greeted my mother.** |
| 15 | TC3_A | **YOO**(.)<u>mh_he.</u> | INTRA | TAG | **OKAY**(.)mh_he. |
| 16 | P6_A (F) | **metútú** <u>*TV*</u>**-a ŋu.** | INTRA | NONLEX | **i wiped the** *TV*. |

| 17 | TC3_A | ètútú *TV*-a ŋu(.)yoo(.)enyo(.) mílé susuawo ɖe asi(.)egbe la míasrɔ̃ nu tso belɛlɛ na míaƒe nɔƒewo(.)belɛlɛ na[míaƒe nɔƒewo] | INTRA | NONLEX | you wiped the *TV*(.)okay(.)it is okay(.)you should hold on to the rest(.)today we will learn about environmental protection(.) protection of [our environment.] |
|----|-------|-----------------------------------------------------------------------------|-------|---------|----------------------------------------------------------------------|
| 18 | PS_A | [míaƒe nɔƒewo] | | | [our environment.] |
| 19 | TC3_A | ame sia ame negblɔe. | | | everyone should say it. |
| 20 | PS_A | belɛlɛ na míaƒe nɔƒewo. | | | environmental protection. |
| 21 | P7_A (M) | belɛlɛ na míaƒe nɔƒewo. | | | environmental protection. |
| 22 | TC3_A | (---)belɛlɛ na míaƒe nɔƒewo(.)fika nye míaƒe nɔƒewo?(.)fike amegbetɔ ɖe sia ɖe ateŋu anɔ ko eƒe nɔƒe wonye(.)suku ke eva fifila tse la(.)míaƒe nɔƒe ye(.)aƒeme(.)míaƒe nɔƒe ye(.)ne mìzɔ mɔ yi teƒe sia teƒe(.)míaƒe nɔƒe ye(.)˚hh TA!(.)nukawoe wodzebe míawɔ ke míatsɔ belɛlɛ na míaƒe nɔƒewo be mianɔ lãmesese me?(.)mìse egɔme a? | | | (---) environmental protection(.)where is our environment? (.)wherever a human being can live that is his/her environment(.)the school that you have come today(.)it is our environment(.)the home(.)is our environment(.)if we travel anywhere(.)it is our environment(.)˚hh SO!(.) what are the things we have to do to take care of our environment in order to stay healthy?(.)do you understand? |
| 23 | PS_A | ƐE:: | | | YES:: |
| 24 | TC3_A | TA!(.)mìagblɔ nukewo ƒete wodze be míawɔ atsɔ le be na míaƒe nɔƒewo be míaƒe nɔƒewo anɔ dedie(.)mekae adze egɔme?(---)*yes*[name] | INTRA | TAG | SO!(.)tell me about all the things that should be done in order to keep our environment safe(.)who will begin?(---) *yes*[name] |
| 25 | P8_A (F) | ((coughing)) ne tsi le nugo aɖe me la(.)wóakɔe kɔ ƒugbe. | | | ((coughing)) if there is water in a container(.)you should throw it away. |
| 26 | TC3_A | woaƒo akpe ne. | | | clap for her. |
| 27 | PS_A | ((pupils clapped)) | | | ((pupils clapped)) |
| 28 | TC3_A | fifia la(.)ebe ne tsi le míaƒe nugowo me la(.)miatrɔwo kɔ ƒugbe(.) wóbe(.)mígazi tsi ɖe nugowo me o(.) nukata?(.)ana be *mosquitoes*-wo woawɔ nuka(.)emuwo aɖɔ azi ɖe eme(.)ta medze be miazi tsi ɖe nugowo me o(.)bubu. | INTRA | REPLEX | now(.)you said if there is water in a container(.)we should throw it away(.)they said(.)we should not hoard water in containers(.)why?(.)it causes mosquitoes to do what?(.)mosquitoes will lay eggs in it (.)so we should not hoard water in containers(.)another (example). |

| 29 | P2_A (F) | **míáŋlɔ̃ mía*f*e xɔmegbewo.** | | | We should weed the back of our houses. |
|----|----------|-----------------------------------|---|---|----------------------------------------|
| 30 | TC3_A | **mì*f*o akpe na eya tse.** | | | **clap for her as well.** |
| 31 | PS_A | ((pupils clapped)) | | | ((pupils clapped)) |
| 32 | TC3_A | **le e*f*e ɖewo me la**(.)**egbewo to kaKA! yɔ xɔa vɔ**(.) **gake nuka?**(.) **medze be nedzɔ sigbe o**(.)**edze be míaya egbe kewo katã to ɖe mía*f*e a*f*e me**(.)**mìakɔ agblenu mìaŋlɔ̃wo katã**(.)**ne egbe kemi mìaya la**(.)**mìayawo kple susube nuka**(.)**emu kple lãwɔadawo mate ŋu abe ɖe eme o**(.)**menye sigbe o a?** | | | **in some homes**(.)**the bushes are very heavy (.)but what?**(.)**it does not have to be the case**(.)**we have to weed the entire bush around our house**(.)**you should take a hoe to clear them**(.)**the weed that you will clear**(.)**you should clear them so that mosquitoes and wild animals will not hide there**(.)**is that not the case?** |
| 33 | PS_D | **ƐE::** | | | **YES::** |
| 34 | TC3_A | *yes.* | INTRA | TAG | *yes.* |
| 35 | P9_A (F) | **mìgana etsi na xa ɖe mìa*f*e a*f*ewo me o.** | | | **do not allow water to hoard in your homes.** |
| 36 | TC3_A | **mìgana etsi na xa ɖe mìa*f*e a*f*ewo me o**(.)**mì*f*o akpe na eya tse.** | | | **do not allow water to hoard in your homes**(.)**clap for her.** |
| 37 | PS_A | ((pupils clapped)) | | | ((pupils clapped)) |
| 38 | TC3_A | **le a*f*e ɖewo me la**(.)**wowɔ *gutter* *f*o xlã exɔwo**(.)**mìkpɔ sigbe-a?** | INTRA | NONLEX | **in some homes**(.)**they dig *gutter* around the house (.)have you seen that?** |
| 39 | PS_A | **ƐE::** | | | **YES::** |
| 40 | TC3_A | **etsi teaŋu tsa tome**(.) **eɖewo le la etsia ava xa ɖe aŋgbawo**(.)**ɛrrr kple nugowo *f*e gegeɖe eme ta**(.)**˚h ta ne wowɔ sigbe la**(.)**ne tsi dza la**(.)**etsia xa ɖe eme. akpɔ be tsia xaɖe eme awɔ adzikpla**(.)**enya kpɔ a?** | INTRA | TAG | **water can flow through it**(.)**some of them will hoard water will hoard in the leaves (.)ɛrrr and due to a blockage by containers**(.)**˚h so when that happens that way**(.)**when it rains**(.)**it will hoard water(.) you will realise that water will hoard in it and it will grow algae**(.)**is that nice?** |
| 41 | PS_A | **AO::** | | | **NO::** |
| 42 | TC3_A | mh_mh **ne wowɔ sigbe ko (.)emuwo tse beɖe efimi**(.)**menya kpɔna o gake**(.)**errr megbea *f*ete tse manya kpɔ o**(.)**ta medzebe etsi naxa ɖe mía*f*e te*f*e *gutter* wo me o**(.)**eme kɔ a?** | INTRA | TAG | mh_mh **if it happens that way**(.)**mosquitoes will hide there**(.)**it does not look good but**(.)**errr the back will not look good**(.)**so we should not allow water to hoard in our *gutter*s (.)wo me o**(.)**do you understand?** |
| 42 | TC3_A | mh_mh **ne wowɔ sigbe ko (.)emuwo tse beɖe efimi**(.)**menya kpɔna o gake**(.)**errr megbea *f*ete** | INTRA | TAG | mh_mh **if it happens that way**(.)**mosquitoes will hide there**(.)**it does not look good but**(.)**errr the back will not** |

| | | | | | |
|---|---|---|---|---|---|
| | | tse manya kpɔ o(.)ta medzebe etsi naxa ɖe **mía***fe* te*fe* *gutter* wo me o(.)eme kɔ a? | | | look good(.)so we should not allow water to hoard in our *gutter*s (.)wo me o(.)do you understand? |
| 42 | TC3_A | mh_mh **ne wowɔ sigbe ko (.)emuwo tse beɖe efimi**(.)**menya kpɔna o gake**(.)**errr megbea** *fe*te **tse manya kpɔ o**(.)**ta medzebe etsi naxa ɖe mía***fe* te*fe* *gutter* **wo me o**(.)**eme kɔ a?** | INTRA | NONLEX | mh_mh **if it happens that way**(.)**mosquitoes will hide there**(.)**it does not look good but**(.)**errr the back will not look good**(.)**so we should not allow water to hoard in our *gutter*s (.)wo me o**(.)**do you understand?** |
| 43 | PS_A | **ƐE!::** | | | **YES!::** |
| 44 | TC3_A | *yes.* | INTRA | TAG | *yes.* |
| 45 | P10_A (F) | **míakplɔ mía***fe* **nɔ***fe***wo.** | | | **we should sweep our environment.** |
| 46 | TC3_A | **míakplɔ mía***fe* **nɔ***fe***wo**(.) **edzebe mìakplɔ mìa***fe* **nɔ***fe***wo hafi mìado sukuwu kuraa**(.)**hafi mìale tsi edzebe mìakplɔ nu gbã hafi nuka mìale tsi**(.)**ta ne efɔ la akɔ xa akplɔ mìa***fe* **a***fe***me** *fe***te**(.)**eyata ne míva suku nuka míwɔna gbã?** | | | **we shoud sweep our environment**(.) **we have to sweep our environment before we even wear our school uniform**(.)**before you shower you have to sweep first**(.)**so when you wake up you should take broom and sweet the whole place**(.)**so when you come to school what should you do first?** |
| 47 | PS_A | **míkplɔna nu.** | | | **we should sweep.** |
| 48 | TC3_A | **míkplɔna nu**(.)**míkplɔna mía***fe* **sukuxɔwo me**(.)**ne míkplɔe vɔ la**(.)**ekema míyi ɖe xexe**(.)**akplɔ xexe** *fe***te ɖe mía***fé* **lãme sesẽ ta ko ye**(.)**menye sigbe o a?** | | | we should sweep(.)we sweep inside of our classrooms(.)after sweeping the classroom(/)then we go outside(.)we sweet outside mainly because of good health(.)is that not the case? |
| 49 | PS_A | **ƐE::** | | | **YES::** |
| 50 | TC3_A | **enya ɖe gale ameaɖe si a**? | | | **Does someone has something more to say?** |
| 51 | PS_A | **AO::** | | | NO:: |
| 52 | TC3_A | **amekae be ao**?(.)**eyako edzebe míawɔ a**?(.) **mìmenya nuɖeke tso mía***fe* **belɛlɛ na mia***fe* **nɔ***fe***wo ŋu o a?**(.)**enuwo le zã loo**(.)**edzebe míwɔ ale bena míe***fe* **nɔ***fe***wo**(.)**mía***fe* **nɔ***fe***wo la**(.)**enuwo le zã míakɔ le bena mía***fe* **nɔ***fe***wo ŋu**(.) **nukawoe le**?(.)**nukawoe le?** | | | **who said no**?(.)**is that all we have to do?**(.)**do you not know anything about environmental protection**?(.) **there are many things**(.)**that we have to do to protect our environment**(.)**our environments**(.)**there are many things we can do to protect our environment**(.)**what things are there**?(.)**what things are there?** |
| 53 | P4_A (M) | **atiwo.** | | | **trees.** |
| 54 | TC3_A | **atiwo le**(.)**ke nuka wodzebe míawɔ na atiwo?**(.)**aleke míakɔ le bena ati a?**(.)**aleke mìakɔ le bene?**(.)*yes.* | INTRA | TAG | **tress are there**(.)**so what should we have to do for the trees?**(.)**how can we protect our trees?**(.)**how do we protect them?**(.)*yes.* |

| 55 | P6_A (F) | **míade tsi ne.** | | | **we should water them.** |
|---|---|---|---|---|---|
| 56 | TC3_A | **mìade tsi ati-a be newoa tsi** (.)**efia be**(..)**edzebe míado atiwo ɖe miaƒe nɔƒewo**(.)*because* **míanya be atiwo la**(.)**wonye (.) wonye**(.)**errr wonana aya nami**(.)**ne ŋdo le ʋuʋu la**(.)**mítea ŋu beaɖe ete**(.)**ta ne mítso atiwo ƒete ɖe**(.)**nukae edzɔ ɖe míadzi?** | INTRA | NONLEX | **you will water the trees for them to grow**(.)**it means that we have to plant trees in our environment**(.)*because* **we know that trees**(.)**they are**(.)**they are**(.) err **they give us air**(.)**if the sun is shining**(.)**we can hide under them**(.) so **if we cut down all the trees**(.)**what will happen to us?** |
| 56 | TC3_A | **mìade tsi ati-a be newoa tsi** (.)**efia be**(..)**edzebe míado atiwo ɖe miaƒe nɔƒewo**(.)*because* **míanya be atiwo la**(.)**wonye (.) wonye**(.)**errr wonana aya nami**(.)**ne ŋdo le ʋuʋu la**(.)**mítea ŋu beaɖe ete**(.)**ta ne mítso atiwo ƒete ɖe**(.)**nukae edzɔ ɖe míadzi?** | INTRA | TAG | **you will water the trees for them to grow**(.)**it means that we have to plant trees in our environment**(.)*because* **we know that trees**(.)**they are**(.)**they are**(.) err **they give us air**(.)**if the sun is shining**(.)**we can hide under them**(.) so **if we cut down all the trees**(.)**what will happen to us?** |
| 57 | PS_A | <<simultaneous answers>> | | | <<simultaneous answers>> |
| 58 | TC3_A | **YOO!**(.)**ta edzebe míado atiwo ne míaga lãwo o**(.) **ne míagalã tse**(.)**edzebe nuka?**(.)**nukae mèfia mì tso nukemi ŋu?**(.)**míado ati nene ɖe eteƒe?** | | | **OKAY!**(.)**so we have to plant trees not cutting them down**(.)**if we will cut them down**(.)**what should be done?**(.)**what did I teach you about that?**(.)**how many trees should we plan in place of it?** |
| 59 | PS_A | **woame eve.** | | | **two of them.** |
| 60 | TC3_A | **woame eve ɖe eteƒe**(.)**mìse eme a**? | | | **two of them in place of it**(.)**go you understand?** |
| 61 | PS_A | **ƐE::** | | | **YES::** |
| 62 | TC3_A | *okay*(.)**ta nyakewo katã mìgblɔ maŋlɔ ɖe ekpe dzi**(.)**kemi mìaŋlɔ ɖe mìaƒe agbalẽ me.** | INTRA | TAG | *okay*(.)**so we will write the words that you say on the board**(.)**then you will write them in your books.** |
| 63 | PS_A | ((unintelligible speeches 2mins.37sec)) | | | ((unintelligible speeches 2mins.37sec)) |
| 63 | TC3_A | <<teacher writing on the board>> **nusiwo míawɔ**(-)**nukewo wole be míawɔ ale bena míaƒe nɔƒewo la wosɔ gbɔ za gake wɔame atɔ̃ ko mìaŋlɔ̃ gbɔ**(.)**emekɔ a?** | | | The things that we will do. The things that we will do to take care of the environment are many, but we will write five of them for now. Do you understand? |
| 65 | PS_A | **ƐE:::** <<pupils writing what was written on the board)>> | | | **YES:::** <<pupils writing what was written on the board)>> |
| 66 | TC3_A | <<speaking to one pupil>> **aƒetɔ agbalẽ ɖeke mele asiwo o a**? | | | <<speaking to one pupil>> **mister do you not have any book?** |

| 67 | PS_A | <<pupils writing what was written on the board>> | | | <<pupils writing what was written on the board>> |
|---|---|---|---|---|---|
| 68 | TC3_A | **mìaƒe asinu netsɔ kababa**(---)**yoo**(.)**madzibe ameɖeka neva xlẽ enua nam le ekpea dzi**[name](--)**atia ɖe?** | | | **you should write quickly** (---)**okay** (.)**i will like one person to read the things on the baord**[name](--) **where is the stick?** |
| 69 | P11_A (F) | **élè** _ball_ **xɔme**. | INTRA | NONLEX | s/he is in the _ball_ **room** (where balls are kept). |
| | TC3_A | (---)**evɔ**(.)**tso ne nanu nya.** | | | (---)**it is done**(.)**stand up and talk.** |
| 70 | P7_A (M) | **belɛlɛ na míaƒé nɔƒewo.** | | | **environmental protection.** |
| 71 | PS_A | **belɛlɛ na míaƒé nɔƒewo.** | | | **environmental protection.** |
| 72 | P7_A (M) | **míado atiwo.** | | | **we should plant trees.** |
| 73 | PS_A | **míado atiwo.** | | | **we should plant trees.** |
| 74 | P7_A (M) | <<pupils could not continue with the reading>> | | | <<pupils could not continue with the reading>> |
| 75 | TC3_A | (---)**YOO!**(.)**màxlẽ tome gbã**(.)**vanɔ anyi**(.)**belɛlɛ na míaƒé nɔƒewo.** | | | (---)**OKAY!**(.)**i will read through it first**(.)**sit down**(.)**environmental protection.** |
| 76 | PS_A | **belɛlɛ na míaƒé nɔƒewo.** | | | environmental protection. |
| 77 | TC3_A | **gbãtɔ míado atiwo.** | | | **we should plant trees.** |
| 78 | PS_A | **míado atiwo.** | | | **we should plant trees.** |
| 79 | TC3_A | **míalɔ aɖuɖɔwo.** | | | **we should pick the rubbish.** |
| 80 | PS_A | **míalɔ aɖuɖɔwo.** | | | **we should pick the rubbish.** |
| 81 | TC3_A | **edzebe míaŋlɔ̃ gbetotowo.** | | | **we should weed heavy bushes.** |
| 82 | PS_A | **edzebe míaŋlɔ̃ gbetotowo.** | | | **we should weed heavy bushes.** |
| 83 | TC3_A | **míakplɔ míaƒe nɔƒewo.** | | | **we should sweep our environment.** |
| 84 | PS_A | **míakplɔ míaƒe nɔƒewo.** | | | **we should sweep our environment.** |
| 85 | TC3_A | **míale bena tsizazãwo.** | | | **we should take care of household water.** |
| 86 | PS_A | **míale bena tsizazãwo.** | | | **we should take care of household water.** |
| 87 | TC3_A | **ameaɖe ateŋu axlẽ nami a?** | | | **can someone read it for me?** |
| c | PS_A | **ɛe::** | | | **yes::** |
| 89 | P12_A (M) | _madam_. | INTRA | NONLEX | _madam_. |
| 90 | TC3_A | [name] | | | [name] |
| 91 | P12_A (M) | **belɛlɛ na míaƒé nɔƒewo.** | | | **environmental protection.** |
| 92 | PS_A | **belɛlɛ na míaƒé nɔƒewo**. | | | **environmental protection.** |
| 93 | P12_A (M) | **míado atiwo.** | | | **we should plant trees.** |
| 94 | PS_A | **míado atiwo.** | | | **we should plant trees.** |
| 95 | P12_A (M) | **míaŋlɔ̃**(.)**míalɔ aɖuɖɔwo.** | | | **we should weed**(.)**we should collect the rubbish.** |

| 96 | PS_A | mía lɔ aɖudɔwo. | | | we should collect the rubbish. |
|---|---|---|---|---|---|
| 97 | P12_A(M) | edzebe mía ŋlɔ̃ gbetotowo. | | | we should weed heavy bushes. |
| 98 | PS_A | edzebe mía ŋlɔ̃ gbetotowo. | | | we should weed heavy bushes. |
| 99 | P12_A (M) | mía kplɔ mía ƒe nɔ ƒewo. | | | we should sweep our environment. |
| 100 | PS_A | mía kplɔ mía ƒe nɔ ƒewo. | | | we should sweep our environment. |
| 101 | P12_A (M) | mía le bena tsizazãwo. | | | we should take care of household water. |
| 102 | PS_A | mía le bena tsizazãwo. | | | we should take care of household water. |
| 103 | TC3_A | enyo. | | | it is good. |
| 104 | PS_A | (unintelligible speeches) | | | (unintelligible speeches) |
| 105 | TC3_A | amesusue-a neva xlẽ nami ko míawɔ nububu. | | | the last person should read it for me then we will do another thing. |
| 106 | PS_A | <<some pupils coughing>> | | | <<some pupils coughing>> |
| 107 | P4_A (M) | belɛlɛ na mía ƒé nɔ ƒewo. | | | environmental protection. |
| 108 | PS_A | belɛlɛ na mía ƒé nɔ ƒewo. | | | environmental protection. |
| 109 | P4_A (M) | mía do atiwo. | | | we should plant trees. |
| 110 | PS_A | mía do atiwo. | | | we should plant trees. |
| 111 | P4_A (M) | mía lɔ aɖudɔwo. | | | we should pick the rubbish. |
| 112 | PS_A | mía lɔ aɖudɔwo. | | | we should pick the rubbish. |
| 113 | P4_A (M) | edzebe mía ŋlɔ̃ gbetotowo. | | | we have to weed heavy bushes. |
| 114 | PS_A | edzebe mía ŋlɔ̃ gbetotowo. | | | we have to weed heavy bushes. |
| 115 | P4_A (M) | mía kplɔ mía ƒe nɔ ƒewo. | | | we should sweep our environment. |
| 116 | PS_A | mía kplɔ mía ƒe nɔ ƒewo. | | | we should sweep our environment. |
| 117 | P4_A (M) | mía le bena tsizazãwo. | | | we should take care of household water. |
| 118 | PS_A | mía le bena tsizazãwo. | | | we should take care of household water. |
| 119 | TC3_A | YOO!(.)*thank you*(.)babia ɖe le ameaɖe si a? | INTRA | NONPHR | OKAY!(.)*thank you*(.)do you have any question? |
| 120 | P9_A (F) | AO:: | | | NO:: |
| 121 | TC3_A | ame sia ame se eme a? | | | has everyone understood? |
| 122 | PS_A | mí ɖeku ƐE:: | | | YES:: please! |
| 123 | TC3_A | ne mìmese eme o mitsi nam loo. | | | if you do not understand tell me. |
| 124 | PS_A | yoo:: | | | okay:: |

| 125 | TC3_A | <u>mh_mh</u>(.)**ta mìka ɖedzi be ne mìyi mìaƒe aƒewo me la mìale bena mìaƒe nu sia nu kele mìaƒe nɔƒewo?**(.) **mìawɔe a?** | INTRA | TAG | mh_mh(.)**so are you sure when you go to your homes you will take care of everything in your environment?(.)will you do that?** |
|-----|-------|------|-------|-----|------|
| 126 | PS_A | **ƐE::** | | | **YES::** |
| 127 | TC3_A | **le suku tse mìawɔe ɖe?** | | | **will you do the same in school?** |
| 128 | PS_A | **ƐE::** | | | **YES::** |
| 129 | TC3_A | **teƒe sia teƒe si mìyi mìale bena nu ɖe sia ɖe si le mìaƒe nɔƒewo ɖe?** | | | **will you take care of everywhere you go ?** |
| 130 | PS_A | **ƐE::** | | | **YES::** |
| 131 | TC3_A | **mìkaɖe edzi a?** | | | **are you sure?** |
| 132 | PS_A | **míɖeku ɛe::** | | | **yes:: please.** |
| **English session of the lesson: Expected base language is English** | | | | | |
| 133 | TC3_A | **YOO**!(.) *okay* (.) *we now do the same thing in english*(.) *okay?* | INTRA | TAG | **OKAY**!(.) *okay* (.) *we now do the same thing in english*(.) *okay?* |
| 134 | PS_A | *okay.((unintelligible speeches))* | | | *okay. ((unintelligible speeches))* |
| 135 | TC3_A | *is that the second one?* (.)**míaŋlɔ̃ numa ɖe ete loo**(.)*now we are going to switch to the english language okay?*(.)*we are going to learn about environmental protection*(.) *environmental protection*(.) *the whole class.* | INTER | NONREP | *is that the second one?* (.)**write that thing under it**(.)*now we are going to switch to the english language okay?*(.)*we are going to learn about environmental protection*(.) *environmental protection*(.) *the whole class.* |
| 136 | PS_A | *environmental protection.* | | | *environmental protection.* |
| 137 | TC3_A | *if we say environment do you know what it means?* | | | *if we say environment do you know what it means?* |
| 138 | PS_A | *YE:: S* | | | *YE:: S* |
| 139 | TC3_A | *you know it?* | | | *you know it?* |
| 140 | PS_A | *YE::S* | | | *YE::S* |
| 141 | TC3_A | *you know it then tell me*(.) *what is environment?* | | | *you know it then tell me*(.) *what is environment?* |
| 142 | P10_A (F) | *environment is thing that surrounds us.* | | | *environment is thing that surrounds us.* |
| 143 | TC3_A | *the things that we see around us*(.)*give her a clap.* | | | *the things that we see around us*(.)*give her a clap.* |
| 144 | PS_A | ((pupils clapped)) | | | ((pupils clapped)) |
| 145 | TC3_A | *everything that forms the…everything that is part of where you are is a what?*(.)*anything that you surround you is part of your environment*(.)*is in* | | | *everything that forms the…everything that is part of where you are is a what?*(.)*anything that you surround you is part of your environment*(.)*is in your* |

| | | | | |
|---|---|---|---|---|
| | | *your environment(.)what are some of the things that we see in our environments?(--)* | | *environment(.)what are some of the things that we see in our environments?(--)* |
| 146 | P9_A (F) | *trees.* | | *trees.* |
| 147 | TC3_A | *trees(.)very good(.)animals they are cats(.)ye::s.* | | *trees(.)very good(.)animals they are cats(.)ye::s.* |
| 148 | P11_A(F) | *cars.* | | *cars.* |
| 149 | TC3_A | *ye::s.* | | *ye::s.* |
| 150 | P11_A(F) | *cars.* | | *cars.* |
| 151 | TC3_A | *cars yes we see cars around our houses.* | | *cars yes we see cars around our houses.* |
| 152 | P14_A(M) | *houses.* | | *houses.* |
| 153 | TC3_A | *houses[name]* | | *houses[name]* |
| 154 | P15_A (M) | *bushes.* | | *bushes.* |
| 155 | TC3_A | *the bushes we see is also part of our environment(.)[name] yes::* | | *the bushes we see is also part of our environment(.)[name] yes::* |
| 156 | P16_A (M) | *human beings.* | | *human beings.* |
| 157 | TC3_A | *human beings.* | | *human beings.* |
| 158 | P10_A (F) | *leaves.* | | *leaves.* |
| 159 | TC3_A | *leaves(.)YE::S.* | | *leaves(.)YE::S.* |
| 160 | P7_A(M) | *soil.* | | *soil.* |
| 161 | TC3_A | *soil(.) SO(.)all the things you have mentioned are part of our…our environments(.) things that surround us we have to protect them(.)do you agree?* | | *soil(.) SO(.)all the things you have mentioned are part of our…our environments(.) things that surround us we have to protect them(.)do you agree?* |
| 162 | PS_A | *YES::* | | *YES::* |
| 163 | TC3_A | *do you agree we have to take care of them?* | | *do you agree we have to take care of them?* |
| 164 | PS_A | *YES:::* | | *YES:::* |
| 165 | TC3_A | *okay(.)if you do then what are the things that you do to take care of the things around our environments?(---)[name]* | | *okay(.)if you do then what are the things that you do to take care of the things around our environments?(---)[name]* |
| 166 | P14_A (F) | *we sweep our environment.* | | *we sweep our environment.* |
| 167 | TC3_A | *we sweep our what our environment in that we take care of our(.)keep our environment clean by sweeping our environment(.) very GOOD! yes (.) [name]* | | *we sweep our what our environment in that we take care of our(.)keep our environment clean by sweeping our environment(.) very GOOD! yes (.) [name]* |

| 168 | P17_A (F) | *we pour water out of the cans in our environment.* | | | *we pour water out of the cans in our environment.* |
|-----|-----------|-----------------------------------------------------|---|---|-----------------------------------------------------|
| 169 | TC3_A | *we pour water out of the cans(.)it means that(.)we must not keep what?=* | | | *we pour water out of the cans(.)it means that(.)we must not keep what?=* |
| 170 | P17_A (F) | *=water in the can.* | | | *=water in the can.* |
| 171 | TC3_A | *or we must not keep what throws our cans away or we must not what?(.) yes(---)so we must empty our what?(.) cans(.)why must we empty our cans?(.)why must we empty them?(.)after use why must you like dispose it off?(.)YES:* | | | *or we must not keep what throws our cans away or we must not what?(.) yes(---)so we must empty our what?(.) cans(.)why must we empty our cans?(.)why must we empty them?(.)after use why must you like dispose it off?(.)YES:* |
| 172 | P18_A (M) | *beCAUSE of mosquitoes.* | | | *beCAUSE of mosquitoes.* |
| 173 | TC3_A | *because of what mosquitoes(.)mosquitoes can breed in cans when you keep (.)maybe when it rains(.)erm and THEN some water are being kept in the cans they may they may what breed mosquitoes(.)they may allow mosquitoes to breed and that will what(.)will(.)erm maybe what mosquitoes will breed and THEN you will get what(.)malaria when they bite us(.)so we must empty our cans(.)any other? YE::S.* | | | *because of what mosquitoes(.)mosquitoes can breed in cans when you keep (.)maybe when it rains(.)erm and THEN some water are being kept in the cans they may they may what breed mosquitoes(.)they may allow mosquitoes to breed and that will what(.)will(.)erm maybe what mosquitoes will breed and THEN you will get what(.)malaria when they bite us(.)so we must empty our cans(.)any other? YE::S.* |
| 174 | P12_A (M) | *we MUST not dirty our environment.* | | | *we MUST not dirty our environment.* |
| 175 | TC3_A | *we MUST not dirty our environment(.)it means(.)we must keep our environment clean(.)when when you finish eating(.)don_t litter your environment(.)˚h put them at the right places(.)which place must we place our litters?(.)YE::S(.)in the what?=* | | | *we MUST not dirty our environment(.)it means(.)we must keep our environment clean(.)when when you finish eating(.)don_t litter your environment(.)˚h put them at the right places(.)which place must we place our litters?(.)YE::S(.)in the what?=* |
| 176 | PS_3 | *=dust bin* | | | *=dust bin* |
| 177 | TC3_A | *dust bin(.)so when you keep them in the dust bin(.)the environment will be very clean(.)any other? mm-hh* | | | *dust bin(.)so when you keep them in the dust bin(.)the environment will be very clean(.)any other? mm-hh* |
| 178 | P11_A (F) | *we must water our plants.* | | | *we must water our plants.* |

| 179 | TC3_A | *we must water our what(.)plants so that afterwards they can grow well(.) we must water(.)any other?(.) is that ALL?(.)YE::S.* | | | *we must water our what(.)plants so that afterwards they can grow well(.) we must water(.)any other?(.) is that ALL?(.)YE::S.* |
|---|---|---|---|---|---|
| 178 | P2_A (F) | *we must feed the animals.* | | | *we must feed the animals.* |
| 180 | TC3_A | *we must feed the animals(-)YE::S(.)we must feed the animals so that they can grow well.* | | | *we must feed the animals(-)YE::S(.)we must feed the animals so that they can grow well.* |
| 181 | P10_A (F) | *we must cut down TALL bushes.* | | | *we must cut down TALL bushes.* |
| 182 | TC3_A | *we MUST cut down tall bushes(.)we must cut down tall bushes(.)any other?(---)[name]* | | | *we MUST cut down tall bushes(.)we must cut down tall bushes(.)any other?(---)[name]* |
| 183 | P17_A (F) | *we should take care of our drinking water.* | | | *we should take care of our drinking water.* |
| 184 | TC3_A | *we should take care of our drinking water(.)or water bodies(.)someTIMES(.)in our villages where we have streams(.)people go there and wash in the water(.)some people even go there and shit there(.)after that you_ll go there and fetch it as a drinking water(.)is it the right thing you must do? SO(.)if you know that that water is for what(.)cooking and drinking you must WHAT(.)take care of it(.)do you agree with me?* | | | *we should take care of our drinking water(.)or water bodies(.)someTIMES(.)in our villages where we have streams(.)people go there and wash in the water(.)some people even go there and shit there(.)after that you_ll go there and fetch it as a drinking water(.)is it the right thing you must do? SO(.)if you know that that water is for what(.)cooking and drinking you must WHAT(.)take care of it(.)do you agree with me?* |
| 185 | PS_3 | *YE:::S.* | | | *YE:::S.* |
| 189 | TC3_A | *(---)is that all?(.)you have more to add(---)YE:::S* | | | *(---)is that all?(.)you have more to add(---)YE:::S* |
| 190 | P6_A (F) | *you must take care of the plants.* | | | *you must take care of the plants.* |
| 191 | TC3_A | *we must take care of the plants(.)very GOOD!YE:::S [name].* | | | *we must take care of the plants(.)very GOOD!YE:::S [name].* |
| 192 | P11_A (F) | *we must take care of the food that we eat.* | | | *we must take care of the food that we eat.* |
| 193 | TC3-A | *the food that we eat(---)and then we must also plant trees(.) or you_ve forgotten?(.)you must also what(.)plant trees and you must not cut down trees(.)you must not cut down trees(.)WHY must you not cut down trees?(.)YE::S [name]* | | | *the food that we eat(---)and then we must also plant trees(.) or you_ve forgotten?(.)you must also what(.)plant trees and you must not cut down trees(.)you must not cut down trees(.)WHY must you not cut down trees?(.)YE::S [name]* |
| 194 | P14_A (M) | *they give us shades.* | | | *they give us shades.* |
| 195 | TC3_A | *because they give us what(.)[shades].* | | | *because they give us what(.)[shades].* |
| 196 | PS_3 | *[shades].* | | | *[shades].* |

| 197 | TC3_A | *any other reasons apart from them giving us shades?(---)[name]* | | | *any other reasons apart from them giving us shades?(---)[name]* |
|---|---|---|---|---|---|
| 198 | P8_A(F) | *they give us air.* | | | *they give us air.* |
| 200 | TC3-A | *they give us what(.)air(.) SO(.)if we don_t have any tree(.)are we going to get any air to breath?* | | | *they give us what(.)air(.) SO(.)if we don_t have any tree(.)are we going to get any air to breath?* |
| 201 | PS_3 | *NO:::* | | | *NO:::* |
| 202 | TC3_A | *are you SURE!?* | | | *are you SURE!?* |
| 203 | PS_3 | *YE:::S* | | | *YE:::S* |
| 204 | TC3_A | *we can get ooh:::can we GET!?* | | | *we can get ooh:::can we GET!?* |
| 205 | PS_3 | *NO::!* | | | *NO::!* |
| 206 | TC3_A | *WHY?(.)beCAUSE they give us oxygen(.)and without them we can_t what(.)breath(.)we_ll not get fresh air.* | | | *WHY?(.)beCAUSE they give us oxygen(.)and without them we can_t what(.)breath(.)we_ll not get fresh air.* |
| 207 | P13_A (M) | *they give us food.* | | | *they give us food.* |
| 208 | TC3-A | *they give us food(--)oKAY: alright(.)any questions?* | | | *they give us food(--)oKAY: alright(.)any questions?* |
| 209 | PS_3 | *NO!* | | | *NO!* |
| 210 | TC3_A | *(---)or any addition?* | | | *(---)or any addition?* |
| 211 | P18_A (M) | *yes(.)they give us medicine.* | | | *yes(.)they give us medicine.* |
| 212 | TC3_A | *we get medicine from trees(.) SO(.)we must what(.)grow them and take care of them(.)we must not cut them down(.)we_re not talking about trees(.)we_re talking about the environment(---)YE:::s* | | | *we get medicine from trees(.) SO(.)we must what(.)grow them and take care of them(.)we must not cut them down(.)we_re not talking about trees(.)we_re talking about the environment(---)YE:::s* |
| 213 | P8_A (F) | *why is it that trees give us food?* | | | *why is it that trees give us food?* |
| 214 | TC3-A | *why is it that trees give us food?(.)who can answer her(.)why trees give us food?(---)who can answer that quesTION?(---)can we get food from any other source?* | | | *why is it that trees give us food?(.)who can answer her(.)why trees give us food?(---)who can answer that quesTION?(---)can we get food from any other source?* |
| 215 | PS_3 | *NO!* | | | *NO!* |
| 216 | TC3_A | *BUT from where? from plants(.)so they are there to give us food(.)(---)mm_hh is that ALL?(.)you can write the same.* | | | *BUT from where? from plants(.)so they are there to give us food(.)(---)mm_hh is that ALL?(.)you can write the same.* |

| No. | Speaker | Speech | Structure type: **Macro** | Structure type: **Micro** | Translation |
|-----|---------|--------|---------------------------|---------------------------|-------------|
| 217 | | ((lesson ended. Pupils wrote the discussions written on the board into their notebooks)) | | | ((lesson ended. Pupils wrote the discussions written on the board into their notebooks)) |

## B. Monolingual classroom: English Lesson

### Sch B_Class 2_English (COMPO)
### School B Classroom 1
### Classroom teaching and learning (Ewe lesson)

| No. | Speaker | Speech | Structure type: **Macro** | Structure type: **Micro** | Translation |
|-----|---------|--------|---------------------------|---------------------------|-------------|
| 1 | | ((a lesson on substitution table was introduced at the start of the class)) | | | ((a lesson on substitution table was introduced at the start of the class)) |
| 2 | TC2_B | *that_s GOOD! substitution table*(.)*all of you.* | | | *that_s GOOD! substitution table*(.)*all of you.* |
| 3 | PS_B | *substitution table.* | | | *substitution table.* |
| 4 | TC2_B | *AGAIN*! | | | *AGAIN*! |
| 5 | PS_B | *substitution table.* | | | *substitution table.* |
| 6 | TC2_B | *WHAT are we saying?*(.)*substitution table*(.)*[name]*(.) *what are we saying?* | | | *WHAT are we saying?*(.)*substitution table*(.)*[name]*(.) *what are we saying?* |
| 7 | P1_B (F) | *substitution table.* | | | *substitution table.* |
| 8 | TC2_B | *YES!*(.)*WHAT are we saying?*(---)*all of you say sub* | | | *YES!*(.)*WHAT are we saying?*(---)*all of you say sub* |
| 9 | PS_B | *sub* | | | *sub* |
| 10 | TC2_B | *sti* | | | *sti* |
| 11 | PS_B | *sti* | | | *sti* |
| 12 | TC2_B | *tu* | | | *tu* |
| 13 | PS_B | *tu* | | | *tu* |

| 14 | TC2_B | *tion* | | | *tion* |
|----|-------|--------|---|---|--------|
| 15 | PS_B | *tion* | | | *tion* |
| 16 | TC2_B | *table* | | | *table* |
| 17 | PS_B | *table* | | | *table* |
| 18 | TC2_B | *substitution table.* | | | *substitution table.* |
| 19 | PS_B | *substitution table.* | | | *substitution table.* |
| 20 | TC2_B | *NOW! (-)pronounce this WORD!* | | | *NOW! (-)pronounce this WORD!* |
| 21 | P2_B (F) | *substitution table.* | | | *substitution table.* |
| 22 | TC2_B | *YES!(.)it is a big word but.* | | | *YES!(.)it is a big word but.* |
| 23 | P2_B (F) | *madam.* | | | *madam.* |
| 24 | TC2_B | *you AGAIN?! (.) mm_hh* | | | *you AGAIN?! (.) mm_hh* |
| 25 | P2_B (F) | *YES!* | | | *YES!* |
| 26 | TC2_B | *HEY! you(.)where are you coming from?((speaking to a student who entered the class))(.)mm_hh(.)where are you coming from?(.)SO!(.)do you have to be running from the classroom to the dormitory often often often like that?(.)ah?(.)get SITTED!(.)εe::[name](.) proNOUNCE that word.* | | | *HEY! you(.)where are you coming from?((speaking to a student who entered the class))(.)mm-_hh(.)where are you coming from?(.)SO!(.)do you have to be running from the classroom to the dormitory often often often like that?(.)ah?(.)get SITTED!(.)εe::[name](.) proNOUNCE that word.* |
| 27 | P3_B (F) | *SUBstitute.* | | | *SUBstitute.* |
| 28 | TC2_B | *SUBstiTUTE! let_s clap for her.* | | | *SUBstiTUTE! let_s clap for her.* |
| 29 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 30 | TC2_B | *WHAT did she say?* | | | *WHAT did she say?* |
| 31 | P4_B (F) | *she said substitute.* | | | *she said substitute.* |
| 32 | TC2_B | *substitute(.)**YOO**!(.)SO!(.)who understands the word SUBstitute?(.)we did this first term(.)and beCAUSE this is errm third term(.)SO! anything at all we_ve done in first term and second term(.)even in class one(.)it is coming back in third term exams(.)mm_hh(.)YES(.)so we_ve met this again(-)WHO underSTANDS the WORD substiTUTE?(-)SUBstitute!(.)you_ve* | INTRA | NONLEX | *substitute(.)**OKAY**!(.)SO!(.)who understands the word SUBstitute?(.)we did this first term(.)and beCAUSE this is errm third term(.)SO! anything at all we_ve done in first term and second term(.)even in class one(.)it is coming back in third term exams(.)mm_hh(.)YES(.)so we_ve met this again(-)WHO underSTANDS the WORD substiTUTE?(-)SUBstitute!(.)you_ve been(.)i think this word* |

| | | | | | |
|---|---|---|---|---|---|
| | | *been(.)i think this word you_ve been hearing it in your maths(.)MAthemaTICS.* | | | *you_ve been hearing it in your maths(.)MAthemaTICS.* |
| 33 | P3_B (F) | YES!(.)they SAY subSTRUCtion. | | | YES!(.)they SAY subSTRUCtion. |
| 34 | TC2_B | *am I lying?(.)εe::(.)i am NOT saying substruction oh::(.)SUBSTITUTE!(.)WHO understands it?(-)mm_hh(.)εe::(.)εe::(.)no one understands the word SUBstitute(.)OKAY![name](.)[name]want to TRY(-)why NOT!?(.)SIT UP and try(.)there_s no HARM in trying(.)i will not BEAT YOU for getting it wrong(.)i will NOT beat you BEcause you are trying(.)i will not beat you for getting it wrong(---)OKAY!(.)it simply means(.)for you to understand(.)it simply means to replace something(.)to PUT something in place of something(.)is that clear?(.)eh_eh(.)you substitute something it means that(.)erm instead of this you_ll put THIS!(.)is that CLEAR?(.)ahã BUT it is the same thing(.)SO! meaning that if you don_t get this you can get THIS(.)is that CLEAR?* | | | *am I lying?(.)εe::(.)i am NOT saying substruction oh::(.)SUBSTITUTE!(.)WHO understands it?(-)mm_hh(.)εe::(.)εe::(.)no one understands the word SUBstitute(.)OKAY![name](.)[name]want to TRY(-)why NOT!?(.)SIT UP and try(.)there_s no HARM in trying(.)i will not BEAT YOU for getting it wrong(.)i will NOT beat you BEcause you are trying(.)i will not beat you for getting it wrong(---)OKAY!(.)it simply means(.)for you to understand(.)it simply means to replace something(.)to PUT something in place of something(.)is that clear?(.)eh_eh(.)you substitute something it means that(.)erm instead of this you_ll put THIS!(.)is that CLEAR?(.)ahã BUT it is the same thing(.)SO! meaning that if you don_t get this you can get THIS(.)is that CLEAR?* |
| 35 | PS_B | *yes madam.* | | | *yes madam.* |
| 36 | TC2_B | *to your level that is how you should understand it(.)is that CLEAR?(.)i can use(.)this is a number(.)this is a number(.)or let me do THIS(-)THIS is a number °hh which number is this?(.)let_s divert into maths small and then(.)YES!* | | | *to your level that is how you should understand it(.)is that CLEAR?(.)i can use(.)this is a number(.)this is a number(.)or let me do THIS(-)THIS is a number °hh which number is this?(.)let-_s divert into maths small and then(.)YES!* |
| 37 | P5_B(M) | *one.*<br>((the lesson continued by the exemplification of substitution)) | | | *one.*<br>((the lesson continued by the exemplification of substitution)) |
| 38 | TC2_B | *YES!(.) say it again.* | | | *YES!(.) say it again.* |
| 39 | P6_B (F) | *how much are these chairs?* | | | *how much are these chairs?* |

| 40 | TC2_B | *how much are(.)are(.)OKAY!(.)are(.)these (.)these chairs(-)NOW i want something here(.)something here(.)something here(--)class STAND!(.)hands UP! (.)[name](.) beCAUSE some of you are here as if you are spectators(.)and you want someone to cook the food SO that you_ll start eating(.)WHO should cook for you and WHO should come and eat(.) YES!(-)[name]give me a word in this box(.)another one here(.)another one here(--)* | | | *how much are(.)are(.)OKAY!(.)are(.)these (.)these chairs(-)NOW i want something here(.)something here(.)something here(--)class STAND!(.)hands UP! (.)[name](.) beCAUSE some of you are here as if you are spectators(.)and you want someone to cook the food SO that you_ll start eating(.)WHO should cook for you and WHO should come and eat(.) YES!(-)[name]give me a word in this box(.)another one here(.)another one here(--)* |
| --- | --- | --- | --- | --- | --- |
| 41 | P7_B(M) | *HOW much are [these]* | | | *HOW much are [these]* |
| 42 | TC2_B | *            [forGET about HOW](.)we_re no more going there(.)εe:(.)˚h this place is hindering this one to move again(.)or you want to use this one here?(.)NO OOH!(.)I preFER another word here(-)YES![name] (.)ehɛ̃: (.)over to YOU now(.)WHAT should i write here?(.) SHOULD you people start jumping?* | | | *            [forGET about HOW](.)we_re no more going there(.)εe:(.)˚h this place is hindering this one to move again(.)or you want to use this one here?(.)NO OOH!(.)I preFER another word here(-)YES![name] (.)ehɛ̃: (.)over to YOU now(.)WHAT should i write here?(.) SHOULD you people start jumping?* |
| 43 | PS_B | *YES!* | | | *YES!* |
| 44 | TC2_B | *should YOU start jumping?* | | | *should YOU start jumping?* |
| 45 | PS_B | ((some pupils: YES!)) <br> ((some pupils: NO!)) | | | ((some pupils: YES!)) <br> ((some pupils: NO!)) |
| 46 | TC2_B | *OKAY!(.)start jumping.* | | | *OKAY!(.)start jumping.* |
| 47 | PS_B | ((pupils jumping)) | | | ((pupils jumping)) |
| 48 | TC2_B | *if you_re ready to answer my question then stop(-)NOW you_re ready(.)STOP! SOMEONE is ready to answer my question(.)YES!* | | | *if you_re ready to answer my question then stop(-)NOW you_re ready(.)STOP! SOMEONE is ready to answer my question(.)YES!* |
| 49 | P8_B(M) | [*they are going*] | | | [*they are going*] |
| 50 | TC2_B | [*beCAUSE if it_s the last period*]*you feel like you want to sleep(.)you want to sleep(.)you want to sleep(.)YES!* | | | [*beCAUSE if it_s the last period*]*you feel like you want to sleep(.)you want to sleep(.)you want to sleep(.)YES!* |
| 51 | P8_B(M) | *they are going.* | | | *they are going.* |
| 52 | TC2_B | *THEY(.)let_s clap for the boy.* | | | *THEY(.)let_s clap for the boy.* |

| 53 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
|----|------|--------------------|---|---|--------------------|
| 54 | P9_B(F) | *madam let me mention one.* | | | *madam let me mention one.* |
| 55 | TC2_B | *YES! the last ONE!* | | | *YES! the last ONE!* |
| 56 | P9_B(F) | *madam.* | | | *madam.* |
| 57 | TC2_B | [name]*(.)are you lost?(.)are you with us?(.)are you in class two?(.)*eh_eh*(.)tell US the last one.* | | | [name]*(.)are you lost?(.)are you with us?(.)are you in class two?(.)*eh_eh*(.)tell US the last one.* |
| 58 | P10_B(F) | *how many are these?* | | | *how many are these?* |
| 59 | TC2_B | *how many are these?(.)GOOD!(.)let_s clap for her.* | | | *how many are these?(.)GOOD!(.)let_s clap for her.* |
| 60 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 61 | TC2_B | *HOW   many(.)are(.)THESE?(.)*question*(.)SO! you all know what substitution table is.* | | | *HOW  many(.)are(.)THESE?(.)*question*(.)SO! you all know what substitution table is.* |
| 62 | PS_B | *YES!* | | | *YES!* |
| 63 | TC2_B | *and what substitution table is all about(.)SO! i am sure if i put a work on* err:*(.)on* err::*(.)a board right NOW!(.)each and everybody will be busy doing his or her own thing(.)no one will do THIS*(-)err::?*(.)***YOO**! *give them the exercise book(.)give them the exercise book.* | INTRA | NONLEX | *and what substitution table is all about(.)SO! i am sure if i put a work on* err:*(.)on* err::*(.)a board right NOW!(.)each and everybody will be busy doing his or her own thing(.)no one will do THIS*(-)err::?*(.)***OKAY**! *give them the exercise book(.)give them the exercise book.* |
| 63 | PS_ B | ((few pupils distributing the exercise books)) | | | ((few pupils distributing the exercise books)) |
| 65 | TC2_B | *are they with ME?(.)are the exercise books with me?(.)am i talking to human beings over there?* | | | *are they with ME?(.)are the exercise books with me?(.)am i talking to human beings over there?* |
| 66 | PS_B | *yes madam.* | | | *yes madam.* |
| 67 | TC2_B | *are the BOOKs with me or they are here?* | | | *are the BOOKs with me or they are here?* |
| 68 | P2_B (F) | *they are in the cupboard.* | | | *they are in the cupboard.* |
| 69 | TC2_B | *OKAY!* | | | *OKAY!* |
| | PS_B | ((the exercise books were distributed and the lesson ended with a class work)) | | | ((the exercise books were distributed and the lesson ended with a class work)) |

**C. Monolingual classroom: Ewe Lesson**

**Sch B_Class 2_EWE**
**School B Classroom 1**
**Classroom teaching and learning (Ewe lesson)**

| N<u>o.</u> | Speaker | Speech | Structure type: **Macro** | Structure type: **Micro** | Translation |
|---|---|---|---|---|---|
| 1 | PS_B | ((incompressible speeches from pupils approx. 00.23)) | | | ((incompressible speeches from pupils approx. 00.23)) |
| 2 | TC2_B | *HEY*! ˚hh *sit WELL*! | INTRA | TAG | *HEY*! ˚hh *sit WELL*! |
| 2 | TC2_B | *HEY*! ˚hh *sit WELL*! | INTER | NONREP | *HEY*! ˚hh *sit WELL*! |
| 3 | PS_B | ((one of the pupils distributing textbooks for the lesson)) | | | ((one of the pupils distributing textbooks for the lesson)) |
| 4 | TC_B | *HEY*!(.)**mévɔ o a**? | INTRA | TAG | *HEY*!(.)**is it not done**? |
| 5 | P1_B (M) | *move to your PLACE* (.)AH! | INTER | NONREP | *move to your PLACE* (.)AH! |
| 5 | P1_B (M) | *move to your PLACE* (.)<u>AH</u>! | INTRA | TAG | *move to your PLACE* (.)AH! |
| 6 | P2_B (F) | *move to YOUR place.* | INTER | NONREP | *move to YOUR place.* |
| 7 | PS_B | ((simultaneous speeches from pupils)) | | | ((simultaneous speeches from pupils)) |
| 8 | TC2_B | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**mìʊu ɖe** eh. | INTRA | TAG | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**you should open** to eh. |
| 8 | TC2_B | (---)*OKAY*!(.)<u>*HEY*</u>!(.)*open to PAGE*(.)**mìʊu ɖe** eh. | INTRA | TAG | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**you should open** to eh. |
| 8 | TC2_B | (---)*OKAY*!(.)*HEY*!(.)<u>*open to PAGE*</u>(.)**mìʊu ɖe** eh. | INTER | REP | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**you should open** to eh. |
| 8 | TC2_B | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**mìʊu ɖe** <u>eh</u>. | INTRA | TAG | (---)*OKAY*!(.)*HEY*!(.)*open to PAGE*(.)**you should open** to eh. |
| 9 | P2_B (F) | <u>*SIR*</u>!(.)*this boy don_t want to go to his place.* | INTRA | NONLEX | *SIR*!(.)*this boy don_t want to go to his place.* |
| 9 | P2_B (F) | *SIR*!(.)<u>*this boy don_t want to go to his place.*</u> | INTER | NONREP | *SIR*!(.)*this boy don_t want to go to his place.* |

262

| 10 | P1_B (M) | AH! | INTRA | TAG | AH! |
|---|---|---|---|---|---|
| 11 | P3_B (M) | *beCAUSE of the air.* | | | *beCAUSE of the air.* |
| 12 | TC2_B | *okay*(.)*SIT well.* | INTRA | TAG | *okay*(.)*SIT well.* |
| 12 | TC2_B | *okay*(.)<u>*SIT well.*</u> | INTER | NONREP | *okay*(.)*SIT well.* |
| 13 | P2_B (F) | <u>*GO to your PLA::CE*</u>!(.)[[name]*move to your PLA::CE*!] | INTER | NONREP | *GO to your PLA::CE*!(.)[[name]*move to your PLA::CE*!] |
| 13 | P2_B (F) | *GO to your PLA::CE*!(.)[[name]<u>*move to your PLA::CE*</u>!] | INTER | NONREP | *GO to your PLA::CE*!(.)[[name]*move to your PLA::CE*!] |
| 14 | TC2_B | [*HEY*:::!(.)<u>*open to page seventy six*</u>]**axa bla adrɛ vɔ ade**(.)*seventy six.* | INTRA | TAG | [*HEY*:::!(.)*open to page seventy six*]**page seventy six**(.)*seventy six.* |
| 14 | TC2_B | [*HEY*:::!(.)<u>*open to page seventy six*</u>]**axa bla adrɛ vɔ ade**(.)*seventy six.* | INTER | NONREP | [*HEY*:::!(.)*open to page seventy six*]**page seventy six**(.)*seventy six.* |
| 14 | TC2_B | [*HEY*:::!(.)*open to page seventy six*]**axa bla adrɛ vɔ ade**(.)<u>*seventy six.*</u> | INTRA | REPLEX | [*HEY*:::!(.)*open to page seventy six*]**page seventy six**(.)*seventy six.* |
| 15 | PS_B | *seventy six.* | INTRA | REPLEX | |
| 16 | TC2_B | (---)**mía∫o nu tso nukɔkɔ**(.)**nukɔkɔ eve nyagbewo ŋu**(-)**nukɔkɔ eve nyagbewo ŋu**(--)**mía∫o nu tso nukɔkɔ nyagbe nyagbewo ŋu**(.)<u>*SO! are you there*</u>? | INTER | NONREP | (---)**we will talk about syllable**(.)**about two syllabic words**(-)**two syllabic words**(--)**we will talk about two syllabic words**(.)*SO! are you there*? |
| 17 | PS_B | *YES SIR!* | INTRA | NONPHR | |
| 18 | TC2_B | ahã(.)<u>ahã</u> **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía∫o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)*word*(.)*word*(.)**eyae nye nya**(.)**NYAGBE**!(.)*YES*! ehɛ̃ | INTRA | TAG | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE**!(.)*YES*! ehɛ̃ |
| 18 | TC2_B | ahã(.)<u>ahã</u> **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía∫o nu tso nukɔkɔ ame eve** | INTRA | TAG | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk** |

263

| | | | | | |
|---|---|---|---|---|---|
| | | ŋu(.)'SI' 'VA'(.)ewɔ nukɔkɔ nuka(.)eve(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)*word*(.)*word*(.)**eyae nye nya**(.)**NYAGBE**!(.)*YES*! ehɛ̃ | | | **about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE**!(.)*YES*! ehɛ̃ |
| 18 | TC2_B | ahã(.)ahã **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ̃ nyagbe ɖe la**(.)<u>*HEY! LISTEN*</u>(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía**ƒ**o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)*word*(.)*word*(.)**eyae nye nya**(.)**NYAGBE**!(.)*YES*! ehɛ̃ | INTRA | NONPHR | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE**!(.)*YES*! ehɛ̃ |
| 18 | TC2_B | ahã(.)ahã **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ̃ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía**ƒ**o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)<u>*word*</u>(.)*word*(.)**eyae nye nya**(.)**NYAGBE**!(.)*YES*! ehɛ̃ | INTRA | NONLEX | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE**!(.)*YES*! ehɛ̃ |
| 18 | TC2_B | ahã(.)ahã **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ̃ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía**ƒ**o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le** | INTRA | NONLEX | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)**who can explain sentence to me in** |

| | | | | | |
|---|---|---|---|---|---|
| | | yevugbe me?(.)*word*(.)*word*(.)eyae nye nya(.)**NYAGBE!**(.)*YES!* ehẽ | | | **english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE!**(.)*YES!* ehẽ |
| 18 | TC2_B | ahã(.)ahã **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ̃ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía***f***o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)*word*(.)*word*(.)**eyae nye nya**(.)**NYAGBE!**(.)*YES!* ehẽ | INTRA | NONLEX | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE!**(.)*YES!* ehẽ |
| 18 | TC2_B | ahã(.)ahã **bla adrɛ vɔ adrɛ**(.)**NUKƆKƆ**(.)**ne wobe nukɔkɔ la**(.)**efia be ne woŋlɔ̃ nyagbe ɖe la**(.)*HEY! LISTEN*(.)**ne wobe 'si' la enye nukɔkɔ ɖeka**(.)**'si'** ahã(.)**gake egbe la mía***f***o nu tso nukɔkɔ ame eve ŋu**(.)**'SI' 'VA'**(.)**ewɔ nukɔkɔ nuka**(.)**eve**(.)**NYAGBE**(.)**nyabe le inglishi me nye nuka**?(.)**nyagbe le yuvugbeme efia be nuka**?(.)**amekae ateŋu aɖe nyagbe me namí le yevugbe me**?(.)*word*(.)*word*(.)**eyae nye nya**(.)**NYAGBE!**(.)*YES!* ehẽ | INTRA | TAG | ahã(.)ahã **seventy seven**(.)**syllable**(.)**if they say syllable**(.)**it shows that if they have written a sentence**(.)*HEY! LISTEN*(.)**when they say 'run' it is one syllable** (.)**'run'** ahã(.)**but today we will talk about two syllabic words**(.)**'RUN' 'COME'**(.)**how many syllable is that**(.)**two**(.)**SENTENCE**(.)**what is sentence in english**?(.)**what does sentence means in english**?(.)**who can explain sentence to me in english**?(.)*word*(.)*word*(.)**it is word**(.)**SENTENCE!**(.)*YES!* ehẽ |
| 19 | P4_B (F) | *sentence.* | INTRA | NONLEX | *sentence.* |
| 20 | TC2_B | **mí***f***o akpe ne.** | | | **clap for her.** |
| 21 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 22 | TC2_B | ahã(.)**nyagbe eyae nye** *sentence*(.)**AHA!**(.)*SO!* **ne wobe 'si' 'va'ɖe mèsem egɔme o** a?(.)**ne wobe 'si' va' ɖe**(.)**efiabe nuka natso le efima na** *f***u du va gbɔ nye**(.)**nyagbe efia be** *it is a complete sentence where you have the subject and then verb*(.)*which has* [sense](.)**ta míkpɔ kpɔɖeŋu geɖewo**(.)**SI VA**(.)**kpɔɖeŋu velia**(.)**meKAE ateŋu ana kpɔɖeŋu velia mí**? | INTRA | TAG | ahã(.)**sentence is** *sentence*(.)**AHA!**(.)*SO!* **if they say 'run' and 'come' do you understand?**(.) **if they say 'run and come'** (.)**it means what you should stand up from there and run towards me**(.)**sentence mean that** *it is a complete sentence where you have the subject and then verb*(.)*which has* [sense](.)**so you have seen many examples**(.)**RUN and** |

265

| | | | | | COME(.)second example(.)**who can give a second example**? |
|---|---|---|---|---|---|
| 22 | TC2_B | ahã(.)**nyagbe eyae nye** _sentence_(.)AHA!(.)_SO!_ **ne wobe 'si' 'va'ɖe mèsem egɔme o** a?(.)**ne wobe 'si va' ɖe**(.)**efiabe nuka natso le efima na ƒu du va gbe nye**(.)**nyagbe efia be** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**ta míkpɔ kpɔɖeŋu geɖewo**(.)**SI VA**(.)**kpɔɖeŋu velia. meKAE ateŋu ana kpɔɖeŋu velia mí**? | INTRA | NONLEX | ahã(.)**sentence is** _sentence_(.)AHA!(.)_SO!_ **if they say 'run' and 'come' do you understand?**(.) **if they say 'run and come'** (.)**it means what you should stand up from there and run towards me**(.)**sentence mean that** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**so you have seen many examples**(.)**RUN and COME**(.)second example(.)**who can give a second example**? |
| 22 | TC2_B | ahã(.)**nyagbe eyae nye** _sentence_(.)<u>AHA</u>!(.)_SO!_ **ne wobe 'si' 'va'ɖe mèsem egɔme o** a?(.)**ne wobe 'si va' ɖe**(.)**efiabe nuka natso le efima na ƒu du va gbe nye**(.)**nyagbe efia be** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**ta míkpɔ kpɔɖeŋu geɖewo**(.)**SI VA**(.)**kpɔɖeŋu velia. meKAE ateŋu ana kpɔɖeŋu velia mí**? | INTRA | TAG | ahã(.)**sentence is** _sentence_(.)AHA!(.)_SO!_ **if they say 'run' and 'come' do you understand?**(.) **if they say 'run and come'** (.)**it means what you should stand up from there and run towards me**(.)**sentence mean that** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**so you have seen many examples**(.)**RUN and COME**(.)second example(.)**who can give a second example**? |
| 22 | TC2_B | ahã(.)**nyagbe eyae nye** _sentence_(.)AHA!(.)<u>_SO!_</u> **ne wobe 'si' 'va'ɖe mèsem egɔme o** a?(.)**ne wobe 'si va' ɖe**(.)**efiabe nuka natso le efima na ƒu du va gbe nye**(.)**nyagbe efia be** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**ta míkpɔ kpɔɖeŋu geɖewo**(.)**SI VA**(.)**kpɔɖeŋu velia. meKAE ateŋu ana kpɔɖeŋu velia mí**? | INTRA | TAG | ahã(.)**sentence is** _sentence_(.)AHA!(.)_SO!_ **if they say 'run' and 'come' do you understand?**(.) **if they say 'run and come'** (.)**it means what you should stand up from there and run towards me**(.)**sentence mean that** _it is a complete sentence where you have the subject and then verb_(.)_which has_ [sense](.)**so you have seen many examples**(.)**RUN and COME**(.)second example(.)**who can give a second example**? |
| 22 | TC2_B | ahã(.)**nyagbe eyae nye** _sentence_(.)AHA!(.)_SO!_ **ne wobe 'si' 'va'ɖe mèsem egɔme o** a?(.)**ne wobe 'si va' ɖe**(.)**efiabe nuka natso le efima na ƒu du va gbe nye**(.)**nyagbe efia be** <u>_it is a complete sentence where you have the subject and then verb_</u>(.)_which_ | INTER | NONREP | ahã(.)**sentence is** _sentence_(.)AHA!(.)_SO!_ **if they say 'run' and 'come' do you understand?**(.) **if they say 'run and come'** (.)**it means what you should stand up from there and run towards me**(.)**sentence mean that** _it is a complete sentence where you have the_ |

| | | | | | |
|---|---|---|---|---|---|
| | | *has* [sense](.)**ta míkpɔ kpɔɖeŋu geɖewo**(.)**SIVA**(.)**kpɔɖeŋu velia. meKAE ateŋu ana kpɔɖeŋu velia mí**? | | | *subject and then verb*(.)*which has* [sense](.)**so you have seen many examples**(.)**RUN and COME**(.)**second example**(.)**who can give a second example**? |
| 23 | | ((the lesson continued with examples of two syllabic words)). | | | ((the lesson continued with examples of two syllabic words)). |
| 24 | TC2_B | **na kpɔɖeŋu mí**(.)**eke mele agbalɛ̃a me o loo**(.)**me kae a nam**?(.)ehɛ̃ **gatɔ**[name](.)**eke mele aghalɛ̃a me o loo**(.)ehɛ̃ | INTRA | TAG | **give us an example**(.)**the one that is not in the book**(.)**who will give me**?(.)ehɛ̃[name](.)**eke the one that is not in the book**(.)ehɛ̃ |
| 24 | TC2_B | **na kpɔɖeŋu me**(.)**eke mele agbalɛ̃a me o loo**(.)**me kae a nam**?(.)ehɛ̃ **gatɔ**[name](.)**eke mele aghalɛ̃a me o loo**(.)ehɛ̃ | INTRA | TAG | **give us an example**(.)**the one that is not in the book**(.)**who will give me**?(.)ehɛ̃[name](.)**eke the one that is not in the book**(.)ehɛ̃ |
| 25 | P5_B (M) | **ƒu ɖu.** | | | **run.** |
| 26 | TC2_B | **míkpɔɖa be ƒu ɖu le fimia**(.)ahɛ̃ **mele o**(.)**miƒo akpe NE!** | INTRA | TAG | **let us see whether run is there**(.)ahɛ̃ **it is not there**(.)**clap for him!** |
| 27 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 28 | TC2_B | **ƒu**(.)**ɖu** | | | **run.** |
| 29 | P6_M | **ƒu ɖu**(.)*SIR! it is there* ooh. | INTER | NONREP | **run**(.)*SIR! it is there* ooh. |
| 29 | P6_M | **ƒu ɖu**(.)*SIR! it is there* ooh. | INTRA | TAG | **run**(.)*SIR! it is there* ooh. |
| 30 | TC2_B | **ƒu ɖu le eme a**? | | | **is run there**? |
| 31 | P7_B (F) | *sir*(.)*SEE!* | INTRA | NONLEX | *sir*(.)*SEE!* |
| 31 | P7_B (F) | *sir*(.)*SEE!* | INTRA | NONLEX | *sir*(.)*SEE!* |
| 32 | TC2_B | ah *okay*(.)**ƒu ɖu le me**(.)**ameɖe ne nam eɖe me le agbalɛ̃a me o**(.)*YES!* | INTRA | TAG | ah *okay*(.)**is run there**(.)**someone should give me one that is not in the book**(.)*YES!* |
| 32 | TC2_B | ah *okay*(.)**ƒu ɖu le me**(.)**ameɖe ne nam eɖe me le agbalɛ̃a me o**(.)*YES!* | INTRA | TAG | ah *okay*(.)**is run there**(.)**someone should give me one that is not in the book**(.)*YES!* |
| 32 | TC2_B | ah *okay*(.)**ƒu ɖu le me**(.)**ameɖe ne nam eɖe me le agbalɛ̃a me o**(.)*YES!* | INTRA | NONLEX | ah *okay*(.)**is run there**(.)**someone should give me one that is not in the book**(.)*YES!* |
| 33 | P8_B (M) | **kɔ**. | | | **take**. |
| 34 | TC2_B | ɛh? | INTRA | TAG | ɛh? |
| 35 | P8_B (M) | **kɔ**. | | | **take**. |
| 36 | TC2_B | **NUKA**!?(.)**kɔ**. | | | **WHAT**!?(.)**take**. |

| 37 | P8_B (M) | **kɔ.** | | | **take.** |
|---|---|---|---|---|---|
| 38 | TC2_B | **ho:** | | | **uproot:** |
| 39 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 39 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 39 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 40 | TC2_B | **'va mí dzo' ele nukɔkɔ etɔ**(.)**'va' 'mí' 'dzo'**(.)**nukɔkɔ eve**(.)<u>Ehẽ</u>(.)*YES*! | INTRA | TAG | **'come and let's go' it is three syllabic word**(.)**'come' 'us' 'go'**(.)**two syllable**(.)Ehẽ(.)*YES*! |
| 40 | TC2_B | **'va mí dzo' ele nukɔkɔ etɔ**(.)**'va' 'mí' 'dzo'**(.)**nukɔkɔ eve**(.)Ehẽ (.)<u>*YES*</u>! | INTRA | NONLEX | **'come and let's go' it is three syllabic word**(.)**'come' 'us' 'go'**(.)**two syllable**(.)Ehẽ(.)*YES*! |
| 41 | P8_B (M) | **trɔ yi.** | | | **return.** |
| 42 | TC2_B | **'trɔ yi' mele me o a**? | | | **is 'return'not in**? |
| 43 | PS_B | **ao.** | | | **no.** |
| 44 | TC2_B | **mífo akpe ne**(.)**'trɔ yi' melee me o**. | | | **clap for him**(.)**'return' is not in the list**. |
| 45 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 46 | TC2_B | **mífo akpe NE!** | | | **clap for him!** |
| 47 | PS_B | ((pupils clapped)) | | | ((pupils clapped)) |
| 48 | TC2_B | **'trɔ yi' gɔme ɖe**?(---) | | | **what is the meaning of 'return'**?(---) |
| 49 | P1_B (M) | *english*. | INTRA | NONLEX | *english*. |
| 50 | TC2_B | <u>*OKAY*</u>(.)**le** *english* **me efia be le**? | INTRA | TAG | *OKAY*(.)**what does it mean in** *english*? |
| 50 | TC2_B | *OKAY*(.)**le** <u>*english*</u> **me efia be le**? | INTRA | NONLEX | *OKAY*(.)**what does it mean in** *english*? |
| 51 | P3_B (M) | <u>*re GO*</u>! | INTRA | NONPHR | *re GO*! |
| 52 | TC2_B | <u>*RE GO!*</u> | INTRA | NONPHR | *RE GO!* |
| 53 | TC2_B &PS_B | ((all laughed)) | | | ((all laughed)) |
| 54 | PS_B | <u>*SIR*</u>!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 54 | PS_B | *SIR*!(.)<u>*SIR*</u>!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 54 | PS_B | *SIR*!(.)*SIR*!(.)<u>*SIR*</u>! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 55 | P3_B (M) | **abe ne ameɖe yɔwo ya wobe na va** ((incomprehensible)) | | | **like when someone calls you and ask you to come** ((incomprehensible)) |
| 56 | TC2_B | ehẽ(.)**ne wobe 'trɔ va'**(.)*YES*! | INTRA | TAG | ehẽ(.)**when the person say 'return'**(.)*YES*! |
| 56 | TC2_B | ehẽ(.)**ne wobe 'trɔ va'**(.)<u>*YES*</u>! | INTRA | NONLEX | ehẽ(.)**when the person say 'return'**(.)*YES*! |
| 57 | P5_B (M) | <u>*RETURN*</u>! | INTRA | NONLEX | *RETURN*! |

| 58 | TC2_B | <u>ahã</u>(.) *reTURN*(.)**alo** *go back to your where*? | INTRA | TAG | ahã(.) *reTURN*(.)**or** *go back to your where*? |
| 58 | TC2_B | ahã(.) <u>*reTURN*</u>(.)**alo** *go back to your where*? | INTRA | NONLEX | ahã(.) *reTURN*(.)**or** *go back to your where*? |
| 58 | TC2_B | ahã(.) *reTURN*(.)**alo** <u>*go back to your where*</u>? | INTER | NONREP | ahã(.) *reTURN*(.)**or** *go back to your where*? |
| 59 | PS_B | *your house.* | INTRA | NONPHR | *your house.* |
| 60 | TC2_B | <u>*not your house*</u>(.)*where you_re coming from* (.)'**trɔ yi'**((pupils were asked to give examples)) | INTER | NONREP | *not your house*(.)*where you_re coming from* (.)'**return'**((pupils were asked to give examples)) |
| 60 | TC2_B | *not your house*(.)<u>*where you_re coming from*</u> (.)'**trɔ yi'**((pupils were asked to give examples)) | INTER | NONREP | *not your house*(.)*where you_re coming from* (.)'**return**((pupils were asked to give examples)) |
| 61 | TC2_B | <u>ahã</u>(.)**ta míxlɛ̃ nua**(.)[name]**xlɛ̃ nua.** | INTRA | TAG | ahã(.)**so read the thing**(.)[name]**read the thing.** |
| 62 | P9_B (M) | **ku tsi.** | | | **fetch water.** |
| 63 | TC2_B | **ku tsi**(.)<u>*have you finished*</u>?(.)[name] **xlɛ̃ nua**. | INTER | NONREP | **fetch water**(.)*have you finished*?(.)[name] **read the thing.** |
| 63 | P10_B(M) | **ko nu.** | | | **laugh.** |
| 65 | TC2_B | <u>ehẽ</u>(.)**èxlɛ̃ nua**. | INTRA | TAG | ehẽ(.)**you read the thing.** |
| 66 | P2_B (F) | <u>*sir*</u>(.)*sir*. | INTRA | NONLEX | *sir*(.)*sir*. |
| 66 | P2_B (F) | *sir*(.)<u>*sir*</u>. | INTRA | NONLEX | *sir*(.)*sir*. |
| 67 | TC2_B | <u>aha</u> (.)*YES*! | INTRA | TAG | aha (.)*YES*! |
| 67 | TC2_B | aha (.)<u>*YES*</u>! | INTRA | NONLEX | aha (.)*YES*! |
| 68 | P2_B (F) | **ɖa nu.** | | | **eat.** |
| 69 | TC2_B | **ɖa nu.** | | | **eat.** |
| | P6_B (F) | **va se.** | | | **come and hear.** |
| 70 | TC2_B | **va se**(.)<u>*OKAY*</u>!(.)**va se**(.)**va sia gɔme ɖe**?(.) **va sia**. | INTRA | TAG | **come and hear**(.)*OKAY*!(.)**come and hear**(.)**what does come okay mean**?(.)**come okay**. |
| 71 | PS_B | <u>*sir*</u>(.)*sir*. | INTRA | NONLEX | *sir*(.)*sir*. |
| 71 | PS_B | *sir*(.)<u>*sir*</u>. | INTRA | NONLEX | *sir*(.)*sir*. |
| 72 | TC2_B | **ne ameɖe be 'va sia'**(.)**egɔme ɖe**?(.)[name] | | | **if someone said'come okay'**(.)**what does it mean**?(.)[name] |
| 73 | P11_B (M) | **efia be** <u>*come here*</u>. | INTRA | NONPHR | **it means that** *come here*. |
| 74 | PS_B | **ɛe**:: | | | **yes**:: |
| 75 | TC2_B | **va SIA**! | | | **come okay!** |
| 76 | PS_B | <u>*SIR*</u>!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 76 | PS_B | *SIR*!(.)<u>*SIR*</u>!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |
| 76 | PS_B | *SIR*!(.)*SIR*!(.)<u>*SIR*</u>! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*! |

| 77 | TC2_B | ehɛ̃(.)**egɔme ɖe**? | INTRA | TAG | ehɛ̃(.)**what does it mean**? |
|----|-------|-------------------|-------|-----|---------------------------|
| 78 | P4_B (F) | ***bra wate.*** ((pupils switched to Akan(twi))) | | | ***come okay.*** ((pupils switched to Akan(twi))) |
| 79 | TC2_B &PS_B | ((all laughed)) | | | ((all laughed)) |
| 80 | P8_B (M) | *SIR*! | INTRA | NONLEX | *SIR*! |
| 81 | TC2_B | ***bra wate***(.) ahã *so in twi that is what*(.)***bra wate***(.) **mímele blugbe srɔ̃ le efi o loo**(.)**ʋegbe srɔ̃m míle sia**(-)**ta egɔmae nye nuka**? | INTRA | NONPHR | ***come okay***(.) ahã *so in twi that is what*(.)***come okay***(.)**we are not studying Akan here**(.)**we are studying ewe here okay**(-)**so what is the meaning**? |
| 81 | TC2_B | ***bra wate***(.) <u>ahã</u> *so in twi that is what*(.)***bra wate***(.) **mímele blugbe srɔ̃ le efi o loo**(.)**ʋegbe srɔ̃m míle sia**(-)**ta egɔmae nye nuka**? | INTRA | TAG | ***come okay***(.) ahã *so in twi that is what*(.)***come okay***(.)**we are not studying Akan here**(.)**we are studying ewe here okay**(-)**so what is the meaning**? |
| 81 | TC2_B | ***bra wate***(.) ahã <u>*so in twi that is what*</u>(.)***bra wate***(.) **mímele blugbe srɔ̃ le efi o loo**(.)**ʋegbe srɔ̃m míle sia**(-)**ta egɔmae nye nuka**? | INTER | NONREP | ***come okay***(.) ahã *so in twi that is what*(.)***come okay***(.)**we are not studying Akan here**(.)**we are studying ewe here okay**(-)**so what is the meaning**? |
| 81 | TC2_B | ***bra wate***(.) ahã *so in twi that is what*(.)<u>***bra wate***</u>(.) **mímele blugbe srɔ̃ le efi o loo**(.)**ʋegbe srɔ̃m míle sia**(-)**ta egɔmae nye nuka**? | INTRA | NONPHR | ***come okay***(.) ahã *so in twi that is what*(.)***come okay***(.)**we are not studying Akan here**(.)**we are studying ewe here okay**(-)**so what is the meaning**? |
| 82 | P5_B (M) | *come okay.* | INTRA | NONPHR | *come okay.* |
| 83 | TC2_B | <u>*come OKAY*</u>!(.)*YOU see*(.)**va sia**(.)**va gbɔnye SIA**!(.)**enye nye tɔwo**(.)**va gbɔnye SIA**!(.)**va dada gbɔ SIA**! | INTRA | NONPHR | *come OKAY*!(.)*YOU see*(.)**come okay**(.)**come to me okay**!(.)**i am your father**(.)**come to me okay**!(.)**come to mother okay**! |
| 83 | TC2_B | *come OKAY*!(.)<u>*YOU see*</u>(.)**va sia**(.)**va gbɔnye SIA**!(.)**enye nye tɔwo**(.)**va gbɔnye SIA**!(.)**va dada gbɔ SIA**! | INTRA | NONPHR | *come OKAY*!(.)*YOU see*(.)**come okay**(.)**come to me okay**!(.)**i am your father**(.)**come to me okay**!(.)**come to mother okay**! |
| 84 | PS_B | ((pupils laughed)) | | | ((pupils laughed)) |
| 85 | | ((pupils continue to provide bi-syllabic words)) | | | ((pupils continue to provide bi-syllabic words)) |
| 86 | TC2_B | **ne wobe kɔ nya**(.)**hɛ̃ fɔ nya yawo kɔkpe woazu nya ɖeka la**(.)<u>ɛe</u> **hafi nawɔ dɔ la**(.)**elebe nawɔ nuka**(.)**na nyagbe**(.) *instruction* **kewo woŋlɔ̃ ɖe fima wo elebe naŋlɛ̃**(.)**fɔ nya siawo kpe bene woazu nuka**(.)**NYAGBE ɖeka ta ne ele eŋlɔ̃ la melebe na ba woame eve ɖe du o**(.)**si**(.)**va**(.) **ne eŋlɔ̃e ɖe du efia be nuka**(.)**si va**(.)**nyemenya nukae** | INTRA | TAG | **when they say you should take a word**(.)**if you comebine these words they will become one word**(.)**ɛe before you do the work**(.)**you have to do what**(.)**give a sentence**(.) **you should read the** *instruction* **that are there**(.)**add these words so that they become what**(.)**one word so when you are writing it both of them should not co-occur** |

270

| | | | | | |
|---|---|---|---|---|---|
| | | **míŋlɔ ya o loo**(.)ahã (.)**newobe ÐA kple** (.)**amekae ateŋu aŋlɔe**? | | | (.)**run**(.)**come**(.) **if you write them together is shows that**(.)**run and come**(.)**i do not know what you have written though**(.)ahã (.)**if they say cook akple** ((local food))(.)**who can write it**? |
| 86 | TC2_B | **ne wobe kɔ nya**(.)**hɛ̃ fɔ nya yawo kɔkpe woazu nya ɖeka la**(.)**ɛe hafi nawɔ dɔ la**(.)**elebe nawɔ nuka**(.)**na nyagbe**(.) _instruction_ **kewo woŋlɔ ɖe fima wo elebe naŋlɛ̃**(.)**fɔ nya siawo kpe bene woazu nuka**(.)**NYAGBE ɖeka ta ne ele eŋlɔ la melebe na ba woame eve ɖe du o**(.)**si**(.)**va**(.) **ne eŋlɔe ɖe du efia be nuka**(.)**si va**(.)**nyemenya nukae míŋlɔ ya o loo**(.)ahã (.)**newobe ÐA kple** (.)**amekae ateŋu aŋlɔe**? | INTRA | NONLEX | **when they say you should take a word**(.)**if you comebine these words they will become one word**(.)**ɛe before you do the work**(.)**you have to do what**(.)**give a sentence**(.) **you should read the** _instruction_ **that are there**(.)**add these words so that they become what**(.)**one word so when you are writing it both of them should not co-occur** (.)**run**(.)**come**(.) **if you write them together is shows that**(.)**run and come**(.)**i do not know what you have written though**(.)ahã (.)**if they say cook akple** ((local food))(.)**who can write it**? |
| 86 | TC2_B | **ne wobe kɔ nya**(.)**hɛ̃ fɔ nya yawo kɔkpe woazu nya ɖeka la**(.)**ɛe hafi nawɔ dɔ la**(.)**elebe nawɔ nuka**(.)**na nyagbe**(.) _instruction_ **kewo woŋlɔ ɖe fima wo elebe naŋlɛ̃**(.)**fɔ nya siawo kpe bene woazu nuka**(.)**NYAGBE ɖeka ta ne ele eŋlɔ la melebe na ba woame eve ɖe du o**(.)**si**(.)**va**(.) **ne eŋlɔe ɖe du efia be nuka**(.)**si va**(.)**nyemenya nukae míŋlɔ ya o loo**(.)ahã̲ (.)**newobe ÐA kple** (.)**amekae ateŋu aŋlɔe**? | INTRA | TAG | **when they say you should take a word**(.)**if you comebine these words they will become one word**(.)**ɛe before you do the work**(.)**you have to do what**(.)**give a sentence**(.) **you should read the** _instruction_ **that are there**(.)**add these words so that they become what**(.)**one word so when you are writing it both of them should not co-occur** (.)**run**(.)**come**(.) **if you write them together is shows that**(.)**run and come**(.)**i do not know what you have written though**(.)ahã (.)**if they say cook akple** ((local food))(.)**who can write it**? |
| 87 | P7_B (F) | _hurry UP_! | INTRA | NONPHR | _hurry UP_! |
| 88 | PS_B | ((incomprehensible speeches from pupils)) | | | ((incomprehensible speeches from pupils)) |
| 89 | TC2_B | ahã̲(.)**mìkatã mìkpɔ kpea dzi**(.)_look on the board._ | INTRA | TAG | ahã(.)**you should all look on the board**(.)_look on the board._ |
| 89 | TC2_B | ahã(.)**mìkatã mìkpɔ kpea dzi**(.)_look on the board._ | INTER | REP | ahã(.)**you should all look on the board**(.)_look on the board._ |
| 90 | P7_B (F) | _SIR_! | INTRA | NONLEX | _SIR_! |

| 91 | TC2_B | **edea a**? | | | **is it correct**? |
|----|-------|------------|---|---|---------------------|
| 92 | PS_B | **ɛe**:: | | | **yes**:: |
| 93 | TC2_B | **edea a**? | | | **is it correct**? |
| 94 | PS_B | ((some pupils: **ɛe**:: ))<br>((some pupils: **ao**::)) | | | ((some pupils: yes:: ))<br>((some pupils: **no**::)) |
| 95 | TC2_B | **amekewo be ede nokɔ asi yidzi makpɔ (.)[amekewo]** | | | **those who said it is correct should lift up their hands let me see(.)[those who]**. |
| 96 | P7_B (F) | [*SIR*!] | INTRA | NONLEX | [*SIR*!] |
| 97 | TC2_B | *WHAT*?!(.)ooohh(.)ehẽ **amekawo be**[name] *ʄe* **nuŋɔŋlɔ de**?(.)**ede a**? | INTRA | NONLEX | *WHAT*?!(.)ooohh(.)ehẽ **who are those who said that [name]'s writing is correct**?(.)**is it correct**? |
| 97 | TC2_B | *WHAT*?!(.)<u>ooohh</u>(.)ehẽ **amekawo be**[name] *ʄe* **nuŋɔŋlɔ ɖe**?(.)**ede a**? | INTRA | TAG | *WHAT*?!(.)ooohh(.)ehẽ **who are those who said that [name]'s writing is correct**?(.)**is it correct**? |
| 98 | P3_B (M) | **ɛe::** | | | **yes::** |
| 99 | TC2_B | **ede a**?(.)**mìawo mìdo asi ɖe dzi makpɔ (.)ameyiwo be ede**(.)<u>AH</u>!(.)**amekewo be mede o mìtso**. | INTRA | TAG | **is it correct**?(.)**you should life your hands up let me see**(.)**those of you who said it is correct**(.)AH!(.)**those who said it is not correct should stand up**. |
| 100 | PS_B | ((some pupils stood up)) | | | ((some pupils stood up)) |
| 101 | TC2_B | [name] **eka me nele**?(.)**mele ɖeke me o a**?(.)*<u>OKAY!</u>*(.)*go and sit down*(.)ɛrrr[name] **va ŋlɔ nyuie tɔ makpɔ**. | INTRA | TAG | [name]**which one do you belong**?(.)**are you not part of any**?(.)*OKAY!*(.)*go and sit down*(.)ɛrrr[name] **come and write the correct one for me to see**. |
| 101 | TC2_B | **[name] eka me nele**?(.)**mele ɖeke me o a**?(.)*OKAY!*(.)<u>*go and sit down*</u>(.)ɛrrr[name] **va ŋlɔ nyuie tɔ makpɔ**. | INTRA | NONPHR | name]**which one do you belong**?(.)**are you not part of any**?(.)*OKAY!*(.)*go and sit down*(.)ɛrrr[name] **come and write the correct one for me to see**. |
| 101 | TC2_B | **[name] eka me nele**?(.)**mele ɖeke me o a**?(.)*OKAY!*(.)*go and sit down*(.)<u>ɛrrr</u>[name] **va ŋlɔ nyuie tɔ makpɔ**. | INTRA | TAG | name]**which one do you belong**?(.)**are you not part of any**?(.)*OKAY!*(.)*go and sit down*(.)ɛrrr[name] **come and write the correct one for me to see**. |
| 102 | PS_B | ((some pupils talking at the background)) | | | ((some pupils talking at the background)) |
| 103 | TC2_B | **mìɖo TO**!(.)**ɖa kple nu nowɔ nya ɖeka (.)gbugbɔ ŋlɔ nyuietɔ ɖe fima** (-)*<u>HEY</u>*! | INTRA | TAG | **keep quiet**!(.)**cook and thing will make one word**(.)**re-wrtite the correct one there**(-)*HEY*! |
| 104 | P12_B (F) | ((pupil writing on the board)) | | | ((pupil writing on the board)) |
| 105 | TC2_B | *the same thing* **ŋlɔ ele ɖe**. | INTER | NONREP | **you are writing** *the same thing*. |
| 106 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! |

| | | | | | |
|---|---|---|---|---|---|
| 106 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! |
| 106 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! |
| 106 | PS_B | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | *SIR*!(.)*SIR*!(.)*SIR*!(.)*SIR*! |
| 107 | TC2_B | *HEY*!:::(.)**megblɔ nya ɖe nami be mìado asi ɖe dzi ne mìadzudzɔ a***f***ãdodo be** *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | TAG | *HEY*!:::(.)**i told you to lift up your hands and stop making noise that** *SIR*!(.)*SIR*!(.)*SIR*! |
| 107 | TC2_B | *HEY*!:::(.)**megblɔ nya ɖe nami be mìado asi ɖe dzi ne mìadzudzɔ a***f***ãdodo be** *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | !:::(.)**i told you to lift up your hands and stop making noise that** *SIR*!(.)*SIR*!(.)*SIR*! |
| 107 | TC2_B | *HEY*!:::(.)**megblɔ nya ɖe nami be mìado asi ɖe dzi ne mìadzudzɔ a***f***ãdodo be** *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | !:::(.)**i told you to lift up your hands and stop making noise that** *SIR*!(.)*SIR*!(.)*SIR*! |
| 107 | TC2_B | *HEY*!:::(.)**megblɔ nya ɖe nami be mìado asi ɖe dzi ne mìadzudzɔ a***f***ãdodo be** *SIR*!(.)*SIR*!(.)*SIR*! | INTRA | NONLEX | !:::(.)**i told you to lift up your hands and stop making noise that** *SIR*!(.)*SIR*!(.)*SIR*! |
| 108 | P2_B (F) | go and sit down. ((talking to a peer)) | INTER | NONREP | go and sit down. ((talking to a peer)) |
| 109 | TC2_B | *HEY*!(.)*look on the board*(.)**mìkpɔ ekpea dzi(---)**ahã **mìkpɔ**[name] **tɔ kple ameke tɔ vovototo mele eme o a**? | INTER | TAG | *HEY*!(.)*look on the board*(.)**you should look on the board**(---)ahã **you should look at** [name]**'s own and that of this person are there no differences in them**? |
| 109 | TC2_B | *HEY*!(.)*look on the board*(.)**mìkpɔ ekpea dzi(---)**ahã **mìkpɔ**[name]**tɔ kple ameke tɔ vovototo mele eme o a**? | INTER | REP | **the board**(---)ahã **you should look at** [name]**'s own and that of this person are there no differences in them**? |
| 110 | PS_B | ɛe:: | | | yes:: |
| 111 | TC2_B | AH! | INTRA | TAG | AH! |
| 112 | PS_B | ɛe:: | | | yes:: |
| 113 | TC2_B | [name]**tɔ ɖe aleke woŋlɔe a**?(--)**eŋlɔ**(.)**eŋlɔe ɖeka**(.)**emeke ŋlɔ wonye woame eve**(.)**leke mìaŋlẽ eke**?(.)**mìŋlẽ** [name] **tɔ makpɔ**. | | | [name]**how do they call stop**?(--)**you wrote it**(.)**you wrote it as one**(.)**this person wrote it as two**(.)**how will you write this one**?(.)**read that of** [name] **let me see**. |
| 114 | P7_B(F) | 'ɖanu' | | | 'cook' |
| 115 | TC2_B | 'ɖanu'(.)**eleke aŋlẽ eke**? | | | 'cook'(.)**how will you read it**? |
| 116 | PS_B | 'ɖa' (.) 'nu' | | | 'cook' (.) 'thing' |
| 119 | TC2_B | ahã(.)'ɖa'(.)'nu'(.)**mìkpɔe ɖe**?(.)**ta ekae nye nyuie tɔ ke**(.)**eke menyo o**. | INTRA | TAG | ahã(.)'cook'(.)'thing'(.)**have you seen it**?(.)**so which one is good**(.)**this one is not good**. |
| 118 | PS_B | oh:: *SIR*!! | INTRA | TAG | oh:: *SIR*!! |
| 118 | PS_B | oh:: *SIR*!! | INTRA | NONLEX | oh:: *SIR*!! |
| 119 | P12_B (F) | *SIR*!(.)*this girl is disturbing*. | INTRA | NONLEX | *SIR*!(.)*this girl is disturbing*. |

273

| 119 | P12_B (F) | *SIR*!(.)*this girl is disturbing.* | INTER | NONREP | *SIR*!(.)*this girl is disturbing.* |
|---|---|---|---|---|---|
| 120 | TC2_B | *time* **de**(--)*NO*!(.)**ameɖe neva wɔ eke.** | INTRA | NONLEX | **what** *time* (--)*NO*! (.)**someone should come and do this one.** |
| 120 | TC2_B | *time* **de**(--)*NO*! (.)**ameɖe neva wɔ eke.** | INTRA | NONLEX | **what** *time* (--)*NO*!(.)**someone should come and do this one.** |
| 121 | PS_B | *sir*(.)*sir*(.)*sir*(.)*sir.* | INTRA | NONLEX | *sir*(.)*sir*(.)*sir*(.)*sir.* |
| 121 | PS_B | *sir*(.)*sir*(.)*sir*(.)*sir.* | INTRA | NONLEX | *sir*(.)*sir*(.)*sir*(.)*sir.* |
| 121 | PS_B | *sir*(.)*sir*(.)*sir*(.)*sir.* | INTRA | NONLEX | *sir*(.)*sir*(.)*sir*(.)*sir.* |
| 121 | PS_B | *sir*(.)*sir*(.)*sir*(.)*sir.* | INTRA | NONLEX | *sir*(.)*sir*(.)*sir*(.)*sir.* |
| 122 | TC2_B | *homework*-**a mìawɔe nam le efi.** | INTRA | NONLEX | **you should do the** *homework* **for me here**. - |
| 123 | P1_B (M) | *SIR*!(.)*can we get our exercise book.* | INTRA | NONLEX | *SIR*!(.)*can we get our exercise book.* |
| 123 | P1_B (M) | *SIR*!(.)*can we get our exercise book.* | INTER | NONREP | *SIR*!(.)*can we get our exercise book.* |
| 124 | TC2_B | *we_ll do it BUT not NOW*!(.)*if you have* err: | INTER | NONREP | *we_ll do it BUT not NOW*!(.)*if you have* err: |
| 124 | TC2_B | *we_ll do it BUT not NOW*!(.)*if you have* err: | INTER | NONREP | *we_ll do it BUT not NOW*!(.)*if you have* err: |
| 124 | TC2_B | *we_ll do it BUT not NOW*!(.)*if you have* err: | INTRA | TAG | *we_ll do it BUT not NOW*!(.)*if you have* err: |
| 125 | PS_B | *MATHS.* | INTRA | NONLEX | *MATHS.* |
| 126 | TC2_B | *someone should come and write.* | INTER | NONREP | *someone should come and write.* |
| 127 | PS_B | *sir*(.)*sir.* <br> ((pupils rushing to the board)) | INTRA | NONLEX | *sir*(.)*sir.* <br> ((pupils rushing to the board)) |
| 127 | PS_B | *sir*(.)*sir.* <br> ((pupils rushing to the board)) | INTRA | NONLEX | *sir*(.)*sir.* <br> ((pupils rushing to the board)) |
| 128 | P8_B (M) | *sir*(.)*i_m not tall.* | INTRA | NONLEX | *sir*(.)*i_m not tall.* |
| 128 | P8_B (M) | *sir*(.)*i_m not tall.* | INTER | NONREP | *sir*(.)*i_m not tall.* |
| 129 | TC2_B | *do it under*(.)**mebe wobe mianɔ ʋegbe DOM!** | INTER | NONREP | *do it under*(.)**i said they said you should be speaking ewe!** |
| 130 | P5_B(M) | *sir*(.)**enye mekɔkɔ.** | INTRA | NONLEX | *sir*(.)**i am tall..** |
| 131 | P10_B (M) | *SIR*(.)*PLEASE can we sit down*? | INTRA | NONLEX | *SIR*(.)*PLEASE can we sit down*? |
| 131 | P10_B (M) | *SIR*(.)*PLEASE can we sit down*? | INTER | NONREP | *SIR*(.)*PLEASE can we sit down*? |
| 132 | PS_B | *NO*! | INTRA | NONLEX | *NO*! |
| 133 | TC2_B | *EH*! | INTRA | TAG | EH! |
| 134 | P10_B (M) | *can WE sit down*? | INTER | NONREP | *can WE sit down*? |
| 135 | TC2_B | *YES*! | INTRA | NONLEX | *YES*! |
| 136 | P2_B | *oh*[name]*write the thing.* | INTRA | TAG | *oh*[name]*write the thing.* |

| 136 | P2_B | *oh*[name]*write the thing.* | INTER | NONREP | *oh*[name]*write the thing.* |
|-----|------|------|-------|--------|------|
| 137 | TC2_B | *SO! what you are doing*(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìaƒe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)*one two three four five* **etsɔ maxɔ**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* | INTER | NONREP | *SO! what you are doing*(.)**you should write five of two syllabic words**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)*one two three four five* **for me to collect tomorrow**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* |
| 137 | TC2_B | *SO! what you are doing*(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)*<u>so you_ll give examples five</u>*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìaƒe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)*one two three four five* **etsɔ maxɔ**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* | INTER | NONREP | *SO! what you are doing*(.)**you should write five of two syllabic words**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)*one two three four five* **for me to collect tomorrow**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* |
| 137 | TC2_B | *SO! what you are doing*(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)*so you_ll give examples five*(.)*<u>don_t write those ones that are in the book</u>* ooh(.)*i_ll give you zero*(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìaƒe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)*one two three four five* **etsɔ maxɔ**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* | INTER | NONREP | *SO! what you are doing*(.)**you should write five of two syllabic words**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)*one two three four five* **for me to collect tomorrow**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* |
| 137 | TC2_B | *SO! what you are doing*(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* <u>ooh</u>(.)*i_ll give you zero*(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìaƒe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)*one two three four five* **etsɔ maxɔ**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* | INTRA | TAG | *SO! what you are doing*(.)**you should write five of two syllabic words**(.)*so you_ll give examples five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)*one two three four five* **for me to collect tomorrow**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* |

| 137 | TC2_B | SO! what you are doing(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)<u>*i_ll give you zero*</u>(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìafe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)one two three four five **etsɔ maxɔ**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. | INTER | NONREP | SO! what you are doing(.)**you should write five of two syllabic words**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)one two three four five **for me to collect tomorrow**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. |
| --- | --- | --- | --- | --- | --- |
| 137 | TC2_B | SO! what you are doing(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìafe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)<u>*one two three four five*</u> **etsɔ maxɔ**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. | INTER | NONREP | SO! what you are doing(.)**you should write five of two syllabic words**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)one two three four five **for me to collect tomorrow**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. |
| 137 | TC2_B | SO! what you are doing(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìafe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)one two three four five **etsɔ maxɔ**(--)<u>*okay sit DOWN!*</u>(.)pack the book from the back(.)HEY allow them to give it to YOU. | INTER | NONREP | SO! what you are doing(.)**you should write five of two syllabic words**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)one two three four five **for me to collect tomorrow**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. |
| 137 | TC2_B | SO! what you are doing(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìafe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)one two three four five **etsɔ maxɔ**(--)okay sit DOWN!(.)<u>*pack the book from the back*</u>(.)HEY allow them to give it to YOU. | INTER | NONREP | SO! what you are doing(.)**you should write five of two syllabic words**(.)so you_ll give examples five(.)don_t write those ones that are in the book ooh(.)i_ll give you zero(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)one two three four five **for me to collect tomorrow**(--)okay sit DOWN!(.)pack the book from the back(.)HEY allow them to give it to YOU. |
| 137 | TC2_B | SO! what you are doing(.)**mìaŋlɔ̃ nukɔkɔ eve nyagbe atɔ̃**(.)so you_ll give examples five(.)don_t | INTER | NONREP | SO! what you are doing(.)**you should write five of two syllabic words**(.)so you_ll give examples |

276

| | | | | |
|---|---|---|---|---|
| | | *write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**ta mìawo ŋutɔ mìaŋlɔ̃ mìaƒe nyagbe yawo**(.)**nya ɖeka**(.)**woame atɔ**(.)*one two three four five* **etsɔ maxɔ**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)<u>*HEY allow them to give it to YOU.*</u> | | | *five*(.)*don_t write those ones that are in the book* ooh(.)*i_ll give you zero*(.)**so you should write your own sentences**(.)**one word**(.)**five of them**(.)*one two three four five* **for me to collect tomorrow**(--)*okay sit DOWN!*(.)*pack the book from the back*(.)*HEY allow them to give it to YOU.* |
| 138 | | ((pupils were instructed to pack the textbooks after the lesson)) | | | ((pupils were instructed to pack the textbooks after the lesson)) |

**Sch A_Class 3a_Interview**
**Interview with class teacher**
**School A**

**KEYS:**

**IW-**Interviewer
**TC3_A-** Teacher in Classroom 3 School A

| No. | Speaker | Message |
|-----|---------|---------|
| 1 | IW | *So very good afternoon*! |
| 2 | TC3_A | *Good afternoon*! |
| 3 | IW | *Thank you so much for all the supports for the whole day=* |
| 4 | TC3_A | *=You are welcome*! |
| 5 | IW | *and for your time as well. So this is just a follow up interview on the class teaching that we had early on in the day. And so basically, do you have a fair idea about what the current language policy is for teaching from kindergarten to lower primary*? |
| 6 | TC3_A | *Yes, I know*. |
| 7 | IW | *Okay, what is it about please*? |
| 8 | TC3_A | *It's NALAP and it's all about using the child's mother tongue to teach before the English language. That is, teaching from the known to the unknown so that they can understand better*. |
| 9 | IW | *Okay*! *So in terms of the language policy, which one is the school applying? What is the language policy? Is the school practicing NALAP*? |
| 10 | Tc3_A | *Yes, the school is practicing NALAP*. |
| 11 | IW | *Okay, good*! *From your perspective in general, what is your view about the implementation of NALAP in Ghana*? |
| 12 | TC3_A | *So far so good, but the NALAP, the major problem I have with it is that – I mean they should organise workshops for us teachers so that they can introduce us very well to how to go about the teaching of the NALAP, because it's really a problem to us*. |
| 13 | IW | *Okay, so basically the challenge has to be the implementation* [*more training is required*]. |

| 14 | TC3_A | [*more training is required*]. |
|---|---|---|
| 15 | IW | *Thank you! So in terms of the NALAP, does it influence teachers' language choice* or *language choice in the classroom? To rephrase that, like for example when you're teaching does that influence your choice of language in the classroom?* |
| 16 | TC3_A | ar::: |
| 17 | IW | *as to whether you use English more or Ewe more? Like vice versa.* |
| 18 | TC3_A | *Like by all means one will be more. So I think I use the Eenglish more than the Ewe.* |
| 19 | IW | *Okay.* |
| 20 | TC3_A | *Because when I use the English I'm more fluent than in the Ewe.* |
| 21 | IW | *So from your perspective in terms of language use, let's put NALAP aside, what would you say, what type of language use would you recommend for teaching lower primary school children?* |
| 22 | TC3_A | *i think they should still continue with the use of the mother tongue and the English language. But the small problem I have is the book, the guideline, the teacher's guide, it's written in English so with that you are being influenced to use English more than the Ewe. Even the activities are in English. So that's the problem, we don't have sufficient text books. Sometimes you will be teaching and some will not be looking in the book because we don't have enough textbooks.* |
| 23 | IW | *Okay, thank you very much. At least I've asked so more of an affirmation; so do you mix both Ewe and English during lesson?* |
| 24 | TC3_A | *Yes,* <<laughing> *I sometimes do*>. |
| 25 | IW | *Maybe why?* ((both laughing)) |
| 26 | TC3_A | *Maybe why? I chip in the Ewe if I want to give a clearer understanding. For instance, to help the students' understanding sometimes put in the Ewe to help solve that. If they all understand it then we move on.* |
| 27 | IW | *Okay. Would you encourage teachers to mix Ewe and English when they are teaching?* |
| 28 | TC3_A | *I will not encourage them to mix it. If they want to use Ewe it should flow and after that English. But to mix them I don't think I will be a fun of that.* |
| 29 | IW | *Okay. So in the classroom, how would you consider students' participation when you are teaching in English and their participation when you are teaching in Ewe? Is there any difference or =* |
| 30 | TC3_A | *=yes::* |
| 31 | IW | *similarity?* |

| 32 | TC3_A | *Yes, there is a differenc. When I'm using the Ewe they all want to answer a question but when I'm using the English they will be too careful so only a few will answer then they will say,* "aarrrr *madam I wanted to say it.*" *But because they can't say it in English that is why.* |
|----|-------|---|
| 33 | IW | *So you presume that their participation is more when it is* [*Ewe*] |
| 34 | TC3_A | [*Ewe*] |
| 35 | IW | *Okay. So basically, what are the advantages or disadvamtages? Okay, first of all advantages when we use both Ewe and English in the classroom?* |
| 36 | TC3_A | *The main thing is the understanding of the text and then it helps speed up the teaching process. Because if they know the thing in Ewe and you are teaching it in English, they understand it very well. they contribute more when you get to the english lesson. That's one advantage. I think you see that accent in Ewe, the ewe alphabets; they're similar to that of English. The vowels, the way you pronounce them they are the same as in English. Let's say this one is like* [a] *in Eenglish you call it* /a/ *Ewe too is* /a/*. So that helps the child to be fluent even to speak the Englis*h. *So using the mother tongue helps the child to speak good English.* |
| 37 | IW | *Okay, so what might be some of the disadvantages when we use both Ewe and English?* |
| 38 | TC3_A | *Maybe you may not get the translation right.* |
| 39 | IW | Yeah: |
| 40 | TC3_A | *maybe that, yes and then maybe*(---)<<laughing>*it's difficult*> |
| 41 | IW | *It's alright. It's quite difficult to think about the positive and at the same time think about*[*the negative*]. |
| 42 | TC3_A | [*the negative*].<br>Yeah, *it's true.* |
| 43 | IW | Yeah. |
| 44 | TC3_A | *It's true; it's true.* |
| 45 | IW | *So in terms of the students*, *do we have a situation whereby a student who only speaks English or only Ewe; and when you mix any of these two* languages *would it affect any of these two groups of students?* |
| 46 | TC3_A | *I'm not sure it would affect them.* |
| 47 | IW | *Oka,: so let's go to like monolingual medium of communication. So from your perspective is there any benefits or advantageous so to say when you speak only Ewe throughout the class?* |
| 48 | TC3-A | *No, it will not.* |

| 49 | IW | *Okay.* |
|----|------|---------|
| 50 | TC3_A | *In all the lessons, Science, Maths I'm not sure it will because in the exams the questions will not be in Ewe.In the exams, the questions will be in English and then some in Ewe so if you use the English throughout it will affect them and if you use the Ewe throughout it will affect them.* |
| 51 | IW | *So a blend of the two will be very helpful.* |
| 52 | TC3_A | *Very helpful.* |
| 53 | IW | *So what of in the case of Maths?* |
| 54 | TC3_A | *Maths, for me I prefer using the English in teaching Maths, but I chip in the Ewe to explain something further.* |
| 55 | IW | *Okay, so this is all we have to talk about. But in general in terms of language use would you have any suggestions or any comments on the use of language in the classroom and what can be taken into account when they are trying to take decisions in that regard?* |
| 56 | TC3_A | *I think the policy is okay. It's okay because it's helping the kids, but! I'm much concerned about the training. Because for me at college, we were not thought NALAP; how to teach NALAP. So I think that was omitted so I have to be running from class to class to teachers asking them how do I go about this; how do I go about that. So I'm now picking up, but if I were to go through a workshop I think I will do better.* |
| 57 | IW | *Okay, does that mean teaching the NALAP also requires additional skills?* |
| 58 | TC3_A | *Yes. Yes. It requires additional skills.* |
| 59 | IW | *That's all that we are doing.* |

**15_Sch A_Students Focus Group**
**School A**

**KEYS:**

**IW-**Interviewer
**HoS_A-** Head of School

| No. | Speaker | Message | Translation |
|---|---|---|---|
| 1 | P1_A(F) | (--)*HEY*! *keep quiet*. ((unintelligible speeches at the background)). | (--)*HEY*! *keep quiet*. ((unintelligible speeches at the background)). |
| 2 | IW | *HELLO*:! | *HELLO*:! |
| 3 | PS_A | *HI*:::! | *HI*:::! |
| 4 | IW | *GOOD*! *afternoon*! | *GOOD*! *afternoon*! |
| 5 | PS_A | *GOOD*! *afternoon*! | *GOOD*! *afternoon*! |
| 6 | IW | ˚hh *how is EVERY!body*? | ˚hh *how is EVERY!body*? |
| 7 | PS_A | *EVERY!body is FINE*! <br> (---) <br> ((unintelligible speeches at the background)). | *EVERY!body is FINE*! <br> (---) <br> ((unintelligible speeches at the background)). |
| 8 | IW | *OKAY*! *SO*:!(.)*this afternoon*(.)*we_re just coming to do a general discussion*(.)*OKAY!we_re going to talk*(.)*everybody should be HA:ppy*(.)*everybody should be willing to talk*(.)*OKAY*! | *OKAY*! *SO*:!(.)*this afternoon*(.)*we_re just coming to do a general discussion*(.)*OKAY!we_re going to talk*(.)*everybody should be HA:ppy*(.)*everybody should be willing to talk*(.)*OKAY*! |
| 9 | PS_A | *OKAY*! | *OKAY*! |
| 10 | IW | *it_s not an exams so you should be EXcited*(-)*is that okay*? | *it_s not an exams so you should be EXcited*(-)*is that okay*? |
| 11 | PS_A | *YES*! | *YES*! |
| 12 | IW | *okay*(.)*SO*!(.)erm *for the afternoon*(.)*i will just be introducing myself*(.)*so i am a teacher*(.)*and i am doing a research on language in the classroom*(.)*and as part of the research*(.)*we_re* | *okay*(.)*SO*!(.)erm *for the afternoon*(.)*i will just be introducing myself*(.)*so i am a teacher*(.)*and i am doing a research on language in the classroom*(.)*and as part of the research*(.)*we_re* |

| | | | |
|---|---|---|---|
| | | *all enCOUraged to participate as a student*(.)*in order to express ourselves about how we use language in the classroom*(.)*whether we like one language over the another*(.)*or whether all the languages that are used in the school*(.)*SO*! **nyake gblɔm mele koe nyebe ɖe**(.)**enye nufiala menyo**(.)*teacher*(.)**míle**(.)**mele nutsotso xɔ tso sukuviwo kple** *teacher*-**wo ƒe nuƒoƒo le sukuxɔme ŋu**(.)ahã:: (.)**ta menye dodokpɔ wonyo o ta dzine dzɔ ame sia ame**(.)**MÌse-a**? | *all enCOUraged to participate as a student*(.)*in order to express ourselves about how we use language in the classroom*(.)*whether we like one language over the another*(.)*or whether all the languages that are used in the school*(.)*SO*! **the only thing I am saying to you is that**(.)**enye nufiala menyo**(.)*teacher*(.)**you are**(.)**i will collect response about conversations between pupils and** *teacher***s** (.)ahã:: (.)**it is not an examnination so everybody should be happy**(.)**do you understand**? |
| 13 | PS_A | **míɖeku ɛe:** | **yes please:** |
| 14 | IW | **ne mebia nya**(.)**ame sia ame ado nya ŋu ɖeka ɖeka**(.)**ne ebe ya ɖo enya ŋu koa**(.)**ateŋu ayɔ ŋkɔwo gbã**(.)**abe agblɔ be ŋkɔ nye enye**(.)*maybe* **ama**(.)**kofi**(.)**kemi aɖo enya ŋu**(.)**ese-a**? | **if a ask a word**(.)**everybody should answer the word one after the other**(.)**if you want to answer**(.)**you can mention your name first**(.)**like you eill say my name is**(.)*maybe* **ama**(.)**kofi**(.)**then you provide the answer**(.)**do you understand**? |
| 15 | PS_A | **ɛe::** | **yes::** |
| 16 | IW | **ta ameɖeke megavɔ̃ o**(.)**ame sia ame nekpɔ dzidzɔ**(.)**mìse ɖe**? | **so no one should be afraid**(.)**everyone should be happy**(.)**you hear that**? |
| 17 | PS_A | **míɖeku ɛe:** | **yes please:** |
| 18 | IW | ahãa::(.)*OKAY*! **fifie ɖe**(.)erm(-)**míado ʋegbe kple yevugbe atsaka** (.)**èse-a**?(-)**ta ne ebe yeado yevugbe o**(.)**ne enya nya le yevugbeme alo ʋegbeme me ateŋu ado gbe ɖe sia ɖe**(.)**mìse-a**? | ahãa::(.)*OKAY*! **so now**(.)erm(-)**you can switch between ewe and english**(.)**do you understand**?(-)**so if you want to speak english**(.)**if you know the word in english or ewe you can speak any language**(.)**do you understand**? |
| 19 | PS_A | **míɖeku ɛe:** | **yes please:** |
| 20 | IW | *so*(.)*i was saying a while ago that you can either speak english or ewe*(.)*because both languages are what we_re using for the discussions*(.)*is that okay*? | *so*(.)*i was saying a while ago that you can either speak english or ewe*(.)*because both languages are what we_re using for the discussions*(.)*is that okay*? |
| 21 | PS_A | *YE::S* | *YE::S* |

| 22 | IW | *OKAY*!(.)erm(.)*basically* erm(.)*how many languages do you speak*? (-)*what_s your name*? | *OKAY*!(.)erm(.)*basically* erm(.)*how many languages do you speak*? (-)*what_s your name*? |
|---|---|---|---|
| 23 | P2_A (F) | [name] | [name] |
| 24 | IW | *O:kay*(.)[name]*how many languages do you speak*? | *O:kay*(.)[name]*how many languages do you speak*? |
| 25 | P2_A (F) | *i speak two.* | *i speak two.* |
| 26 | IW | *okay*(.)[name]*speaks two languages*(.)*and you*? | *okay*(.)[name]*speaks two languages*(.)*and you*? |
| 27 | P3_A (F) | *TWO!* | *TWO!* |
| 28 | P1_A (F) | (-)*two languages.* | (-)*two languages.* |
| 29 | IW | *what_s your name PLEA:se*? | *what_s your name PLEA:se*? |
| 30 | P3_A (F) | [name] | [name] |
| 31 | IW | [name]*speaks two languages*(-)*how many languages do you speak*? | [name]*speaks two languages*(-)*how many languages do you speak*? |
| 32 | P4_A (M) | *two.* | *two.* |
| 33 | IW | *OKAY*!(.)*what_s your name*? | *OKAY*!(.)*what_s your name*? |
| 34 | P4_A(M) | [name](.)*and YOU*!? | [name](.)*and YOU*!? |
| 35 | IW | [name](.) *and YOU*!? | [name](.) *and YOU*!? |
| 36 | P5_A (M) | [name](.)[name] | [name](.)[name] |
| 37 | IW | *okay*(.)*how many languages do you speak*?(.)*you mention your name and you tell me how many languages you speak.* | *okay*(.)*how many languages do you speak*?(.)*you mention your name and you tell me how many languages you speak.* |
| 38 | P6_A (F) | [name](.)*two.* | [name](.)*two.* |
| 39 | IW | *what languages do you speak*? | *what languages do you speak*? |
| 40 | P6_A (F) | (-)*ewe and english.* | (-)*ewe and english.* |
| 41 | IW | *Okay*: (--) | *Okay*: (--) |
| 42 | P7_A (F) | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* |
| 43 | P8_A (F) | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* |
| 44 | IW | *okay.* | *okay.* |
| 45 | P9_A (M) | *my name is*[name] (.)*i speak three languages.* | *my name is*[name] (.)*i speak three languages.* |
| 46 | IW | *which languages are they*? | *which languages are they*? |

| 47 | P9_A (M) | *i speak accra*(.)*ewe and english.* | *i speak accra*(.)*ewe and english.* |
|---|---|---|---|
| 48 | IW | *OKAY!* | *OKAY!* |
| 49 | P10_A (M) | *my name is* [name]*i speak two languages*(.)*ewe and english.* | *my name is* [name]*i speak two languages*(.)*ewe and english.* |
| 50 | IW | *OKAY!* | *OKAY!* |
| 51 | P11_A (M) | *my is* [name](.)*i speak one language*(.)*english.* | *my is* [name](.)*i speak one language*(.)*english.* |
| 52 | IW | *Okay:* | *Okay:* |
| 53 | P12_A (M) | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* | *my name is* [name](.)*i speak two languages*(.)*english and ewe.* |
| 54 | IW | *okay: THANK YOU!* | *okay: THANK YOU!* |
| 55 | P13_A (F) | *my name is* [name](.)*i speak three languages.* | *my name is* [name](.)*i speak three languages.* |
| 56 | IW | *how many languages do you speak*?(.)*which languages do you speak?* | *how many languages do you speak*?(.)*which languages do you speak?* |
| 57 | P13_A (F) | *english and then ewe.* | *english and then ewe.* |
| 58 | IW | *OKAY! thank you.* | *OKAY! thank you.* |
| 59 | P14_A (M) | *my name is* [name](.)*i speak two languages*(.)*ewe and english.* | *my name is* [name](.)*i speak two languages*(.)*ewe and english.* |
| 60 | P15_A (F) | *my name is* [name](.)*i speak two* [*languages*]. | *my name is* [name](.)*i speak two* [*languages*]. |
| 61 | IW | [*languages*]<br>*okay*(.)*thank YOU! VE:ry much*(.)*SO!*(.)*in the classroom*(.)*so* **le sukuxɔme lo**(.)err *they use both english and ewe*(.) err::: **ne wole nufiam le ʋegbeme ɖe**(.)**mísena egome-a**? | [*languages*]<br>*okay*(.)*thank YOU! VE:ry much*(.)*SO!*(.)*in the classroom*(.)*so* **so in the classroom**(.)err *they use both english and ewe*(.) err::: **if they are teaching in ewe**(.)**do you understand**? |
| 62 | PS_A | **miɖeku ɛe:** | **yes please:** |
| 63 | IW | **mísena egome-a**? | **do you understand**? |
| 64 | PS_A | **miɖeku ɛe:** | **yes please:** |
| 65 | IW | *so i was asking*(.)*when they are teaching in ewe*(.)*do you understand it*? | *so i was asking*(.)*when they are teaching in ewe*(.)*do you understand it*? |
| 66 | PS_A | *YES!* | *YES!* |
| 67 | IW | *okay: WHAT! of english*? (.)*do you understand teachings in english*? | *okay: WHAT! of english*? (.)*do you understand teachings in english*? |
| 68 | PS_A | *YES!* | *YES!* |

| 69 | IW | *O:kay. does someone want to explain what are(.)which of the languages do you like most?(.)anyone want to answer?Okay.* | *O:kay. does someone want to explain what are(.)which of the languages do you like most?(.)anyone want to answer?Okay.* |
|----|----|----|----|
| 70 | P9_A (M) | *i like to speak ENglish and ewe.* | *i like to speak ENglish and ewe.* |
| 71 | IW | *O:kay.* | *O:kay.* |
| 72 | P8_A (F) | *i would like to speak english.* | *i would like to speak english.* |
| 73 | IW | *O:kay(-)WHY!?* | *O:kay(-)WHY!?* |
| 74 | P8_A (F) | *beCAUSE english is easy for me to speak.* | *beCAUSE english is easy for me to speak.* |
| 75 | IW | *O:kay(.)and you too(.)why do you want to teach(.)err:: to speak ewe and english?* | *O:kay(.)and you too(.)why do you want to teach(.)err:: to speak ewe and english?* |
| 76 | P9_A (M) | *beCAUSE they are VE:ry easy to speak.* | *beCAUSE they are VE:ry easy to speak.* |
| 77 | IW | *O:kay.* | *O:kay.* |
| 78 | P4_A (M) | *the language i like most is english.* | *the language i like most is english.* |
| 79 | IW | *WHY:!?* | *WHY:!?* |
| 80 | P4_A (M) | *because it is a good language.* | *because it is a good language.* |
| 81 | TC1_A | *she wants to say something(.)she wants to say something.* | *she wants to say something(.)she wants to say something.* |
| 82 | IW | *OKAY:* | *OKAY:* |
| 83 | P3_A (F) | *i want to speak english.* | *i want to speak english.* |
| 84 | IW | *WHY::?* | *WHY::?* |
| 85 | TC1_A | *O:PEN! your mouth and talk.* | *O:PEN! your mouth and talk.* |
| 86 | P3_A (F) | *beCAUSE it is easy for me to speak.* | *beCAUSE it is easy for me to speak.* |
| 87 | TC1_A | *[HEY! SPEAK!]* | *[HEY! SPEAK!]* |
| 88 | IW | *[O:KAY!]* | *[O:KAY!]* |
| 89 | TC1_A | *have you seen this machine(.)it is recording what you are saying so: speak LOU:der(.)O:KAY(.)let me get back(.)i can go* eeh? | *have you seen this machine(.)it is recording what you are saying so: speak LOU:der(.)O:KAY(.)let me get back(.)i can go* eeh? |
| 90 | IW | *oh o:KAY!* | *oh o:KAY!* |
| 91 | TC1_A | *it is not necessary.* | *it is not necessary.* |
| 92 | IW | *OKAY! okay and you?* | *OKAY! okay and you?* |

| 93 | P14_A (F) | *i will like to speak english.* | *i will like to speak english.* |
|---|---|---|---|
| 94 | IW | *okay.* | *okay.* |
| 95 | P10_A(M) | *i would like to speak english more than ewe.* | *i would like to speak english more than ewe.* |
| 96 | IW | *WHY?(.)speak louder(---)okay(.)what of you?* | *WHY?(.)speak louder(---)okay(.)what of you?* |
| 97 | P5_A (M) | *i would like to speak english.* | *i would like to speak english.* |
| 98 | IW | err::: *because* (-) | err::: *because* (-) |
| 99 | P5_A (M) | ˚hh *it is easy for me to speak.* | ˚hh *it is easy for me to speak.* |
| 100 | IW | *O:KAY!* | *O:KAY!* |
| 101 | P8_A (F) | *i like english because it is good for me to be speaking.* | *i like english because it is good for me to be speaking.* |
| 102 | IW | aha:: | aha:: |
| 103 | P11_A (M) | *i like english because it is EA:sy.* | *i like english because it is EA:sy.* |
| 104 | IW | ˚hh *okay.* | ˚hh *okay.* |
| 105 | P10_A (M) | *i like english beCAUSE it is a perfect english.* | *i like english beCAUSE it is a perfect english.* |
| 106 | IW | *IT IS!?* | *IT IS!?* |
| 107 | P10_A (M) | *it is a per:FECT english.* | *it is a per:FECT english.* |
| 108 | IW | ohh:: *because it is a PERFECT! english*(-)*SO! people have*[*said they want to*] | ohh:: *because it is a PERFECT! english*(-)*SO! people have*[*said they want to*] |
| 109 | P9_A (M) | [*SIR!* (.)*this boy want to speak*] | [*SIR!* (.)*this boy want to speak*] |
| 110 | IW | *OKAY!* (.)ah_ha: | *OKAY!* (.)ah_ha: |
| 111 | P5_A (M) | *i want to speak english because it is easy to speak.* | *i want to speak english because it is easy to speak.* |
| 112 | IW | *O:kay(.)so someone said he likes ewe(.)english because it is easy to speak(--)* | *O:kay(.)so someone said he likes ewe(.)english because it is easy to speak(--)* |
| 113 | P15_A (M) | *i like english and ewe because it is easy to speak.* | *i like english and ewe because it is easy to speak.* |
| 114 | IW | *O:KAY! SO! some people say they like english because it is a PER:fect language(.)some people said they like ewe(.)ewe and english because it is easy to speak(.)O:kay* **enya ke mígblɔ va yi koe nye be ɖe**(.)**ne ʋegbe kpakple yevugbe ɖe**(.)**egbe-a ka** | *O:KAY! SO! some people say they like english because it is a PER:fect language(.)some people said they like ewe(.)ewe and english because it is easy to speak(.)O:kay* **what i said previously was that**(.)**if ewe and english**(.)**which language are** |

| | | | |
|---|---|---|---|
| | | **ya dona dzidzɔ nawo be yeado?**(.)**ta ameaɖe be yeagado eŋu le ʋegbe me-a**?(-)*okay*(-)*okay*(.)**ta míayi edzi**(.)**le sukuxɔme lo**(.)**ne mìle** errm(.)err:: *nalap class*(.)*in the classroom when you are doing nalap* (.)err *which of the classes do you understand most*?(.)*is it the english part of the class or the ewe part of the class?* | **you happy to speak?**(.)**so does someone want to answer in ewe**?(-)*okay*(-)*okay*(.)**so we will continue**(.)**so in the classroom**(.)**if you are** errm(.)err:: *nalap class*(.)*in the classroom when you are doing nalap* (.)err *which of the classes do you understand most*?(.)*is it the english part of the class or the ewe part of the class?* |
| 115 | P9_A (M) | *the english part of the class.* | *the english part of the class.* |
| 116 | IW | *O:KAY! WHY?* | *O:KAY! WHY?* |
| 117 | P9_A (M) | *beCAUSE* (--) <br> ((student could not provide an answer)) | *beCAUSE* (--) <br> ((student could not provide an answer)) |
| 118 | IW | *O:kay*(.)*that_s okay*[laughed] | *O:kay*(.)*that_s okay*[laughed] |
| 119 | P9_A (M) | [laughed] | [laughed] |
| 120 | IW | *okay*(.)*anyone else wants to answer?* | *okay*(.)*anyone else wants to answer?* |
| 121 | P8_A (F) | *YES!* | *YES!* |
| 122 | IW | *OKAY!* | *OKAY!* |
| 123 | P8_A (F) | *˚hh i LIKE! the english part of the class because i understand it most.* | *˚hh i LIKE! the english part of the class because i understand it most.* |
| 124 | IW | *O:kay:*(.)*THANK YOU very much!*(.)*anyONE else*(.)*PLEASE!*(-)*OKAY*(.)*you want to answer*(.)*okay*(.)*and YOU which part of the language*(.)*classes do you like?*(.)*is it the ewe part or the english part and why?* | *O:kay:*(.)*THANK YOU very much!*(.)*anyONE else*(.)*PLEASE!*(-)*OKAY*(.)*you want to answer*(.)*okay*(.)*and YOU which part of the language*(.)*classes do you like?*(.)*is it the ewe part or the english part and why?* |
| 125 | P1_A (F) | *the english and the ewe.* | *the english and the ewe.* |
| 126 | IW | *okay you like both*(.)*and YOU!*(.)*which of the classes do you like or understand?*(.)*english or ewe?* | *okay you like both*(.)*and YOU!*(.)*which of the classes do you like or understand?*(.)*english or ewe?* |
| 127 | P4_A (M) | *english.* | *english.* |
| 128 | IW | *oh okay*(.)*mm_hh* | *oh okay*(.)*mm_hh* |
| 129 | P4_A (M) | *english.* | *english.* |

| 130 | IW | *O:kay*(.)*why*?(---)**ne wodo**(.)**ne wofia nu le ʋegbe kple yevugbe me ɖe**(.)**ekae dzɔna dzi na wo**? | *O:kay*(.)*why*?(---)**if they speak**(.)**if they teach in ewe and enlgish**(.)**which one are you happy about**? |
|---|---|---|---|
| 131 | P4_A (M) | **yevugbe.** | **english.** |
| 132 | IW | **yevuGBE**!(.)*O:kay*(.)ahã(.)*okay*(.)**ameaɖe be yeaɖo ŋu-a**?(--)*do you want to give an answer*? (.)ah_ha *okay*. | **english**!(.)*O:kay*(.)ahã(.)*okay*(.)**does someone want to answer**?(--)*do you want to give an answer*? (.)ah_ha *okay*. |
| 133 | P13_A (F) | *english class.* | *english class.* |
| 134 | IW | *Okay*:(.)*WHY*!? | *Okay*:(.)*WHY*!? |
| 135 | P13_A (F) | *because i understand it early.* | *because i understand it early.* |
| 136 | IW | *OKAY*!(.)*so someone said she likes the english class beCAUSE she understands it early*(.)˚hh *you want to give any answer as well*? (.)*okay*(.)*OKAY*!(-)errm *so in the classroom in general*(.)*what of when they are teaching maths*? ˚hhh *which of the languages would you prefer that they teach you in during the maths class*? | *OKAY*!(.)*so someone said she likes the english class beCAUSE she understands it early*(.)˚hh *you want to give any answer as well*? (.)*okay*(.)*OKAY*!(-)errm *so in the classroom in general*(.)*what of when they are teaching maths*? ˚hhh *which of the languages would you prefer that they teach you in during the maths class*? |
| 137 | P8_A (F) | *i will prefer english*(.)*because if they speak english i understand it more than the ewe.* | *i will prefer english*(.)*because if they speak english i understand it more than the ewe.* |
| 138 | IW | *O:kay*(.)*do you speak ewe in the house*? | *O:kay*(.)*do you speak ewe in the house*? |
| 139 | P8_A (F) | *NO*! | *NO*! |
| 140 | IW | *OKAY*!(.)*SO! what language or languages do you speak at home*? | *OKAY*!(.)*SO! what language or languages do you speak at home*? |
| 141 | P8_A (F) | *i speak ONLY english.* | *i speak ONLY english.* |
| 142 | IW | *O:KAY*::!(.)*any other person want to answer*? | *O:KAY*::!(.)*any other person want to answer*? |
| 143 | P9_A (M) | *OKAY*!˚hh *beCAUSE i like english because my parents always speak english to me*(.)*so*(-)*because when they teach english*(.)*i understand be:TTER than the ewe*[*and the*] *accra.* | *OKAY*!˚hh *beCAUSE i like english because my parents always speak english to me*(.)*so*(-)*because when they teach english*(.)*i understand be:TTER than the ewe*[*and the*] *accra.* |
| 144 | IW | [*okay*]<br>*okay*. | [*okay*]<br>*okay*. |
| 145 | P9_A (M) | *and the accra language.* | *and the accra language.* |

| 146 | IW | *okay*(-)*have you lived in accra before*? | *okay*(-)*have you lived in accra before*? |
|-----|-----|-----|-----|
| 147 | P9_A (M) | *YES*! | *YES*! |
| 148 | IW | Oh_*okay*::(.)*any answer from you as well*?(.)*oh_okay you are here* (.)*you_re welCOME*! | Oh_*okay*::(.)*any answer from you as well*?(.)*oh_okay you are here* (.)*you_re welCOME*! |
| 149 | TC3_A | *thank you.* | *thank you.* |
| 150 | IW | *SO*! *so far we were just discussing about the language you like when they are teaching and you want to speak to your teacher or your fellow students*(.)err::*so how many languages do you speak*? | *SO*! *so far we were just discussing about the language you like when they are teaching and you want to speak to your teacher or your fellow students*(.)err::*so how many languages do you speak*? |
| 151 | P1_A (F) | *two*(.)*english and ewe.* | *two*(.)*english and ewe.* |
| 152 | IW | *O:kay*(.)*thank YOU*!(.)*SO*!erm(.)*so at home*(.)*everybody will answer one after the other*(.)errm *what languages do you speak at home*?(.)*your name first and then your languages*. | *O:kay*(.)*thank YOU*!(.)*SO*!erm(.)*so at home*(.)*everybody will answer one after the other*(.)errm *what languages do you speak at home*?(.)*your name first and then your languages*. |
| 153 | P2_A (F) | *my name is* [name](.)*i speak ewe at home.* | *my name is* [name](.)*i speak ewe at home.* |
| 154 | IW | *okay*(.)[name] *says she speaks ewe at home.* | *okay*(.)[name] *says she speaks ewe at home.* |
| 155 | P3_A (F) | *my name of* [name](.)*i speak ewe in the house.* | *my name of* [name](.)*i speak ewe in the house.* |
| 156 | IW | *O:kay.* | *O:kay.* |
| 157 | P4_A (M) | *may name is* [name](.)*i speak ewe in the house.* | *may name is* [name](.)*i speak ewe in the house.* |
| 158 | IW | *okay.* | *okay.* |
| 159 | P5_A (M) | *my name is*[name] (.)*i speak ewe in the house.* | *my name is*[name] (.)*i speak ewe in the house.* |
| 160 | IW | *okay*(-)*and YOU*!? | *okay*(-)*and YOU*!? |
| 161 | P6_A (F) | *my name is* [name](.)*i speak ewe at home.* | *my name is* [name](.)*i speak ewe at home.* |
| 162 | P7_A (F) | *my name is* [name](.)*i speak english or twi.* | *my name is* [name](.)*i speak english or twi.* |
| 163 | IW | *O:kay.* | *O:kay.* |
| 164 | P8_A (F) | *my name is* [name](.)*i speak english.* | *my name is* [name](.)*i speak english.* |
| 165 | IW | *okay*(.)*come forward please.* ((laugged)) | *okay*(.)*come forward please.* ((laugged)) |
| 166 | P9_A (M) | *my name is* [name](.)*i speak english at home.* | *my name is* [name](.)*i speak english at home.* |
| 167 | P10_A (M) | ((incomprehensible speech)) | ((incomprehensible speech)) |

| 168 | IW | *COME here.* ((laughed)) | *COME here.* ((laughed)) |
|-----|----|--------------------------|--------------------------|
| 169 | P10_A (M) | (--)*my name is* [name](.)*i speak ewe in the house.* | (--)*my name is* [name](.)*i speak ewe in the house.* |
| 170 | IW | *O:kay.* | *O:kay.* |
| 171 | P11_A (M) | *my name is* [name](.)*i speak english in the house.* | *my name is* [name](.)*i speak english in the house.* |
| 172 | P12_A (M) | *my name is* [name](.)*i like speaking ewe.* | *my name is* [name](.)*i like speaking ewe.* |
| 173 | IW | *ewe in the house*(.)oh_*okay.* | *ewe in the house*(.)oh_*okay.* |
| 174 | P13_A (M) | *my name is* [name]*i speak english in the house.* | *my name is* [name]*i speak english in the house.* |
| 175 | IW | *O:kay.* | *O:kay.* |
| 176 | P14_A (M) | *my name is* [name](.)*i speak ewe in the house.* | *my name is* [name](.)*i speak ewe in the house.* |
| 177 | IW | *okay* | *okay* |
| 178 | P15_A (M) | *my name is* [name](.)*i speak english in the house.* | *my name is* [name](.)*i speak english in the house.* |
| 179 | IW | *okay.* | *okay.* |
| 180 | P14_A (F) | *my name is* [name](.)*i speak ewe in the house.* | *my name is* [name](.)*i speak ewe in the house.* |
| 181 | IW | *O:kay.* | *O:kay.* |
| 182 | P15_A(M) | *my name is* [name](.)*i speak english in the house.* | *my name is* [name](.)*i speak english in the house.* |
| 183 | IW | *okay*(.)*so* ˚hh *some people english*(.)*some people speak twi*(.)*people speak ewe in the house*(.)*so:: we_re almost done with the discussion*(.)*we*(.)*currently what do WE understand*?(.)*we understand that some of us like both ewe and english to be used in the classroom*(.)*because they ere EA:sy to speak*(.)*and some of us also want ONly english to be used in the class*(.)˚hh *because we understand it early enough when they are teaching*(.) hhh˚*and some of us understands it beTTER!*(.)*someone also said*(.)*SO! in general*(.)*these discussions we just had shortly is going to help us the language need of all of us* (.)*SO!*(.)*every student*(.)*and in that regard*(.)*we_ll be able to inform the use of language in the classroom*(.)*so i will like to say a very BIG! thank you to you* | *okay*(.)*so* ˚hh *some people english*(.)*some people speak twi*(.)*people speak ewe in the house*(.)*so:: we_re almost done with the discussion*(.)*we*(.)*currently what do WE understand*?(.)*we understand that some of us like both ewe and english to be used in the classroom*(.)*because they ere EA:sy to speak*(.)*and some of us also want ONly english to be used in the class*(.)˚hh *because we understand it early enough when they are teaching*(.) hhh˚*and some of us understands it beTTER!*(.)*someone also said*(.)*SO! in general*(.)*these discussions we just had shortly is going to help us the language need of all of us* (.)*SO!*(.)*every student*(.)*and in that regard*(.)*we_ll be able to inform the use of language in the classroom*(.)*so i will like to say a very BIG! thank you to you for* |

291

| | | | |
|---|---|---|---|
| | | *for coming around*(.)*for airing your views*(.)*does somebody have any last thing to say* ˚h *about the type of language to be used in the classroom?*(-)*O:kay*(.)*come forward PLEASE!*(---)((unintelligible speeches at the background)) | *coming around*(.)*for airing your views*(.)*does somebody have any last thing to say* ˚h *about the type of language to be used in the classroom?*(-)*O:kay*(.)*come forward PLEASE!*(---)((unintelligible speeches at the background)) |
| 184 | P5_A (M) | *because it is easy to speak.* | *because it is easy to speak.* |
| 185 | IW | eh_hhh | eh_hhh |
| 186 | P5_A (M) | *because it is easy to speak.* | *because it is easy to speak.* |
| 187 | IW | *to speak which language?* | *to speak which language?* |
| 188 | P5_A (M) | *english.* | *english.* |
| 189 | IW | OH *okay*(.)*SO someONE said the last thing he wants to say is that*(.)*because it is easy to speak english*(.)*you want to say something?* | OH *okay*(.)*SO someONE said the last thing he wants to say is that*(.)*because it is easy to speak english*(.)*you want to say something?* |
| 190 | P8_A (F) | *i will prefer english because i will underSTAND it better than the ewe.* | *i will prefer english because i will underSTAND it better than the ewe.* |
| 191 | IW | *O:KAY!*(.)*anyone*(.)*you also want to say something?*(-)*and you?*(.)ah_*okay*(.)*and you?*(.)*any last thing?*(--)*okay*(.)*so so thank you VEry much for coming around*(.)*so*(.)*okay you want to say something.* | *O:KAY!*(.)*anyone*(.)*you also want to say something?*(-)*and you?*(.)ah_*okay*(.)*and you?*(.)*any last thing?*(--)*okay*(.)*so so thank you VEry much for coming around*(.)*so*(.)*okay you want to say something.* |
| 193 | P9_A (M) | *i understand english and ewe*(.)*it is because it is easy to speak.* | *i understand english and ewe*(.)*it is because it is easy to speak.* |
| 194 | IW | *O:KAY! thank you very MUCH:: SO! someone said*(.)*the last person said he understands*(.)*he wants ewe and english to be used because he understands both languages*(.)*SO thank you very much for coming around and then* ˚h *i will take those who are going to class two to their classroom*(.)*and i will come back to take those who are going to class one*(.)*is that okay?*(.)*O:kay*(.)*okay*(.)*everybody should be here O:kay*(.)*OKAY!* | *O:KAY! thank you very MUCH:: SO! someone said*(.)*the last person said he understands*(.)*he wants ewe and english to be used because he understands both languages*(.)*SO thank you very much for coming around and then* ˚h *i will take those who are going to class two to their classroom*(.)*and i will come back to take those who are going to class one*(.)*is that okay?*(.)*O:kay*(.)*okay*(.)*everybody should be here O:kay*(.)*OKAY!* |
| ((recorder off)) | | | |

292

**Appendix VI   Ethnographic field notes**

**Ethnographic field notes on classroom observations in Schools A-D**

**May-August 2014**

| N<u>o</u>. | Date | Activities/comments/time |
|---|---|---|
| 1 | Mon, 19 May 2014 | • **School A**<br>• Questions for the visit to the head of school: -What is the language policy of the school? –How is Ewe and English taught?<br>• 11:20-12:25, meeting with the acting head of school and two other members of staff. NB: Head of school was absent<br>• Male teacher: 1980s-Language policy is Ewe only in P1-3 and English from P4 onwards.<br>NALAP being a government required bilingual literacy program, which is under pilot implementation in some schools.<br>• School time schedules: 7:30am-tidying up of campus<br>                           8am-class starts<br>                           2:30pm- closing<br>• Approval was granted to commence data collection on Monday, 26 May 2014<br>-Proposed duration-26-30May/4 June 2014<br>• The school operates under the NALAP program (meaning the school is part of the NALAP pilot schools).<br>• 12:40pm: Arrived at Barracks Primary School<br>-Submitted my research portfolio and discussed my research plan with the assistant head of school as the head of school was attending to other duties. The assistant head of school advice I send my research portfolio to the Director of Military Schools in Ho, which I did. |
| 2 | Tue, 20<sup>th</sup> May 2014 | • Visit to Prince of Peace (anonymise the names). This school is a private school in Ho. The school although private uses the NALAP programme.<br>• Visit to Sunrise School. Met one of the teachers and the teacher informed me that the school is supposed to adopt the NALAP but being a private school much focus is places on English medium of instruction.<br>• (I visited these schools to ask permission for data collection, however, after contacts with other schools these schools didn't form part of my sample due to time limit.) |

| | | |
|---|---|---|
| | | • Visit to Holy Spirit School. The school adopts English only medium of instruction and teach Ewe as a subject of study. The language policy of the school is English only on the premises and it is a punishable offence to speak Ewe.  Per the language policy of the schools, students are expected to speak only French on Wednesday and Thursday, and according to the proprietor of the school anyone who can't speak French has to keep silence on those days.  Speaking with the proprietor of the school, he indicates that the school aims to develop pupils' competence in English and French, as second language. <br> • The subjects taught in the school include Science, English, Citizen/Social, Ewe, French, R.M.E. (Religious and Moral Education), UCMAS, Creative Art, Catechism, ICT and Maths. |
| 3 | 20th May 2014 | • Did a follow up on the portfolio I sent to the Barracks School. I spoke with the director of school and he advised to do away with the video recording due to its pictorial nature. He therefore encouraged audio recordings of the classroom interactions. After the discussion, he granted permission for the research to be carried out. |
| 4 | 27th May 2014 | • **School A** <br> • Arrived 7:15am <br> • Met one lady teacher and we hard informal conversation <br> **-Me:** Does the school have no Ewe-on-campus policy? <br> **-Teacher**: That's the problem. The students always speak Ewe on campus. When you listen to them only Ewe, Ewe. They speak Ewe at home at the same time in school. But for my class they are doing well. They speak English. Some parents speak English to their children in school so they have upper hand over the language. <br> • NB: The lady teacher was instructing and interacting with the students during the early morning campus clean-up and all her instructions were in English. No Ewe. <br> • Some peer-to-peer interactions among the pupils: <br> -Male pupils: Teacher ɖe ɖae wole ƒowò gbe awu-a? You will smell pepper. <br> -Female: Atipo [name] nye-me-like o loo, nye-me-like o loo. <br> • Another lady teacher Class 1b. (It was silence hour before assembly and some of the pupils were still standing outside. The teacher then instructed them in Ewe-English mixing to the to the cadge where silence hour is held.) <br> -Teacher: Mìyi cadge-a me! Mìyo cadge-a me! <br> • During the assembly of the school all activities were conducted in English. However, the Ewe version of the National Anthem was singing. |

294

| | | |
|---|---|---|
| 5 | 27th May 2014 | **Class 1b**<br>• Frist period is Mathematics.<br>• Topic: Adding two digit numbers<br>• Expected medium of instruction: English only<br>• Example: 1) Tens Ones<br><br>$$\begin{array}{r} 1 \quad 6 \\ +\ 2 \quad 3 \\ \hline 2 \quad 9 \end{array}$$<br><br>• Frist, the teacher introduced the concept to the students and asked them to add counters to provide the answers.<br>• The teacher then wrote examples on the board and asked the pupils to come forward to answer them on the board.<br>• The pupils who wrote the right answers were acknowledged by the teacher and the other pupils via clapping of hands.<br>• The teacher then set other questions on the board for class exercise.<br>• In peer-to-peer interactions in this class, the pupils mainly speak Ewe and some of them speak English.<br>   E.g. - Male: Èle ameaɖe ƒe dɔ copy-e<br>       - Female: Shut up!<br>• *Observation:* When teachers communicate on one-on-one bases they usually speak Ewe. They, however, speak English during staff gatherings. An explanation for this code choice pattern could be that English is used during staff meetings as not all the staff speaks Ewe.<br>• *Observation:* In this class, when the teacher speaks to the whole class she always speak English. However, when speaking with the pupils individually she speaks Ewe.<br>  **-**For instance, when one of the pupils delayed in completing a classwork the teacher said to the pupil in Ewe that when others have finished the work he is now on questions one.<br>  -Xe amewo wɔ dɔa vola ewò ya azɔ̃ koe ele **number one** dzi.<br>• **Observation:** The pupils almost always speak Ewe in their peer-to-peer classroom interactions. But they are able to respond to classroom interactions effectively in English.<br>• **Observation:** During the class exercise it was observed that some of the pupils were very slow in completing the task.<br>  **-**-Suggestion: A periodic change of position of students will help pair fast learners with slow learners for them to have supports from their peers, which will enhance the teaching and the leaning process. |

| 6 | 27th May 2014 | **Class 1b** |
|---|---|---|
| | | |
| | | **Period 2: Language and Literacy** |
| | | • **Topic:** Dzadzɛnyenye (Ewe) |
| | |          Hygiene (English) |
| | | • The students were so excited and started shouting when the teacher brought a picture meant to explain and exemplify the topic. |
| | | • The Language and Literacy period is for 90 minutes |
| | | • 12 minutes into the class there was rain so the class was postpone until after the break period. |
| | | • During the Ewe period some of the pupils were providing answers in English, e.g. "towel" instead of "papaŋu". Equally, both the teacher and the pupils use bilingual Ewe-English in their speech during the Ewe part of the lesson. |
| | | • In the middle of the class, which is after the break, the light went off and the pupils shouted "ooooh". |
| | | • Corus completion of sentence: |
| | | -E.g. |
| | | **Teacher:** We must wash our hands to keep what? |
| | | **Pupils:** Clean |
| | | • After the English session of the Language and Literacy class the teacher shared a textbook for the pupils to read. |
| | | • **Interactions:** |
| | | **Teacher:** What is wrong with Atsu? (*reading from the textbook*) |
| | | **Pupil_M:** Atsu's stomach is eating him. |
| | | **Teacher:** Atsu's stomach is aching him. |
| | | **Pupils:** Atsu's stomach is eating/aching him. (*some of the pupils said "eating" while some said "aching"*) |
| | | |
| | | NB: The use of "eating" in place of "aching" is a form of ***linguistic transference*** where in Ewe the verb *ɖu* 'eat' is the same in expressing the concept of *eat* and *pain*. |
| | | E.g. a. Atsu ɖu mɔlu |
| | |       name eat rice |
| | |       "Atsu ate rice." |

b. Dɔme   le   Atsu ɖu-m
   stomach COP name eat-PROG
   "Atsu is having stomach ache."


- Vocabulary acquisition: Sounds with /d/
  | Ewe | English trns | English |
  |-----|-----|-----|
  | dada | 'mother' | dog |
  | dɔme | 'stomach' | duck |
  | dɔnɔkɔdzi | 'hospital' | and |
  | Dela | (*name*) | desk |
  | dé | 'palm nut' | |
  | deti | 'palm tree' | |
  | Dzeble | (*name*) | |


- **Observation:** Student answered Ewe question in English
  **E.g. Teacher:** Míalɔ egbe-a tsɔ kɔɖe fika?
     **Pupils_M:** Dustbin

  **NB:** Here the teacher asked the question in monolingual Ewe, however, the pupil answered in English.
- The teacher wrote some sentences from the book:
  **Ewe**
  1. Míaklɔ asi hafi aɖunu.
  2. Míaklɔ nume gbe sia gbe.
  3. Míano tsu nyuie.
  **English**
  1. We need to wash our hands to keep clean.
  2. We need to brash our teeth every day.
  3. We must drink clean water.

297
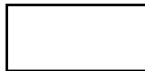
| | | |
|---|---|---|
| | | • The teacher asked the pupils to mention the name of where refuse are kept:<br>**Pupils:** Refuse **bola**<br>**Teacher:** Refuse **dump**<br>-The teacher explained to the<br>pupils that 'bola' isn't good English so the appropriate work is 'refuse dump'.<br>• Class exercise after the lesson:<br>Put in the correct words<br>[wash, brush, sweep, soap]<br>1. I need to _ _ _ _ _ _hands to keep clean.<br>2. I need to _ _ _ _ _ _ my teeth to keep clean.<br>3. I need to _ _ _ _ _ _ the compound to keep clean.<br>4. I need to wash with _ _ _ _ _ _ to keep clean.<br>• The Language and Literacy class ended with a class exercise. |
| 7 | 27<sup>th</sup> May 2014 | • **Class 1b**<br>• **Period 3: Religious and Moral Education**<br>• Discussed the things parents like and dislike<br>-eg. Stealing- not good, etc.<br>• A recap from previous lesson<br>• Language use pattern in the class: This period is to be conducted in monolingual English. However, the teacher occasionally switched to Ewe. For instance, the teacher switched codes for emphasize a statement.<br>-**Teacher:** Ne míbe religion-na, egɔmaenye be subɔsubɔ.<br>• **Topic:** The three main religions in Ghana<br>**-**Christian religion<br>**-**Traditional religion<br>**-**Islamic religion<br>• -**Teacher:** God created human beings. Nukata Mawu wɔ amegbetɔ?<br>• **Observation:** The main medium of instruction is English and generally the participation of the pupils' is high. They were active in answering questions. |

| | | |
|---|---|---|
| | | • **-Teacher:** Mawu lɔ̃ mi, God loves us, isn't it? |
| | | • **NB:** After the interview with the class 1B teacher, the teacher mentioned that pupils who have out-of-school exposure speak English fluently and participate actively in class. Some of the pupils who do not speak English fluently opt to answer questions in Ewe. The teacher accepted their answers in Ewe then translate or relate the answers of the pupils in English to enable them to learn the English equivalents of the answer they provided.<br>The teacher discussed the linguistic background of one of the pupils who was born in Nigeria and later brought to Ho. Due to this the pupil doesn't understand Ewe therefore the relatives speak English with him in the house. With this background the pupils is able to participate actively in class and answer many questions.<br>Before knowing about the linguistic background of this students, it was obvious during the lessons that the student has out-of-school exposure to English and confident in using the language. I have realised the student is always keen to answer questions posed to the class. |
| | | • **Observations:** During the RME lesson, the teacher mentioned the word "libation" and she pointed out during our discussion that sometimes she uses Ewe to explain such traditional concepts to enhance the pupils' understanding.<br>So when she was explaining the pouring of libation, she switched totally into Ewe and after explaining the concept in Ewe she told the pupils that the process of pouring water, flour, drinks and such sacrifices as "libation" in English.<br>-The teacher also used Ewe to explain the traditional concept of idol sacrifices. This was the stage of the lesson when she was explaining the traditional religion.<br>1) Christian religion<br>2) Islamic religion<br>3) Traditional religion being the three main religions in Ghana. |
| 8 | 28th May 2014 | **School A: Day 2**<br>• Class 2A<br>• Arrived in the school at 7:30am<br>• Silence hour at 7:50am<br>• Worship at 8am<br>-Preaching during the worship was conducted in bilingual Ewe-English<br>• After the worship the students matched to their classes<br>• All the instructions by the teachers to the students were in English. |

E.g.

–**Teacher:** "I want to see everybody seated."

"If you want to buy a pencil buy it        before the class. Don't ask me to buy pencil when I start teaching."

- The teacher went through a Maths homework on the board

❖ **Language and Literacy**

  **-Topic:**

  **Ewe:** *Aƒeme kple Ƒometɔwo*

  **English:** *Home and Family*

- The teacher introduced the topic in both Ewe and English
- Pupils participated actively in both the Maths revision and Language and Literacy sessions.
- **Key vocabularies from the topic:**

| English | Ewe |
|---|---|
| **-**at the sea side | le ƒuta |
| **-**during the holiday | le mɔkeke me |
| **-**remain | nɔ anyi |
| **-**wise | nyanu |
| **-**intelligent | susu ɖeable |
| **-**caring | belelenana |
| **-**mammals | lã siwo naa no wo viwo |
| **-**reptiles | lã siwo tana |
| **-**amphibians | lã siwo nɔa tɔme kple godzi |

- Had interview with the teacher during the first break

❖ **Lesson 2: Mathematics**

- The Maths lesson started after the first break
- **Topic:** *Adding using the short form*

  E.g.  3 4 6

  +1 2 7

| | | 4 7 3 |
|---|---|---|
| | | • **Observation:** Evidentially, the pupils' participation was high during the Maths session as well as during the language and literacy lesson. |
| | | • The medium of instruction during the Maths lesson is mainly English. During the interview, the teacher mentioned that she speaks mainly English during all the classes except the Language and Literacy, and only switch to Ewe and back to English when she wants to explain complex or difficult concepts to the pupils. |
| | | • The teacher gave the pupils class work after the lesson. |
| 9 | 29th May 2014 | **School A: Day 3**<br>**Class 3c (Madam Bridget Anku)**<br>• Arrived in the school at 7:40am<br>• Silence hour at 7:50am<br>• Assembly at 8pm<br>• Classes began after assembly<br>❖ **Subject: Language and Literacy**<br>• **Topic:** *Belelé na miaƒe nɔfewo*<br>• The Ewe part of the lesson began after the introduction of the topic<br>• **Observations:** Although this part of the lesson was conducted in Ewe, general instructions by the teacher to the pupils were in English.<br>• Pupils were participating very actively.<br>• Topic (*under the topic)*<br>  1. Miado atiwo.<br>  2. Mialɔ aɖuɖowo.<br>  3. Edze be míaŋlɔ̃ gbetotowo.<br>  4. Míakplɔ míaƒe nɔƒewo.<br>  5. Míale be na tsi zazãwo.<br><br>• Some of the instructions during the class were in Ewe<br>E.g. –**Teacher:** Mìaƒe asiwo netsɔ kabakaba. |

- English part of the lesson
- **Topic:** *Environmental Protection*
- **Observation:** It is observed that the participation of students is very active during the English session of the Language and Literacy class. Comparatively, there seem to be the same level of active participation in both the English and Ewe sessions of the class. This to a much extent signifies that pupils have competent in both language which therefore translates they have out-of-school exposure in addition to the school exposure to the languages.
- **Sub-topic:** *Environmental protection: How to take care of the environment*
  1. We must plant trees.
  2. We must keep our water bodies clean.
  3. We must keep our environment clean.
  4. We must weed our environment.
  5. We must not cut down trees.
- The teacher gave the students exercise after the lesson.
  -**Ewe:** Ŋlɔ̃ nu eve siwo awɔ ale bena woƒe nɔƒe.
  -**English:** Write down 2 things you can do to protect the environment.
- NB: After the morning assembly, I asked teaches who participated in the classroom audio recordings (classroom observations) to select five pupils each from their class for the focus group. The focus group was to take place after the first break.
- The teacher asked me to observe the performance of the pupils during the interview.
- During the break time, I looked into the exercise books and the pupils have performed brilliantly many of them scoring 8/8. In some of the exercise books the teacher corrected some of the alphabets that were not written appropriately especially the Ewe ones.
  -E.g. aɖuɖɔwo "rubbish"
  A pupil wrote 'aduɖɔwo'.
- In addition, I have observed that there are some English words that have been indigenised into Ewe

302

- E.g.

| **Ewe** | **English** |
|---|---|
| maŋgo | mango |
| tɛlevisini | television |
| radio /rædIo/ | radio |
| sɔketiwo | sockets |

❖ **Subject: Mathematics**
- Maths lesson began after the Language and Literacy lesson.
- The medium of instruction during the Maths class is English only.
- The pupils' participation is high during the lesson. They were actively involved in the lesson, willing enthusiastically to answer questions- lifting their hands calling on the teacher "madam, madam, madam…etc"
- **Topic: Plane shapes**
- Four shapes



Circle    Square   Triangle        Rectangle

- After the Maths class in English only the teach asked the pupils whether they understood the lesson using Ewe-English mixing.
- Observing the pupils, they speak Ewe in their peer-to-peer interaction when they were doing the exercise. Some also spoke English in communicating with their peers. The pupils, however, speak English when addressing their teacher.
- When the teacher asked them to provide the answer to the questions they were actively involved.
- *Bilingualism by pupils:*
  -**P_M:** You are a very wicked girl. Eyata wobe ŋutsuviwo le proper wu mi. We are intelligent than you.
  -**P_F:** Edzele enua ŋu.
  A female student said this to a male student when he wasn't able to locate the page number.

303

- The teacher gave one set of exercise which was to be done in the pupils' jotter and a second set to be done in the class workbook.
- **P_F:** Madam is calling you, madam is calling!
- A pupil telling another colleague.
  -**P_F:**Madam le eyɔm.
- The teacher introduced one female pupil to me. The teacher said the pupil doesn't like it when she teaches in Ewe.
  I asked whether the pupil speaks Ewe. The teacher asked the pupil whether she speaks Ewe.
  -**T:** Do you speak Ewe at home?
  The pupils answered
  -**P-F:** No
  -**T:** She doesn't like it when I teach in Ewe. They are Ewes but they don't speak Ewe to her at home.
- **Observation:** The inferences that could be drawn from this is that the perception of the pupil towards the use of Ewe is conditioned by her linguistic background and exposure. Because the parents of the pupils don't use Ewe in the house she has negative attitude towards her supposed first language Ewe.
- **NB:** When a pupil makes a mistake in an exercise the teacher explains the question and provides the correct answer using bilingual Ewe-English.
- **Focus groups:** Had focus group with fifteen pupils. Five pupils each from classes 1-3
  - From the focus group, it was realised that many of the pupils would like to be taught in English as they sais when English is used they understand things "early" and another person said "better".
  - Also some of the pupils said they would like to be taught in Ewe and English because it is easy to understand both languages. Only of the pupils said she would like to be taught in Ewe.
  - Asking them about the language they speak at home, as many speak Ewe at home.

Ewe                     ///////   (6)
English            ////      (4)
Ewe and English   ////      (4)
Ewe and Twi       /         (1)

304

| 10 | 30th May 2014 | **School A: Day 4** |
|---|---|---|
| | | **Arrived:** 7:20am |

**School A: Day 4**
**Arrived:** 7:20am

- I was discussing the linguistic situation with two lady teachers. One of them pointed out that during her training college days, she researched on language of education in around the Hohoe District around Likpe and Lolobi areas of Volta Region. The teacher pointed out that the schools adopt multilingual medium of instruction which includes Likpe-Ewe-English.

-Likpe   Ewe   English
  $L_1$      $L_2$      $L_3$

In these areas, they use Likpe as their first language then learn Ewe, which is the lingua franca in Volta Region, as a second language. The pupils then learn English in school, which becomes their third language.

In our discussion, one of the teachers mentioned that most often Akans want other to speak their language even if they don't understand.

I contributed to the discussion that Akan is assumed to be a lingua franca in Ghana and even in abroad. The background to this is that most often when Ghanaians meet outside the shores of the country, they use Akan as a lingua franca therefore use Akan as a point of reference for Ghanaian. In this vain, even if an Akan doesn't know that another Ghanaian speaks Akan or nor they still address the person in Akan instead of English.

- One lady teacher mentioned that the language policy for the KG and the lower primary school is that the L1 first while the pupils are introduced to the L2 English.
- The second lady teacher said that the situation is more complex in area like Likpe and Lolobi in the Hohoe district where they use three languages: Likpe as the L1, Ewe as the L2 and English as the L3. She mentioned that she conducted a research in some schools in these areas and it was complicated for her because she doesn't understand Likpe and so dealing with the data was complex.
- NB: Conducted a second recording in Class 1b because there was a heavy down pour during the data collection on Tuesday.

❖ **Language and Literary**
- **Topic: English:** *Road Safety*
  **Ewe:** *Dedienɔnɔ le lɔrimɔwo dzi*

| | | |
|---|---|---|
| | | • The pupils were asked to read the topic in Ewe and English. They were able to read the topic in English but couldn't read the Ewe version.<br>• The pupils participated actively during the Ewe lesson.<br>• Language mixing by pupils in the class:<br>E.g. **P_F:** Traffic light-a     stop-na     eʋu-wo.<br>             traffic  light-DEF stop-PROG car-PL<br>             'The traffic light stops cars.'<br>• Colours of the traffic light written on the board<br>**English        Ewe**<br>Red             Amadededzi<br>Yellow     Aŋutididi<br>Green       Gbemumu<br><br>• The teacher asked the pupils to mention Ewe words with /r/ in them and one of them mentioned "radio" but the teacher didn't write it on the board because it was assumed to be English. However, in another class "radio" was written as Ewe word.<br>When I asked the teacher in Class 3, she informed me that the work 'radio" is written the same as in English but the pronunciation is different thus /ràdíò/ in Ewe andEnglish /reɪdɪəʊ/.<br>• **Observation:** The participation of the pupils is very active during both Ewe and English lessons. They, however, provided more answers in English than in Ewe.<br>• The teacher gave an assignment on the board after the class. The assignment was only in English.<br>• **Assignment:**<br>What does the traffic light say?<br>1.   When the traffic light is red, cars _ _ _ _ _ _<br>2.   When the traffic light is yellow, cars are _ _ _ _ _<br>3.   When the traffic is green, cars _ _ _ _ _ _ _<br><br>• After the observation of this class, I had fifteen minutes interview with the head of school. |

```
┌─────────┐
│  stop   │
│         │
│  ready  │
│         │
│   go    │
└─────────┘
```

| | | |
|---|---|---|
| 11 | 2nd June 2014 | **School B:**<br>**Day 1: Arrived 7:40am**<br>      **Assembly at 8am**<br>• Discussion with Assistant Head of School<br>-Total number of students is an average of 420 in total.<br>-The school does subject teaching (therefore, doesn't do class-teacher teaching).<br>• **Observations:**<br>-Some teachers speak to the pupils in Ewe.<br>E.g. **T_M:** Wotse nuka dzim nele?<br>-The in-group discussions of the teachers is usually in Ewe.<br><br>-It is observed that majority if not all the teachers and staff are native Ewe speakers, which may activate the use of Ewe during after- assembly meetings.<br>Eqully, the canteen staff are also present at the meetings and as some may not have good command over the English language that may lead to the use of Ewe as the preferred language for the meetings.<br><br>-The Assistant Head of School speaks English and Ewe to the staff but it is observed that he speaks only English with the students.<br><br>❖ **School B: Classroom 3**<br>• **English Language lesson**<br>  **Reading and Comprehension**<br>• The expected medium of instruction for this lesson is English only.<br>• The teacher asked the pupils to volunteer to do some reading and almost all of them were calling out "teacher", "teacher"… to do the reading.<br>• During the reading the teacher corrected the pronunciations of some vocabularies.<br>E.g. **P-** thank /tank/<br>   **T_F:** /θaŋk/ |

|  |  | in the word "thank you". |
|  |  | • Pupils were asked to continue with the reading. One male pupil read first and then a second person took over. The second pupil couldn't differentiate between "won't" and "want" therefore pronounced "won't" as "want".<br>The teacher, therefore, taught the pupils the correct pronunciations. |
|  |  | • **Observation:** During the readings, it was observed that the pupils were not entirely conscious of the pronunciations, which made the teacher to correct them when they are reading.<br>Additionally, the pupils do not observe pauses when reading for that reason the teacher switched from monolingual English instruction to Ewe-English mixing to explain what full stop and commas mean when reading out a text.<br><br>Tɔtɔdzesi        full stop<br>Gbɔvie          comma |
|  |  | • During question time, the teacher told the pupils that at their age they should provide only short answers instead of more elaborate ones. |
|  |  | • All the interactions between the teacher and the pupils were in English with rare use of Ewe. The pupils always address the teacher in English. |
|  |  | • Codeswitched words sort of nativised<br>**T**: This one is 'koko'<br>   You people say koko. Koko is easy to drink.<br>('Koko' means 'porridge' ) |
|  |  | • The teacher gave a class work after the lesson. |
|  |  | • Interview with English teacher schedule for Tuesday, 03 June 2014. |
|  |  | ❖ **School B: Classroom 2**<br>• **Ewe language lesson – Eʋegbe**<br>• **Title:** Nukɔkɔ eve nyagbewo<br>• Examples: si va        trɔ gbɔ<br>            ko nu        ƒu du<br>            trɔ yi        kpɔ ɖa<br>            ɖa nu        va dzo |

308

| | | |
|---|---|---|
| | | • Some of the pupils provided examples that has three syllables<br>  Example: trɔ gbɔ va<br>      gbɔ va yi<br>• During the lesson, a student provided an example in Ewe. When asked by the teacher to explain she provided the Akan version of the sentence.<br>  **P_F:** va sia    (Ewe)<br>     bra watɛ   (Akan)<br>  When the pupils provided this answer, the teacher and pupils in class laughed. The teacher said to the pupil that they are not learning Akan here but Ewe.<br>• There is switching between Ewe and English by both the teacher and the pupils. The conclusion that can be drawn from the language use pattern in the classroom is that mixing of Ewe and English is accepted, therefore, serving as an unmarked code choice in the class.<br>• The teacher gave a home work after the lesson.<br>  **Aƒemedɔ:** *Ŋlɔ nukɔkɔ eve nyegbewo atɔ̃ (5).* |
| | | ❖ **School B Day 1: Classroom 1**<br>• **English Language lesson.**<br>• **Topic:** *Objects ad their names*<br>• **NB:** Same teacher who took class 3<br>• The class commenced in monolingual Ewe<br>• The teacher gave instructions in English during the lesson<br>• There was another teacher present in the class |
| | | ❖ **School B Day 1: Classroom 2**<br>• **NB:** Same teacher<br>• Class begins at 12:30pm after break<br>• The teacher responded *Yoo* 'yes' to a correct answer provided by a pupil<br>• **Topic:** *Substitution table*<br><br>many            are these? |

| | | |
|---|---|---|
| | | <table><tr><td>How</td><td>much</td><td>are the chairs</td></tr><tr><td>They</td><td>are</td><td>going</td></tr></table><br>• The teacher gave the students a class work after the lesson<br>• With this class, some pupils said they do not understand the class exercise. It could be expected that the teacher could explain the concept in Ewe but she continues to explain the work in monolingual English. (NB: This, therefore, means that the teacher may be aware that the lack of understand of the exercise was not due to the language but rather inability to understand the topic itself.) |
| | | • **Observation:** In the staff common room, the teachers predominantly use Ewe and they equally use English and Ewe-English mixing. I communicated with the teachers based on the language I am addressed in. if I had to initiate an interaction, I choose any of the three code choices (Ewe, English and Ewe-English)unconsciously. By way of my interpersonal relationship with the teachers and linguistic instincts I use any of the codes. But knowing that the school is a private school and English the expected code choice I think I use more English than Ewe or Ewe-English. |
| 13 | 3rd June 2014 | ❖ **School B: Day 2**<br>• Arrived at 8:20am<br>• First class visited: Classroom 3<br>• Mathematics<br>• The teacher recapped the topic treated the previous day before introducing the topic of the day<br>• **Topic:** *Time* –Measurement<br>• **Observations**:<br>-The pupils are very active in responding to questions. -Their responses are made up of long sentences, short sentences and single words<br>-During the lesson, the pupils who do not concentrate in class and make noise are punished<br>-The lesson is conducted exclusively in English |
| | | ❖ **School B: Day 2**<br>• **Class 1**<br>• **Subject: Mathematics**<br>• **Topic: Length**<br>• The teacher began the class by revising the previous lesson |

- The teacher gave scenarios related to number and the pupils were calling "teacher, teacher, …" some others "sir, sir, …." In a quest/attempt to response to the questions.
- During the lesson, the class teacher was behind the class while the subject teacher for Mathematics was teaching
- When one of the pupils wasn't paying attention in the class, the class teacher said "Esinu tse le enya kpɔ-a alo you are just in the class."
  Also, one of the pupils was calling the subject teacher "sir, sir, sir,…"in an attempt to answer a question and the class teacher said "Agbota, oo la!".
- The subject teacher wanted to ask students whether they understand the distinctions of 'long, longer, longest' and he said in French:
  **T:** C'est clair?
  **Ps:** Oui
- In explaining the concept if length to the pupils, the teacher drew a snail on the board and immediately majority of the students started mentioning it 'abɔbɔ' meaning 'snail' in English.
- **Observation:** One observable thing in this class is that although the pupils get punished sometimes if they don't provide the right answer they are still active to response to questions. The interesting thing is that some of the pupils who call on the teacher may not necessary know the (correct) answer. It could be argued, based on the observations, that it is more of a formality for some of the pupils to raise their hands.
  -This was raised in an interview with the Ewe teacher. He indicates that some of the pupils have been timid and not willing to answer questions in class. They were, however, encouraged to participate and ask questions in class and this made them becoming active in class to the extent that if some don't know the answer they are still confident to raise their hands.
- The teacher switched to Ewe only and Ewe-English codes to explain and ask questions during the lesson.
  -He said to the pupils that he is repeating the same questions in Ewe in order to help them understand.
  -Do you know 'fofoŋ'?
  **NB:** 'fofoŋ' is 'sugar cane'
- The teacher pointed to a picture and asked the students what the name is. One of them answered, "They are **atadi**"
  **NB:** 'atidi' is 'paper'
  -*The teacher asked the class:*
  **T:** What is *atadi* in English?
  *The pupils answered:*

| | | |
|---|---|---|
| | | **Ps:** pepper, pepper, pepper<br>• The code choice in the class has been predominantly English but there has been occasional switches to Ewe to explain concepts to the pupils.<br>Some pupils also provides answers in Ewe although the expected code for the answers is English. The teacher therefore ask the pupils to provide the English equivalent of the answer provided in Ewe.<br>• **Observation**: It is observed that the pupils' answers in Ewe is not as a result of the teacher asking the question in Ewe but more of the pupils' awareness that they share same codes-Ewe and English- and both or either of them could be used in the class.<br>❖ After the morning part of the class observation, I stayed in the staff common room with other teachers who weren't having teaching sessions. Listening to and observing their linguistic choices I noticed the teachers use/speak three codes in their interactions, which are Ewe only, English only and mixing of Ewe-English. |
| 14 | 4th June 2014 | ❖ **School B- Day 3** |
| | | • Arrived at 8:00am<br>• As the school is a mission school they had church service on Wednesday morning. After the service, I was introduced to the whole school by the School Mistress of the school. The church service was conducted in English with songs from both Ewe and English.<br>❖ **Day 3**<br>• **Class 1: Ewe lesson**<br>• **Topic:** *Aƒemedɔ* 'House chaos'<br>• The teacher began the lesson by greeting the pupils in Ewe.<br>• Some minutes into the lesson, the teacher explained some of the concepts he introduced in Ewe into English. This can be explained in light of the linguistic background of the pupils as some of the pupils don't speak Ewe.<br>• The teacher asked one of the students to answer a question and another pupil told the teacher that the one he asked to answer the question doesn't speak Ewe.<br>**-P_F:** "Mese Ewe o. Mese Ewe o. He doesn't speak Ewe"<br>*-Teacher marked the use of English:*<br>**T:** Tô, yevuwo be mortar<br>*-Another student used Ewe-English switching:* |

**P-M:** Mí-clean-na       mía-ƒe       teeth.
1PL-clean-PROG 1PL-POSS teeth
'We clean our teeth.'

- Vocabularies leant

fufu             local dish
tatí             pistil
tè               yam
kplɔ xɔme        sweep a room
nuklɔdɔ          washing up work
fumo             washing of face
nukplɔm          sweeping
nunyam           washing (cloths)
tɔmedem          fetching water
adzalẽ           soap
tsì              water
dɔtsɔtsɔ         undertaking errands
xɔ               house
ati              tree
fesre            window
ʋɔtru            door
xa               broom
xɔgbanu          roofing sheet
tɔkpo            bucket
aƒeme            house (inside the house)
xlẽ agbelẽ       to read a book
lè tsi           to bath
ɖu nu            to eat (thing)

- *Teaching switching*

**T:** Nuka ta door le?

313

|  |  | what top dooe be.at<br>'On top of what is the door?'<br>• During the lesson, one of the pupils was active in class and always try to mention words in Ewe but he doesn't get the right pronunciations. The pupils is not a native speaker of Ewe.<br>Examples: xɔ̀gbànú instead of xɔ́gbánú<br>       tɔ̀kpò instead of tɔ́kpó<br>Per observations, his challenge could be related to the ability to perceive the tonal patterns in Ewe. The pupils, however, was able to pronounce one Ewe word correctly – kl+a = klá 'inform'<br>• **Observation:** The pupils was able to perceive and pronounce single syllable words correctly whereas finds it difficult to pronounce multi-syllable words correctly.<br>• *Teacher using Ewe and English juxtaposed repeating same sentence in the two languages*<br>**T:** Kpɔ ekpe-a dzi. Hey, look on the board<br>• The teacher asked the pupils whether they don't understand something discussed during the lesson. The pupils who do not understand something raised their hands and one of the pupils went to the board and point to a vocabulary in Ewe that he doesn't understand.<br>• The code for the lesson was predominantly Ewe with occasional switch to English where necessary. English is usually used to explain concepts to the pupils. These concepts explained in English are always earlier introduced in Ewe.<br>• There are also instances of lexicon switches within Ewe sentences. |
| 15 | 4th June 2014 | ❖ **School B- Day 3**<br>• **Break time**<br>➢ *As part of my classroom observation, I was thinking through the code choices in the classroom and how this could be explored theoretically. Wrote this during break time:*<br>**Proposed theory for exploring classroom translanguaging in multilingual settings**<br><br>First of all, in a multilingual settings, in this case study Ewe and English, there are different kinds of codes that are used in the classroom.<br>i.     Ewe only<br>ii.    English only<br>iii.   Ewe-English |

| | | Taking these code options into account, a theory can be proposed in exploring classroom language contact. |
|---|---|---|
| | | *Draft of the framework* |
| | | Translanguaging |
| | | Intersentential Switching $L_1 + L_2 (L_3…)$      Intrasentential Switching $L_1 + L_2 (L_3…)$ |
| | | Repetitive Intersentential Switching    Non-Repetitive Intersentential Switching    $L_1$ single/phrasal (lexicon) constituent    $L_2$ single/phrasal (lexicon) constituent |
| | | • This framework can be used to explore a bilingual or multilingual data both qualitatively and quantitatively. |
| 16 | 4th June 2014 | ❖ **School B –Day 3**<br>• **Class 2**<br>• **Ewe language lesson**<br>• *A pupil asked the teacher*<br>**P-F:** Sir, is it page 80?<br>*Another pupil answered*<br>**P-F:** wobe page seventy eight<br>    *By the teacher:*<br>   **T:** English-ia-wo<br>    Iŋglisiawo<br>• **Topic:** Ewe ɣletiwo 'the months of Ewe'<br>• At the start of the lesson, the teacher asked the pupils in Ewe how many months the English have. The pupils answered twelve. He further asked how many months the Ewes have and the pupils answered thirteen.<br>• The thirteen months are: |

| | | 1. Dzove          8. Dasiamime<br>2. Dzodze        9. Anyɔnyɔ<br>3. Tedoxe       10. Kele<br>4. Afofie         11. Adɛemekpɔxe<br>5. Dame         12. Dzome<br>6. Masa         13. Ƒoave<br>7. Siamlɔm<br><br>- *The making a comment*<br>**T:** Ehoʋlim míele ta ne míaƒe group le nuƒom maɖe mark le eme.<br>    -Iŋglisiawo-The English<br>    -Woƒo ave le what? 'When do they clear the forest?'<br>    -Na nuku ƒe kpɔɖeŋu ɖeka. Na example, na example<br>- *The teacher asked the pupils to provide examples of plants and one of them mentioned 'sweet potatoes'*<br>**P_M:** sweet potatoes<br>The teacher then asked the pupils to provide the Ewe equivalent, which is 'anagote'.<br>- A student wanted to ask question but tolf the teacher she cannot ask in Ewe, therefore, asked in English.<br>Another student asked a question in Ewe.<br>The teacher, however, explained the concept to them in Ewe and sparingly in Ewe-English mixing.<br>- **Observation:** It is observed that during the Ewe lesson the teacher didn't use exclusive English extensively even if he has to explain to pupils who do not understand what was taught in Ewe.<br>- After the lesson the teacher conducted a dictation for the pupils. 'Nyayɔŋlɔ̃'<br>- **NB:** Speaking with the head of school of School B, which is a private school, the head indicates that she will advocate for bilingual language use in the classroom especially the lower primary classes as it will enable the pupils to learn both languages and for easy comprehension of other people. She, however, indicates that contexts like theirs is not that straight and easy to teach in the indigenous language, in their case Ewe, and English considering the linguistic background of the pupils. The head mentioned that about above 40% of the pupils do not come from Ewe speaking background therefore if the local language is used many of the pupils will be left behind. In addition, most of the pupils if not all have an English background, which makes it possible to use English in teaching all the classes. She further mentioned that there are |

| | | | instances in the classroom where teachers use the L1 to explain certain concepts they presume to be complex in English. And using the L1 in such a situation helps facilitate teaching and learning. |
|---|---|---|---|
| 17 | Monday, 9th June 2014 | ❖ | **School C, Ho** |
| | | | • Arrived at 7:20am |
| | | | • On arrival on the campus, the pupils were doing clean up. In their peer-to-peer interactions they were using Ewe and Ewe-English mixing. Among the students I have overheard speaking, only few of them were speaking monolingual English. This is contrary to the situation in School B and even School A, which is a sister school. |
| | | | • After the morning clean up exercise, the school went on assembly. During the assembly, some teachers spoke and instruct pupils in Ewe and some in English. Observably, one lady teacher always speak Ewe during the assembly. |
| | | | • Linguistic observation at his early hours of the day shows that teachers as well as pupils use Ewe predominantly in their out-of-classroom interactions. Also, most teacher-teacher interactions go on in Ewe. |
| | | | • I was asked to meet the teachers to explain the research to them. I discussed the data collection process as follows: -Classroom observations -Interviews with head of school and the teachers -Questionnaire survey -Focus groups with 15 students -One class each to be observed from grades 1-3 |
| 18 | Tuesday, 10th June 2014 | ❖ | **School C Day 2** |
| | | | • Arrived at 7:30am |
| | | | • **Class 1A** |
| | | | • **Lesson:** Language and Literacy |
| | | | • **Topic:** Nuɖuɖu |
| | | | • Before the class begins the teacher explained to me that in the Language and Literacy class they use both Ewe and English concurrently because some of the pupils do not speak Ewe fluently and some of them don't speak English fluently. So using both languages will help them to understand. |
| | | | • During the lesson, peer-to-peer interaction between the pupils goes on in Ewe |

| | | |
|---|---|---|
| | | • Song:<br>Join the NALAP program now<br>Join the NALAP program now<br>If you want to be a reader<br>Join the NALAP now<br><br>Mother tongue is the first<br>English is second<br>If you want to be a reader,<br>Join the NALAP now<br>• The teacher asked the pupils to form sentences with the name of food they mentioned (question was asked in Ewe only code). The pupils were providing wrong answers. The teacher then used Ewe-English mixing to explain the question again.<br>• Among teacher-teacher interactions, they usually speak Ewe only or Ewe-English mixing.<br>• Most of the teachers if not all are bilingual in Ewe and English (some speak other languages such as Akan, Ga, French, etc.)<br>• Generally, the participation of pupils in class is high.<br>• The teacher wrote some vocabularies leant from the topic on the board:<br>de<br>dedetsi<br>tuozafi<br>mɔlu<br>detiwo<br>Akplẽ<br>amidzẽ<br>gago<br>kusi<br>waakyɛ<br>fufu |

318

| | | |
|---|---|---|
| | | <ul><li>The English part of the lesson begins with a song from English. The teacher writes the topic on the board: **Food**</li><li>During the English lesson, the teacher asked the pupils to mention some food and a female pupil mentioned 'mɔlu'. The teacher provided the English equivalent for the student 'rice'.</li><li>**Observation:** One thing that is observable during the English lesson is that there is less switching to Ewe.<br>The language use pattern in this classroom shows the linguistic realities in day-to-day interactions among Ewes and bi/multilinguals in Ghana. Most bi/multilinguals are competent or capable of speaking English exclusively whereas there are codeswitching with English when speaking a Ghanaian language.</li><li>*Language mixing during English lesson by the teacher:*<br>-The teacher wrote 'eat' on the board and asked the pupils:<br>**T:** What is this? Aleke woyɔne le Uegbeme?<br>*-Pupils answered:*<br>**Ps:** some said "Nuɖuɖu" while others said "ɖu nu"</li><li>The class ended and the observation made was that there was maximally exclusive use of English during the English lesson whereas there was switches into English during the Ewe lesson.</li><li>**Class exercise**<br>Draw five fruits and colour them.<br><br>-Apple, mango , pineapple and banana were drawn on the board</li><li>Interview with class teacher at 10:30am break time</li><li>Interview with head of school at 12:30pm during second break</li></ul> |
| 19 | Tuesday, 10th June 2014 | ❖ **School C Day 2**<br><ul><li>**Class 1A**</li><li>**Second lesson (by another teacher)**</li><li>**Subject:** Creative Arts</li><li>*Teacher giving instruction to pupils*</li></ul> |

319

| | | |
|---|---|---|
| | | **-T:** Draw the ones you like or will like to use. Ta ekewo xe elɔ̃ alo adzibe yeazã. Ekewo xe you like or wil like to use. Draw them.<br>**-T:** If I see you talking I will not makr your work. Nyema mark edɔ nawo o.<br>• The teacher asks the pupils to draw musical instruments they like or will like to use.<br>• *Commanding/warning the pupils*<br>The teacher used Ewe-English mixing when asking the pupils to keep quiet.<br>• There were about 57 pupils in this class<br>• Additional English textbook to the NALAP<br>*Golden English Primary 1: Comprehension, Grammar, Composition* by Okyere Baafi Alexander |
| 20 | Tuesday, 10<sup>th</sup> June 2014 | ❖ **School C Day 2**<br>• **Class 1A**<br>• **Third lesson (by class teacher)**<br>• **Topic:** *Measurement of Mass*<br>• *Interaction:*<br>**T:** what is mass?<br>**P_M:** Enua ƒe kpekpeme<br><br>**NB:** The teacher asked the question in English but the pupils responded in Ewe<br>❖ **School C Day 2**<br>• **Class 1A**<br>• **Fourth lesson (by class teacher)**<br>• **Subject: Natural Science**<br>• **Topic:** Personal Hygiene<br>• During this lesson the teacher used both Ewe and English. The teacher always introduce the concept in English first then explain the same concept in Ewe. She point out to this during an interview with her. She indicates that she uses Ewe-English concurrently to help facilitate pupils' understanding and also to cater for pupils who do not understand either Ewe or English. This language use phenomenon she says is ideal for teaching the pupils in lower primary/grade classes. |

| 21 | Wednesday, 11th June 2014 | ❖ **School C Day 3** |
|----|----|----|
| | | • Arrived in the school at 7:30am |
| | | • Wednesday worship at 7:45am |
| | | • During the worship the preaching was done in monolingual English. And the language use in addressing the school by the headmistress is English. |
| | | After the worship the head of school introduced me to the staff. |
| | | • **The NALAP song in Ewe** |
| | | NALAP woe va wo nyo loo! |
| | | USAID miada kpe nawo |
| | | GES mia woa wɔ dɔ loo |
| | | Sukuviwo axlẽ nu aŋlɔ̃ nu |
| | | Be woaxlẽ wo degbe, aga |
| | | Xlẽ enŋglise gbe, |
| | | NALAP woe va wo nyo loo!//2x |
| 22 | Wednesday,11th June 2014 | ❖ **School C Day 3** |
| | | • **Class 2A** |
| | | • **Subject:** Mathematics |
| | | • **Topic:** *Subtracting with regrouping from hundreds to tens in short form.* |
| | | E.g. H T O |
| | | 3 4 9 |
| | | -2 8 1 |
| | | 6 8 |
| | | • The expected code for the lesson is English. |
| | | • *Some classroom interactions* |
| | | - **T:** Rather it will turn into nuka? |
| | | **T & Ps:** Fourteen |
| | | **T:** Azu nuka? |

| | | |
|---|---|---|
| | | **T & Ps:** Fourteen |
| | | - **T:** Ðoto nase Yevugbe ke dom mele. |
| | | • The pupils are actively participating in the class. |
| | | • *Some teacher-students interactions* |
| | | - **T:** Meɖekuku mìle nyame se-a? |
| | | **Ps:** Míɖekuku ɛe. |
| | | • After the teacher conducted the lesson in English, she further explained the same concept in Ewe to aid pupils' understanding. |
| 23 | Wednesday, 11th June 2014 | ❖ **School C Day 3**<br>• **Class 2A: Second lesson**<br>• **Subject:** Language and Literacy<br>• **Topic:** *Afeme kple ƒometɔwo*<br>• The expected code of the lesson is Ewe and English (expected that the first part of the lesson should be in Ewe and second half in English).<br>• **Observation:** In peer-to-peer discussions among the pupils, some use English while others use Ewe only or Ewe-English mixing. The people were active during the lesson.<br>• *The English lesson:* After the Ewe lesson the teacher began the lesson in English<br>-**Topic:** *Family*<br>-The English lesson is also about family but the contents are slightly different.<br>-**Family** *Reading passage*<br>Issa and Fati live with their mother and father in a village on a big hill. Their mother cooks their meals. She is cooking soup. Their father is a farmer but now he is ill. He hurt his hip and cannot walk. Issa and Fati are pupils. They go to school. They also help their parents.<br>**Semantics** |
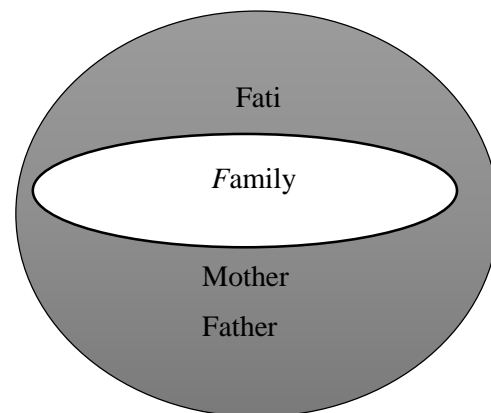
- During the English, the class was conducted in exclusive English. Whereas during Ewe lesson there was mixing between Ewe and English.
- There were 49 pupils in this class.
- During a discussion with the teacher after the interview, she mentioned that one challenge with teaching Ewe language per the Teacher's Guide is that there are vocabulary difference between the Standard Ewe, which is predominately Anlo dialect of Ewe, and the Ʊedome(gbe) variety.
  She gave examples such as:

**Anlo variety    Ʊedome variety**
nyure             tɔɖe/wɔfa
eté               tasí

The teacher further mentioned that there seems to be more competence in English than in Ewe. She said she fumbles when teaching in Ewe.
She said that when she is speaking English she speaks very fast and her attention was drawn to that by some of her colleagues so she now use English to meet the level of the pupils.

323

| 24 | Wednesday, 11th June 2014 | ❖ **School C Day 3**<br>• **Class 2A Third lesson**<br>• **Subject:** Religious and Moral Education<br>• **Topic:** *Religious festivals: Christian festivals*<br>• During the lesson the female pupils were interacting and they were using English only. Per the linguistic background of the pupils one is bilingual in Ewe and English whereas the second one is bilingual in Akan and English. The pupil who is bilingual in Akan and English is still acquiring Ewe, therefore, all her colleagues communicate with her in English.<br>-This is parallel with the information provided by the head of school. They head mentioned that some pupils are forced to speak English if one of their colleagues doesn't speak Ewe.<br>• The code of the teaching and learning was English with seldom use of Ewe to explain the same concept.<br>• *One of the pupils asked a question in English.*<br>**P_F:** Why did Jesus resurrected?<br><br>Another pupils attempted to answer the question but was finding it difficult to say it in English. They teacher then told the pupil to answer either in Akan or English. The pupil then provided the answer in Akan when she was finding it difficult to express the idea in English.<br>After the student provided the answer in Akan, the teacher explain it in Ewe and English.<br><br>➢ **NB:** Deriving a research question via interaction with teachers<br>**Question:** What are the linguistic competence of the teachers in Ewe and what impact does it have on teaching and learning in the classroom?<br><br>Class 2A teacher mentioned that the level of competence in Ewe is low so it sometimes make teaching in monolingual Ewe challenging.<br><br>With regards to competence in Ewe, it is both for the teachers and pupils. That is not all teachers have competence in Ewe to speak it exclusively without using English. |
| 25 | Thursday, 12th June 2014 | ❖ **School C Day 4**<br>• Arrived at 7:30am |

- Assembly at 7:45am
- Classes began after the assembly

- ❖ **School C Day 4**
  - **Class 3B   Lesson 1**
  - The classes begin with mentioning of the attendance
  - **Subject:** *Language and Literacy*
  - *Some code choices by pupils*
    **P_M:** Egbewo kàkà ɖe ekpoa dzi.
  - **Topic:***Belélena miaƒe nɔfewo Our Environment)*
  - The teacher brought out conversation picture and this
    increased pupils' participation.
  - The teacher summarised the Ewe lesson in English and proceeded with learning of sounds
  - Voccabulary
    -agbalɛ kakɛwo
    -atukpa gbagbawo
    -mɔdodowo
    -aŋenuwo (The pupils who mentioned this word doesn't speak Ewe (properly). However, he is active during the Ewe lesson.
    -ganugoewo
    -gbeɖuɖɔwo
  - **Observation:** The classroom act of the teacher is excellent as she tried to encourage every pupils to participate.
    In this lesson, some of the pupils are not native speakers of Ewe but the teacher supports them to acquire the language. The teacher does this by asking the pupils to answer questions during the lesson.
  - Language mixing, thus the use of Ewe and English concurrently, occurs in the classroom naturally.
    *-Example:*
    **T:** Nukae nye dɔwɔɖoɖo gbalẽ?
    **P_M:** Timetable

| | | |
|---|---|---|
| | | *The teacher asked pupils questions from the passage* |
| | | • The pupils were asked to read the passage, which they all did fluently. |
| | | • *English lesson:* English part of the lesson begins with a song in English. |
| | | • **Letter sounds** /ei/ E.g. |
| | | name          game<br>cake          take<br>gate           came<br>date           cane<br>wave         late<br>make         late<br>area           baby |
| | | • The teacher was able to figure out pupils who were just following the crowed, meaning those who doesn't know the vocabularies being learnt. |
| | | • The lesson ended with an English exercise<br>Exercise:<br>Write down five (5) words having the letter 'a' but the sound /ei/<br>i)      ii)   iii)   iv)      v) |
| | | • Number of pupils 60 |
| | | • In a discussion with this class teacher, she mentioned that she didn't major in Ewe during her school days but Maths and Science. |
| 26 | Thursday, 12th June 2014 | ❖ **School C Day  4**<br>• **Class 3B   Lesson 2**<br>• **Subject:** Mathematics<br>• **Topic:** *Multiplicity of numbers: Vertical Multiplication*<br>• **Observation:** Pupils' participation is very high during the lesson. |

| | | |
|---|---|---|
| | | • This lesson was carried out in monolingual English. ---I asked the teacher the teacher in an interview about why she used monolingual English during the lesson. She answered that she only switches to Ewe when she realised pupils are not participating, which means they don't understand the lesson.<br>This means that in other courses except Language and Literacy, she uses language mixing only when she wants to explain incomprehensible and difficult concepts to the pupils.<br>• After the Maths lesson the teacher gave an assignment to the pupils.<br>Exercise:<br>Multiply the following vertically<br>1) 220      3) 332<br>   x 2       x 3<br><br><br>2) 425     4) 243<br>   x 2       x 3<br><br>• In peer-to-peer interactions among the pupils, they speak English majority of the time. Sometimes I hear them speaking Ewe or Ewe-English mixing when interacting with one another.<br>-When I asked the teacher about what language or languages do pupils speak in their peer-to-peer interactions, the teacher indicates that they speak English most often as majority of them can't speak Ewe. |
| 27 | Wednesday, 2 July 2014 | ❖ **School D**<br>• 30th June 2014- was in Accra<br>• 1st June- Public Holiday<br>❖ **School D   Day  1**<br>• Arrived at 7:30am<br>• Wednesday church service<br>• **Observation:** I have heard some pupils who were climbing the stairs for the Wednesday Mass speaking in monolingual English. They will be between 3-6years.<br>• The Mass was held in monolingual English. |

| | | |
|---|---|---|
| | | • During the consultation of the school to conduct my research, the proprietor of the school mentioned that the rule or the law of the school in terms of language use if to avoid or not speak Ewe or any indigenous languages on campus. Only monolingual English. He equally added that there are certain days of the school reserved for French only where it is expected that no one speaks Ewe or English throughout the day. He added again that no-English or no-Ewe policy on those days of the week presupposes that those who doesn't speak French are to keep their mouth shut. This he mentioned will propel and encourage the students to learn French as one of their linguistic repertoire.<br>• *Data collection schedule*<br>-Classroom observations classes 1-3<br>-Focus group with pupils on Friday<br>-Interview with teachers after the classroom observation<br><br>• After the Wednesday Mass the pupils went for their breakfast<br>• Enrolment of pupils: Class 1  2<br>                                Class 2  29<br>                                Class 3  17 |
| 28 | Wednesday, 2 July 2014 | • **School D  Day  1**<br>• **Class 1**<br>• **Lesson:** Ewe lesson (10:00-11:30) **BTL**<br>• The Ewe lesson began with a language oriented song, which includes greetings from English, French, Ewe and Ga<br>• The teacher then continued with a recap of the previous lesson<br>• The head teacher mentioned she has introduced the old language policy before the NALAP, BTL to be used in the Ghanaian Language classes.<br>-NB: BTL is Break Through to Literacy, which is a bilingual literacy program which was introduced by Ghana Education Service and South Africa Education Sector.<br>• Before the current headmistress commence work in this school, the school teachers the Ghanaian language, Ewe, without teaching it from the BTL perspective.<br>• **Observation:** During this lesson, peer-to-peer interactions between the pupils were in Ewe. It could be argued that the language mode of the pupils is conditioned by the code choice in the classroom. |

|  |  | <ul><li>*Language use in the classroom*<br>**T:** Míakɔ míaƒe storybooks-a-wo  (double plurality)</li><br><li>When the teacher asked the pupils to bring out their storybooks many of them started using monolingual English. The teacher, however, communicated with them in monolingual Ewe and sometimes bilingual Ewe-English. The language mixing of the teacher is usually limited to single lexemes e.g. storybooks-a-wo.</li><li>*Language use in the classroom*<br>**P_F:** Madam míŋlɔ̃ ɖe sentence me-a?<br>**T:**ɛɛ̃, miŋlɔ̃ ɖe sentence me. miŋlɔ̃ ɖe nyagbe me</li><br><li>When the teacher was correcting one of the pupils, the teacher was speaking English and not too long the teacher was being addressed by a pupil in English and she told the pupils 'ameaɖeke mega do Yevugbe o', thus no one should speak English.</li><li>The pupils were speaking English during Ewe lesson in their peer-to-peer interactions and the teacher said: 'ameaɖeke megado Yevugbe o. No one should speak Ewe.'</li><li>In addressing some other pupils she addressed them in monolingual Ewe.</li><li>*Pupil asked to pronounce a word on the board*<br>**T:** Gblɔ    say it<br>**P_F:** Gblɔ say it<br>**T:** Gblɔ -gagblɔe ake<br>**P_F:** Gblɔ -gagblɔe ake</li><li>*Peer-to-peer interactions* – one male pupils attempting to copy the work of another pupils<br>**P_M:** You know the thing.<br>**P_F:** So what should I use to write</li></ul>(*another female pupil picked the textbook of the colleague*)<br>**P_F:** Mira (name) sit down! You are copying someone's work.<br><br>(*one pupil trying to copy another's work*). |

|  |  | *(when the bell rang for change of lesson)*<br>**P_F1:** We are in the second period<br>**P_F2:**No we have three more periods<br><br>*(when my audio recorder fell down)*<br>**T:** Please sir, the thing has fallen down.<br><br>**P_F:** Madam mewɔ vɔ<br><br>**T:** No, no, no,Ao! *(in response to a pupils' question)*<br><br>- Things learnt<br>Le Dzoɖagbe ŋdi la, nufiala gblɔ be mina mila ta nu.<br>Blaɖagbe<br>Kuɖagbe<br>Yawoɖagbe<br>Fiɖagbe<br><br>The pupils were asked to write the activities they did in school on the each of the days.<br>After the exercise the pupils were asked to do syllabification where they were asked to divide some works into their syllables.<br><br>nukɔkɔwo<br>tsaglala<br>ametsitsiwo<br>amedzroviwo<br>ŋugɔnɔlawo<br>bubudedeameŋu<br>- *Pupils' language use* |

330

**P_M:** Madam I have finished. I have finished the thing.

**P_F:** You forgot your pencil. You took my pencil

❖ Discussions with the head of school

       BTL- Break Through to Literacy
          o   Four skills
       Listening
       **Reading**
       **Writing**
       Speaking
            Reading and Writing skills being the literacy aspects.
          o   Learning and teaching instruments
       Learners' sentence maker
       Learners' sentence holder
       Teachers' sentence maker
       Teachers' sentence holder

          o   The NALAP program came from the BTL program. The head of school indicates that the NALAP has failed because the program could not develop this vocabulary learning tools- the learner's sentence builder and learner's sentence holder- due to copyright laws from BTL.

- The school feeds pupils during school hours and being a visitor I was provided some meal too ☺
- *Words and sounds:*
  tea- tii
  car- kaa
     nyuire
  tsy- atsyiɔ̃

| | | |
|---|---|---|
| | | • Discussing with the head of school on the idea of mother tongue education with reference to the BTL, the head mentioned that the principle of learning or literacy is from the known to the unknown therefore teaching should be done in the language the pupils know, which will help develop the language they are yet to learn.<br>This statement was an reiteration of an interview I had with this head of school in 2012 during my data collection for my masters dissertation, where the head emphasised that the learning and teaching conducted in the first language of the pupils helps to facilitate learning of both the first language and the second language English. The head also illuminates on the concept that majority of the Ewe sounds are manifested in English therefore when the pupils have competence in Ewe they will only have to be introduced to those sounds unique to English and they will be able to pick up all the English sounds.<br><br>(NB: During my masters data collection, one of the teachers I interviewed also made the same comment regarding the speech sounds in Ewe and how they can facilitate the learning of English speech sounds.) |
| 29 | Wednesday, 2 July 2014 | ❖ **School D- Day 1**<br>• **Lesson:** Ewe lesson<br>• **Class 2**<br>• **Title:** Tanya: Ƒometɔwo<br>• *Some vocabularies*<br>Dada nɔɖe<br>Papa tɔga<br>tɔdia mama<br>tɔgbui tasi<br><br>• The pupils were active during the class because the teacher made the lesson very interactive and engaging.<br>**T:** Maths, akɔnta geɖe eme zɔ̃.<br><br>A pupil want to answer a question and instead of the pupil calling 'madam, madam' the pupils called the teacher 'nufiala, nufiala'<br>(Per my observations in other schools and other classes, most pupils call the teacher 'madam' even if it is during Ewe lessons.) |

|  |  | • The teacher asked one of the pupils to read a passage and she was explaining the text.<br><br>**T:** Grandfather le asiwo gake tɔgbui mele asiwo o.<br><br>(A pupil was asked to mention the name or address term of a man who is the father of his mother. The pupil was quiet and the teacher said that the pupil knows the answer in English 'grandfather' but doesn't know it in Ewe 'tɔgbui'.)<br><br>• **Observation:** A pupil was explaining something in English and the teacher asked the pupil not to speak English. Interestingly, the teacher taught the Ewe lesson exclusively in Ewe.<br>• The teacher called some pupils to the front of the class to illustrate the ties within a given family.<br>• The teacher gave a class exercise after the lesson<br>**T:** Ne woa agbelẽ-a le kplɔa dzila naŋlɔ̃ egbea ƒe **date** kple tanya eye nadze edoa gɔme.<br><br>The teacher warned the pupils not to speak English during the lesson.<br><br>When the teacher wants to address me she always does it in English.<br><br>All the instructions and speeches of the teacher during the Ewe lesson was maximally in exclusive Ewe.<br><br>❖ NB: The head of school is an award winner for effective implementation of the BTL program in one of the schools she was a headmistress. The award was presented to the headmistress by the then US ambassador to Ghana. The award ceremony appeared in the papers and the head showed me the news article.<br>**Details of the award:**<br>Awarded by US Ambassador Mrs Pamela Bridgewater<br>Date: Saturday, February 18, 2006<br>Newspaper: The Ghanaian Times<br>Occasion held on 13 February 2006 |

| | | ❖ *Meeting with an education consultant in Ho*

Discussing the current trends in language acquisition and competences, the consultant indicates that the underperformance of pupils in English as well as Ewe can be associated with people's lack of motivation to acquire languages with high level of proficiency and competence. He added that, many times teachers are heard speaking Ewe and even English with lots of mistakes and they continue speaking without any sense of judgement as to whether they make a mistake or not. This he mentioned, thus lack of competence and lack of sense of correctness, is usually associated with social network/media communications as well as mobile phone texting as these media of interactions are characterised with abbreviations and unelaborated grammar. He, however, argue that these are mere excuses other than the cause of lack of competence. Stating the above, he indicates that the lack of competence of some teachers translate into the competence of their pupils, which leads to the underperformance of pupils in language subjects.

Additionally, the consultant mentioned that the teaching methodology that comes with the NALAP is lost as some schools and even sometimes individual teachers decide to teach Ewe lesson separately and have English lesson period separately. This was in response to a question I asked about his tick on the bilingual program in Ghana. He indicates that some teachers argue that during exams, e.g. BECE or SHS, the exams are conducted separately, therefore, they believe the two subjects should be taught separately. Conversely, he states that although this is the case the NALAP methodology aims to develop the language competence of the people for them to have a grasp if both Ewe and English during the lesson.

The consultant asked me about my perception on language of education. I responded that I agree with him on the fact that the competence of the teacher has an impact on the competence of the pupils. I added that the bilingual literacy program is a brilliant concept in that learning especially languages has to be from the known to the unknown. Equally, that the mother tongue of the pupils, which is usually the language they already know, plays a vital role in acquiring a second language English. I also mentioned a practical evidence which involved my experience with a cousin who went to a private school where my cousin's oral/spoken English is excellent but writing skill does not reflect her oral competence. Whereas the reverse was my case where being a student in a government/public school my written skills was stronger than my oral skills. I, however, mentioned that we cannot associate this scenario as being the norm but rather one possibility.

Our meeting ended with other discussions on social and language related issues.

(Background of the consultant: The consultant has experience in advising schools on how to improve teaching curriculum in order to enhance pupils performance. He is currently consulting in a private school in Ho. I met him during my school |

| | | | |
|---|---|---|---|
| | | | consultations to ask permission to do my research. Due to lack of time and the fact that I have met the number of my sample schools, I could not go to his consulting school for data collection instead I invited him for a dinner for a discussion through which I have gained insights into language and education in Ghana from his perspective.) |
| 30 | Wednesday, July 2014 | 3 | ❖ **School D – Day 2**<br>• **Class 2** English lesson<br>• **Subject:** *Reading and Comprehension*<br>• **Topic:** A football match<br>• The lesson began 15 minutes before my arrival<br>• The lesson was conducted in monolingual English. |
| 30 | Wednesday, July 2014 | 3 | ❖ **School D – Day 2**<br>• **Class 2** English lesson check from the timetable I worked with for the teachers and classes<br>• **Subject:** *Composition and Comprehension*<br>• **Topic:** *When I feel sick*<br>• The teacher began the lesson with a recap of the previous lesson, which was on the last day of school.<br>• *Language use in the classroom*<br>**T:** Ewɔ abe, ewɔ abe, mummy, mummy, I'm not feeling well.<br><br>(quoting a possible way a child can report ill-health)<br><br>• During the lesson the participation of the pupils is high<br>• The lesson went on in monolingual English. It was only one Ewe word, per my observation, that was switched and this ward was used in a form of quoting what a child could say to the parent when feeling sick. |
| 31 | Wednesday, July 2014 | 3 | ❖ **School D – Day 2**<br>• **Class 2**<br>• **Lesson:** English lesson  Grammar<br>• **Topic:** *Describing Words*<br>• The class was conducted in monolingual English with no use of Ewe or any other language. |

| | | | |
|---|---|---|---|
| | | | • After the lesson the pupils were given a class work<br>• **Observation:** it was observed that in peer-to-peer interactions the pupils use only English.<br>• Exercise<br>Describing words<br>*Underline the describing words in the sentences*<br>1. It is a green grass<br>2. This is a blue cup<br>3. The boy has a red bag<br>4. This is a white cap<br>5. It is a sweet apple |
| 32 | Thursday, July 2014 | 4 | ❖ **School D – Day 3**<br>• **Class 3**<br>• **Subject:** English lesson<br>• The teacher begins the lesson by recapping the previous lesson, which was on Regions in Ghana<br>• A big Ghana map is displayed on the board for illustration.<br>• The pupils are actively participating in the class.<br>• The peer-to-peer interactions between pupils is in monolingual English. I have not heard any of the pupils speaking Ewe or Ewe-English mixing during the lesson.<br>• *Regions and their capital* |

| Region | Capital town |
|---|---|
| Volta Region | Ho |
| Northern Region | Tamale |
| Upper East Region | Bolgatanga |
| Upper West Region | Wa |
| Brong Ahafo Region | Sunyani |
| Ashanti Region | Kumasi |
| Central Region | Cape Coast |

| | | |
|---|---|---|
| | | Western Region          Sekondi Takoradi<br>Eastern Region           Koforidua<br>Greater Accra           Accra<br><br>• The teacher went about the lesson informally, which makes the lesson very interactive and makes pupils to participate actively.<br>• *Language use in the classroom*<br>**T:** Sunyani, nuka me-spell? Nuka me-spell?<br><br>(The teacher made this statement when she was correcting a pupil for writing the capital of Brong Ahafo Region 'Sunyani' wrongly)<br><br>• After the lesson on the Regions of Ghana, the class then moved on to do conversation in the *Golden English 3*. |
| 33 | Thursday, 4 July 2014 | ❖ **School D – Day 3**<br>• **Class 3**<br>• **Subject:** Ewe lesson<br>• I couldn't conduct classroom observation for the Ewe lesson in class 3 because the teacher was off-sick. The teacher, however, was the same teacher who taught Ewe in class 2. Based on this, the head of school suggests that this should be a problem as the teacher uses BTL approach in both class 2 & 3, therefore, her teaching in class 3 will not be differ from that of class 2. |
| 34 | Monday, 14th July 2014 | ❖ **School D – Day 4**<br>• I visited the school this day to conduct focus group with the pupils.<br>• I also gave a letter of appreciation to the head of school<br>• *Focus group preparations*<br>    o Focus group with pupils<br>    o Fifteen pupils were selected for the focus group 5 each from classes 1-3<br>    o Some preparations:<br>-Which class are you? |

| | | -Before this question, briefly explain the purpose of the research<br>-What language or languages do you speak in the house?<br>-What language do you speak with your Mum and your Dad?<br>-What language do you speak with your fellow students?<br>-What language or languages will you like teachers to use in teaching you in the classroom and why?<br>-Which language or languages help you to understand lesson in class? |
|---|---|---|