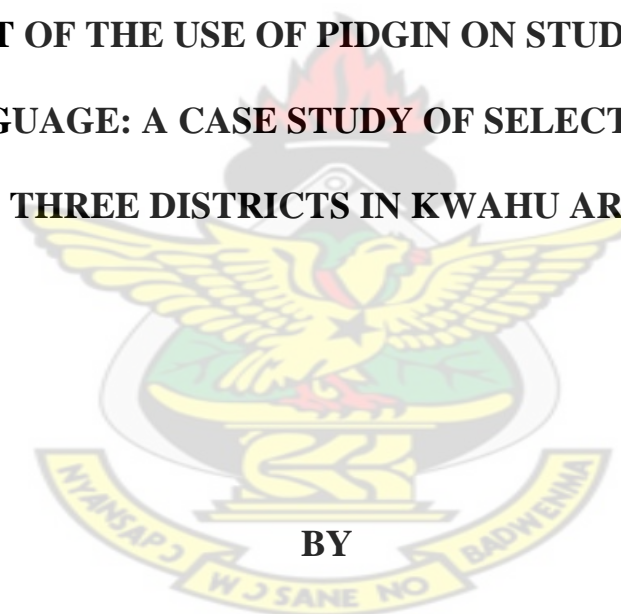


**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI**

**FACULTY OF SOCIAL SCIENCES – DEPARTMENT OF ENGLISH
LANGUGAE**

KNUST

**THE IMPACT OF THE USE OF PIDGIN ON STUDENTS' USE OF
ENGLISH LANGUAGE: A CASE STUDY OF SELECTED SECONDARY
SCHOOLS IN THREE DISTRICTS IN KWAHU AREA OF GHANA**



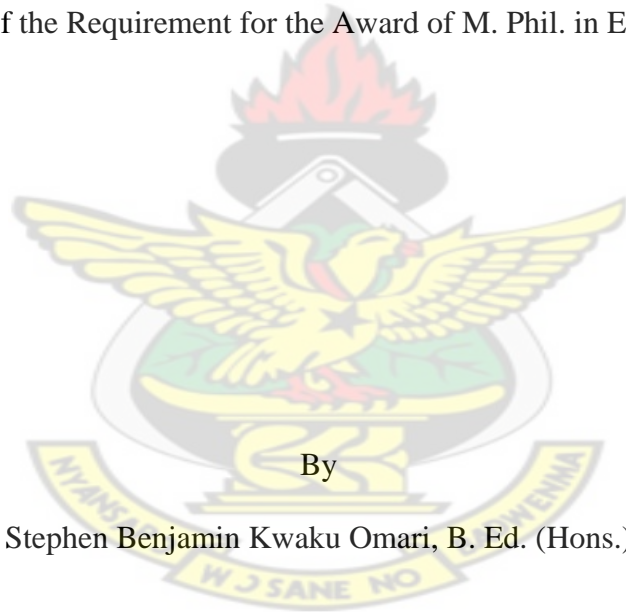
BY

STEPHEN BENJAMIN KWAKU OMARI

MARCH 2010

The Impact of the Use of Pidgin on Students' Use of English Language: A Case Study of
Selected Secondary Schools in Three Districts in Kwahu Area of Ghana

A Dissertation Presented to the Department of English Language, Faculty of Social Sciences of
the Kwame Nkrumah University of Science and Technology (KNUST), In Partial
Fulfillment of the Requirement for the Award of M. Phil. in English Degree



By

Stephen Benjamin Kwaku Omari, B. Ed. (Hons.)

March 2010

Abstract

There have been arguments and discussions as regards the impact of the use of Pidgin English by students of secondary schools in Ghana. One school of thought holds that Pidgin English negatively affects the performance of students in examinations conducted by the West African Examinations Council (WAEC), but another school of thought holds a contrary opinion. This thesis sought to establish the correlation between the use of Pidgin English and performance in examinations.

Pidgin English in Ghana has a stigma attached to it, but it enjoys some prestige among students at the secondary and tertiary levels of education. It is not probable that Pidgin English will ever be used as a medium of instruction in Ghanaian schools because of the social stigma attached to it. Many secondary and tertiary students are comfortable using Pidgin English in informal situations and the low performance of students in English language examinations may be attributed to the use of Pidgin English.

This research is considered as part of an on-going search to find the correlation between the speaking of Pidgin English and performance in examinations especially the WASSCE. Apart from the link that may be established between performance in examinations and the speaking of non-standard English or Pidgin English, problems may be rife in the secondary schools where most students do not perform well in examinations, more especially in English language papers. There is the need therefore to find the factors that cause students in Ghanaian secondary schools not to perform well in examinations. The research findings did not clearly establish a link between performance in examinations and the speaking of non-standard English or Pidgin English

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Dedication

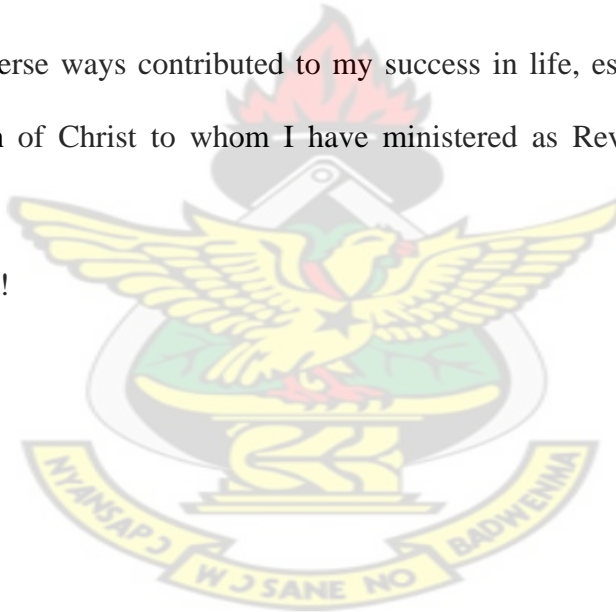
To the glory of the Most High God who gave me energy to complete the work.

To the Ghana Bible College Faculty and Staff who gave me the morale booster and financial sponsorship to carry out the project successfully.

To my dear spouse Mrs. Christiana Boahemaa Owiredu Omari who has ever been my backbone in my pursuit and achievement of academic laurels all my life in her company.

To all who have in diverse ways contributed to my success in life, especially members of the Kwahu Bepong Church of Christ to whom I have ministered as Reverend Minister/Preacher since the year 1986.

Thank one and thank all!



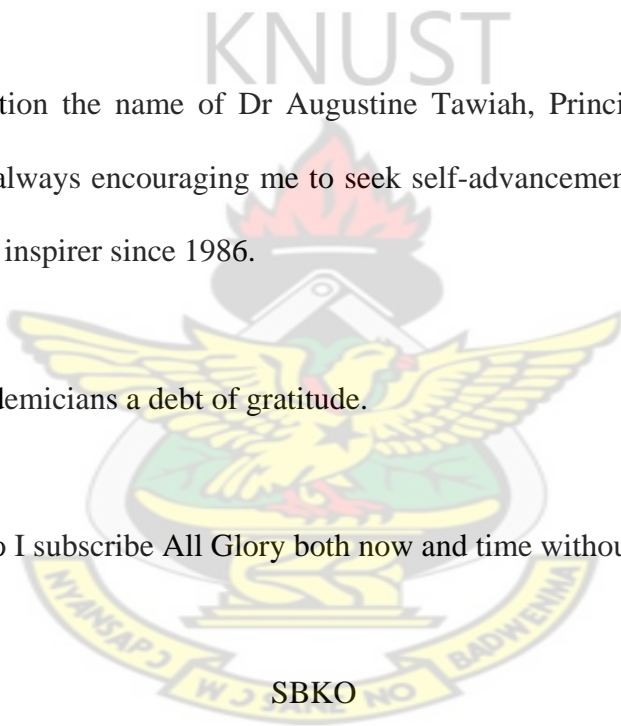
Acknowledgement

Much as I would have loved to mention many names in connection with realizing my dream with regard to the completion of this thesis, I will mention but the name of Dr (Mrs) Frederica Dadson, former Dean of the Faculty of Social Sciences of the Kwame Nkrumah University of Science and Technology, who was my supervisor. She painstakingly read and suggested corrections to be made in the paper, as well as gave suggestions for the successful completion of the thesis.

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I owe these notable academicians a debt of gratitude.

To the Almighty God do I subscribe All Glory both now and time without end!



APPENDIX D6: RESULTS ANALYSIS OF WASSCE JUNE 2007

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SUBJECTS	GRADES									NUMBER OF CANDIDATES				
	CORE	A1	B2	B3	C4	C5	C6	D7	E8	F9	ABSENT	PRESENT	TOTAL	PASSED
Social Studies			30	47	81	139	123	90	30	4	541	545	510	93.6

KNUST



English Language			3	3	11	109	100	201	115	2	543	545	427	78.3
Core Maths	4	5	15	21	17	48	74	97	259	4	541	545	281	51.6
Int. Science	1	1	10	5	10	49	114	164	186	4	541	545	354	65
ELECTIVES														

KNUST



History			1	1	1	2	5	3	5		18	18	13	72.2
Twi	3	3	30	12	8	17	7	1		1	81	82	81	98.8
Economics		1	21	11	13	43	57	58	67	2	271	273	204	74.7
Geography			3	3	8	12	17	27	46		116	116	70	60.3

KNUST



Mathematics	9	6	31	7	4	11	2			1	70	71	70	98.6
Government		4	7	5	8	31	38	30	46	1	169	170	123	72.4
Lit-In-English	1		5		3	17	17	20	23		96	96	63	65.6
French	1		10	4	6	6	2	1			30	30	30	100

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Ceramics		1	7	2	2	8	7	34	7		87	87	80	92
Picture Making			9	7	4	20	12	7	3		62	62	59	95.2
Gen. Knowledge in Art		1	5	7	15	47	32	20	4		131	131	127	96.9
Textiles			1				2	7	21		31	31	10	32.3

KNUST



Foods and Nutrition			2	14	8	21	1		1		47	47	46	97.9
Mgt in Living			1	1	1	11	13	13	8		48	48	40	83.3
Clothing and Textiles			1								1	1	1	100
Biology		3	25	7	8	2				1	45	46	45	97.8

KNUST



Chemistry	1	3	11	9	10	4	3			1	41	42	41	97.6
Physics	1	1	4	3	5	9	9	4	6	1	41	42	35	83.3
Bus. Management	5	20	54	15	14	16	2	5	2	3	133	136	131	96.3
Costing	6	4	20	7	11	27	13	18	11	2	117	119	106	89.1

KNUST



Accounting	4	5	24	9	18	26	17	24	7	2	134	136	127	93.4
Candidates Presented	545		Passes in 4 Subjects				64		Results Withheld			1		
Passes in 8 Subjects	111		Passes in 3 Subjects				45							

KNUST



Passes in 7 Subjects	110	Passes in 2 Subjects	22
Passes in 6 Subjects	98	Pass in 1 Subject	13
Passes in 5 Subjects	76	Failure	3
		Absent	2

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PERCENTAGE PASS 98.9%

KNUST



APPENDIX D9: RESULTS ANALYSIS OF WASSCE JUNE 2007

KNUST



SUBJECTS	GRADES									NUMBER OF CANDIDATES				
	A1	B2	B3	C4	C5	C6	D7	E8	F9	TOT. PAS	TOT. PRESEN	ABSENT	CANCELLED	% PASS
English Language			1	1	2	27	107	168	118	229	417			71.9

KNUST



Social Studies		1	77	38	68	146	45	29	13	404	417			96.9
Core Maths		1	5	7	6	28	36	54	279	138	417			33.1
Int. Science			8	5	4	26	60	140	173	243	416	1		58.4
ELECTIVES														

KNUST



Management-In-Living		1			3	15	22	4	41	45			91.1
Foods & Nutrition			5	15	21	1			42	42			100
Clothing and Textiles	1	2							3	3			100
Gen. Knowledge in Art	1	14	2	11	19	23	12	1	82	83	3		98.8

KNUST



Graphic Design			6	6	6	17	1	1	2	37	39			94.9
Ceramics		1	16	2	11	5	2	1	1	38	39			97.4
Lit-In-English			8	14	21	51	42	13	7	149	156	2		95.5
French			1			4	8	8	20	21	41			51.2

KNUST



Twi		2	32	5	14	2	2	2		59	59			100
Geography			4	2	6	13	11	20	18	56	74			75.7
Economics		6	37	15	17	35	50	32	24	193	217	3		88.9
Government		4	21	15	11	38	24	24	38	137	175			78.3

KNUST



Christ. Rel. Studies			2	6	5	20	26	20	21	79	100			79
Biology				3	4	8	3			18	18			100
Chemistry			1		1	3	6	5	27	15	42			35.7
Physics				4	1		7	3	10	17	42			59.5

KNUST



Mathematics		1	2	2	1	4	7	14	23	31	54	4		57.4
General Agric				1	2	5	7	5	1	20	20			95.2
Crop Husbandry						2	7	8	3	17	21			85
Prin. Of Cost Acct	12	6	20	14	5	15	5	2	2	79	20	3		97.5

KNUST



Financial Acct.	3	4	16	4	11	24	28	13	5	103	108	1		95.4
Bus. Management	4	10	28	14	17	19	7	7	5	106	111	1		95.5

Candidates Presented 417 Passes in 4 Subjects 58

KNUST



Passes in 8 Subjects	72	Passes in 3 Subjects	11	Results Cancelled	1
Passes in 7 Subjects	92	Passes in 2 Subjects	10		
Passes in 6 Subjects	85	Pass in 1 Subject	3		
Passes in 5 Subjects	84	Failure	2		

KNUST



PERCENTAGE PASS 98.9%

KNUST



INTRODUCTION

Background to the Study

Language in multilingual societies such as Ghana has always been a matter of concern to educators, educational planners and parents, especially with regard to its appropriate use in communication. The English language is the medium of instruction in all Ghanaian educational institutions at all levels. Ghana is one of the countries in West Africa with a long history of linguistic connection with the English language.

By 1844, parts of the Gold Coast had been formally taken over by the British colonial administration; and since that time, English has superseded the local languages in importance since it became the language of government and administration, and many other activities of national character.

Parents as well as educators and educational planners are at a loss as to how to address the “fallen standards” in the use of English in particular, and of education in general. The basic causes of this have been the inability of learners to read and understand the language in which examinations are conducted, and the inability of students to communicate well by way of answering questions. The blame has been partly shifted to the teacher and partly to the students, and therefore it is incumbent on educators and all well-meaning Ghanaians to help address the problem.

Some scholars have written to express misgivings about the fallen standard in schools in Ghana and have tried to attribute it to students’ inability to use English language to communicate. Magnus Huber, professor of English Linguistics of the University of Giessen in

Germany talks about complaints about the falling standard of English in Ghana and refers to what L. A. Boadi wrote:

There is a general demand from all quarters for improvement in the standard of written and spoken English in the schools and universities. University teachers, finding their freshmen insufficiently equipped to understand and write English at the level required for advanced work, blame the low standard on secondary schools. Teachers in secondary schools, on the other hand, admit that something radically wrong is happening to the teaching and learning of English, and that is adversely affecting standards at all levels. But they see the cause of all this in the handling of the subject in the primary schools.¹

There is virtually no field of human endeavour that does not depend on effective communication, either verbal or written, for its success. This is the main reason why considerable attention and time have to be devoted to helping learners to acquire effective communication skills and techniques while they are in school. But the efforts of teachers seem to be wasted as students move up the educational ladder. This is because instead of using the universally accepted English language – the language which is used as means of instruction in the classroom – students speak non-standard forms of English, especially as they go to the secondary schools where they use a non-standard code (Pidgin English) outside the classroom but within the school system.

When students are faced with the challenge of communicating with their friends in Standard English language, they resort to the use of the non-standard code that may be classified as student or school Pidgin. The question that comes to mind is whether the type of English spoken by students is really Pidgin English.

¹ Magnus Huber in Special Report in *The Pidgins and Creoles in Education (PACE) in West Africa Newsletter*, Issue 8, pg. 2

Material sourced on the Internet has the following on Pidgin English:

Pidgin English was originally a trade language jargon developed in the 19th century, but now commonly and loosely used to mean any kind of ‘broken’ or ‘native’ version of the English language. Pidgin English is any of various trade jargons, contact languages, or lingua franca arising in ports and markets where people of different linguistic backgrounds meet for commercial and other purposes. Usually a pidgin language is a rough blend of the vocabulary of one dominant language with the syntax or grammar of one or more other dependent groups. Where pidgins serve long-term purposes they become a language acquired by children as one of their everyday languages.²

Randolph Quirk et al say that “pidgin is essentially a second language used to replace a native language for restricted public purposes.”³

Bary Sesnan also writes notes on pidgins that:

In places where many cultures meet or people speak many different languages, a simplified form of one of the languages often develops. This simplified form takes on some of the vocabulary of the languages around it and often has a very different pronunciation. These simplified languages are called **pidgins**. There are pidgin Englishes in several parts of the world. When a pidgin becomes well established in its own right and starts to become a mother-tongue, it is technically called **Creole**.⁴

Apart from the above, McArthur also adds to the definitions of pidgin and writes that “pidgin is generally a contact language which draws on elements of two or more languages... It is a hybrid makeshift language used by and among traders...”⁵

An article on Pidgin “From Wikipedia, the free Encyclopedia” also says:

A **pidgin**, or **contact language**, is the name given to any [language](#) created, usually spontaneously, out of two or more languages as a means of communication between speakers of different tongues, and usually a simplified form of one of the languages.

² <http://www.tiscali.co.uk/reference/encyclopaedia/hutchinson/m0005923.html>

³ Randolph Quirk et al (1985): *A Comprehensive Grammar of the English Language*, Longman, London pg 28

⁴ Barry Sesnan (1997): *How to Teach English*, Oxford University Press, New York, pg. 23

⁵ Tom McArthur & Feri McArthur, eds., (1992): *The Oxford Companion to the English Language*, Oxford University Press, London, pg. 778.

Pidgins have simplified grammars and few [synonyms](#), serving as [auxiliary contact languages](#). They are learned as second languages rather than natively.⁶

In the same article, one reads that the creation of a pidgin usually requires the following:

- Prolonged and regular contact between different language communities.
- A need for communication between these language communities.
- An absence of a widespread proficiency in an accessible [inter-language](#).⁷

Again, on the sub-topic, “Common traits among pidgins,” the article goes on to say that:

Since Pidgin strives to be a simple and effective form of communication, the grammar, phonology, et cetera, are as simple as possible, and usually consist of:

- A [Subject-Verb-Object](#) word order in a sentence
- Uncomplicated clausal structure (i.e., no [embedded](#) clauses, etc)
- No codes within syllables (Syllables consist of a vowel, with an optional initial consonant)
- Basic vowels, like /a/ /i/ /u/ /e/ /o/
- No [tones](#), such as are common in West African and East Asian languages
- Separate words to indicate tense, usually preceding the verb
- Words are [reduplicated](#) to represent plurals, superlatives, and other parts of speech that represent the concept being increased
- A lack of [morphophonemic variation](#)⁸

William H. Nault et al also touch on the concept of Pidgin and write that pidgin is “any language spoken with a reduced grammar and vocabulary as a trade or communication jargon.” On Pidgin English they write that it is “one of several forms of English, with reduced grammatical structure and vocabulary, used in Africa, Australia, Melanesia, and formerly in China, as a trade or communication jargon.”⁹

⁶ <http://www.en.wikipedia.org/wiki/Pidgin/html>

⁷ Ibid., <http://www.en.wikipedia.org/wiki/Pidgin/html>

⁸ Ibid., <http://www.en.wikipedia.org/wiki/Pidgin/html>

⁹ William H. Nault (1968): [The New World Book Dictionary](#), vol. 2, Field Enterprises Educational Corporation, Chicago, pg. 1469.

Pamela B. De Vinne also writes that pidgin is “a simplified form of speech, usually a mixture of two or more languages, that has a rudimentary grammar and vocabulary and is used for communication between groups speaking different languages.”¹⁰ This definition of Pidgin is similar to what D. C. Derrian writes that “a pidgin is a simplified speech used for communication.”¹¹

Finally, the Microsoft Encarta 2005 writes that:

Pidgin is language based on another language, but with a sharply curtailed vocabulary (often 700 to 2000 words) and grammar; native to none of its speakers; and used as a lingua franca, or a language used as a means of communication between peoples with different native languages. Pidgins develop when people who speak different languages are brought together and forced to develop a means of communication without having sufficient time to learn each other's native languages. A pidgin usually derives its vocabulary from one principal language, but its grammar will either reflect the structures of each speaker's native tongue, or it will evolve a distinct grammar. Among languages that have given rise to pidgins are English, French, Spanish, Italian, Zulu, and Chinook. In a pidgin, words may change meaning ...¹²

The concept of Pidgin as considered in this study is slightly different from what has been presented above and in other writings. In this study, Pidgin refers to the non-standard use of English language by students to communicate with their peers; Pidgin in this study is different from its general use. The difference between what students call Pidgin English and the Pidgin English as defined or explained above is clear because students learn to use Pidgin when they get to the secondary level of their education when they have already been exposed to the use of Standard English. So the use of the word *Pidgin* here refers to what has been termed *broken English* that the students use. The idea that “pidgins develop when people who speak different

¹⁰ Pamela B. De Vinne, ed. (1990): The Tormont Webster's Illustrated Encyclopedic Dictionary, Tormont Publications Inc., pg. 1284.

¹¹ D. C. Derrian (1978): Webster's Seventh New Collegiate Dictionary, G&C Merriam Co., Chicago, pg. 640.

¹² Microsoft ® Encarta ® Encyclopedia 2005 © 1993-2004 Microsoft Corporation. All rights reserved.

languages are brought together and forced to develop a means of communication without having sufficient time to learn each other's native language,” does not apply to student Pidgin because the students have been exposed to the use of Standard English; they have a lingua franca. So what they develop as Pidgin may be necessitated by their desire to have another form of language that will reflect their status as students who are above the basic level, and help them to hide certain things from people who do not speak the Pidgin they use. It must be realised that speech or communication has a personal value to the user, as each member of a community becomes one with other members of the community through the use of language.

This study looks at the use of English language, with particular reference to the phenomenon of non-standard English, in the secondary schools in Ghana. It seeks to establish a relationship between the speaking of Pidgin English developed and used by students and the use of Standard English, and also assess the impact of this Pidgin on the performance of students who use this Pidgin in examinations, especially in examinations conducted by the West African Examinations Council (WAEC).

Many teachers in the secondary schools fight against the use of Pidgin by students because they are of the opinion that there is a correlation between the speaking of Pidgin and performance in examinations and the use of English for communication in general. Huber quotes Egblewogbe as saying that “the educationalists’ reactions to pidgin being used by students in secondary schools and universities are quite violent at times. The indiscriminate use of pidgin English is leading the nation towards illiteracy.”¹³

¹³ Magnus Huber in a Special Report in *The Pidgins and Creoles in Education (PACE) in West Africa Newsletter*, Issue No. 8, pg. 3.

Statement of the Problem

Some people argue that Pidgin is a variety of English that facilitates communication among students though it is a deviation from a norm. It is an indisputable fact that the Ghanaian secondary school as a formal system of education has its aims and objectives spelt out in a national syllabus that has Standard English as its model. As a result, the medium of instruction in the secondary schools is Standard English. Standard English is the means of communication between teachers and students, and Standard English is expected to be used among students. However, some students have adopted this non-standard code to facilitate communication among them, identifying them clearly as “part of the crowd.” Whether that phenomenon is formally allowed or not, the students continue to use the phenomenon even at the tertiary level. Many students in our universities use this non-standard English sometimes even in formal interactions in their various institutions.

Many parents and teachers express worry about the use of the non-standard code of English and they think that its use influences the performance of students negatively. People have the feeling that the performance of students in examinations is negatively influenced by their use of Pidgin in their day-to-day interaction by way of communication.

Language is known to be a verbal behaviour and an aspect of the total communicative behaviour by which members of a society interact. Pidgins are aspects of verbal behaviour adopted by members of the communities that use them. But they are unjustly maligned, misrepresented, or slandered even though they may play a useful function. A major concern of those who worry about the use of Pidgin by students is the fact that they think such students

show deviant behaviour. Any respectable young man would try to show respect by his or her use of language; but this is a debatable assertion.

It must be acknowledged that Pidgin has become one of the varieties of English used within the Ghanaian secondary school system, though it is an indisputable fact that the secondary school as a formal system has its objectives spelt out in a syllabus that uses Standard English as its model.

Whether it is recognised and allowed to be used or not, the students take delight in its use. The use of Pidgin by students makes people think that that is why they tend to perform poorly in formal examinations especially in English language. The use of Pidgin English may facilitate communication and interaction among the groups of people who speak it and thus serve a useful purpose. It is expedient that all groups of people get a common language that they can use to facilitate their day-to-day interactions.

Many conclusions have been drawn about the use of Pidgin English by students and its impact on students' performance in examinations. These conclusions have been of a mixed nature. Some people conclude that such use negatively affects students in examinations, but other people think otherwise. Even teachers of many secondary schools are fighting against the use of Pidgin though they seem not to have any concrete proof of any negative impact of the usage on performance; and they have not succeeded in their efforts to suppress the use of Pidgin. Most teachers interacted with in the course of this research spoke vehemently against allowing students to use Pidgin in any way as far as the Ghanaian secondary school system is

concerned. These teachers admitted that they try to use any means at their disposal to suppress the use of Pidgin among the students of their schools. As regards this assertion, Huber writes:

Teachers at both secondary schools and the universities are concerned about the harmful effect pidgin may have on the students' Standard English. However, it has not yet been demonstrated that pidgin impairs the students' command of the standard (cf. Dolphyne 1995:32); my impression is that students are very well aware the two are different language systems used in a diglossic situation, pidgin being exclusively in spoken form and reserved for informal situations. Although it is banned from the classrooms (the Faculty of Pharmacy, University of Science and Technology Kumasi, officially prohibited the use of pidgin on its precincts in 1985) pupils and students continue to use pidgin among themselves, so that an increasing proportion of educated Ghanaians actively use pidgin.¹⁴

The question that confronts this researcher is whether the speaking of Pidgin English has any impact on or correlation with students' performance in examinations. This thesis therefore looks at the use of school Pidgin in selected secondary schools and draws out relevant conclusions. The schools have been selected because the students there use Pidgin English extensively in their interactions outside the classroom. Also, the students come from backgrounds with a multiplicity of languages that may account for their use of school Pidgin as their lingua franca.

Though some work may have been done concerning school Pidgin, this work hopes to contribute to the wealth of knowledge and volume of work done in this area of study.

Research Question

The question this research seeks to answer is whether the use of Pidgin by students has any negative impact on their performance in examinations. Therefore nineteen-item research

¹⁴ Huber, Magnus (1995): Ghanaian Pidgin English: an overview. *English World-Wide 16*, *InterVarsity Press, London*, pg. 215-49.

questionnaires were used to elicit responses from students, teachers and parents to the questions that this study seeks to answer (the questionnaires have been placed in Appendix A).

Limitations to the Study

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

In the institutions where most of the teachers have had experience in research work, the constraints were minimal. But explanation had to be given as to how the results would be used. That is, it was explained that the names of the selected students would not be used so that the identity of the students would be concealed. It was also agreed that the names of the schools would be concealed by the use of letters of the alphabet, that is, A, B, C... I, to represent the nine secondary schools whose students were used for the study.

Conclusion

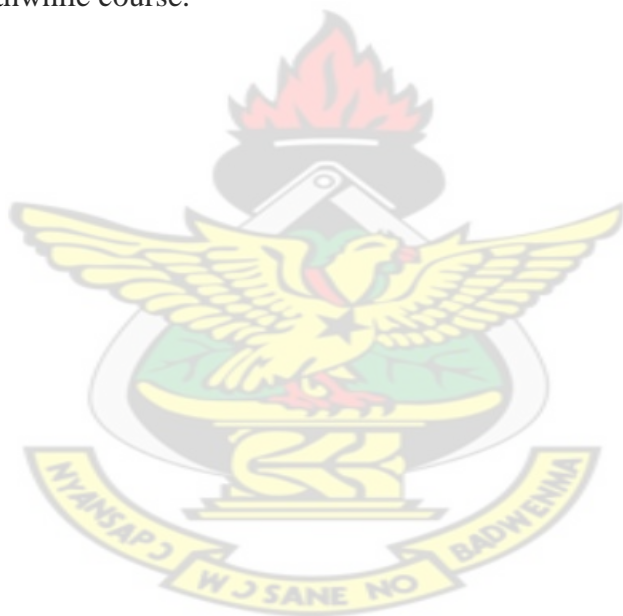
In spite of the apparent difficulties that the topic presented as regards the cooperation of the respondents, especially the teachers, five hundred students and one hundred and eighty teachers responded to the questionnaires. Two hundred parents were also randomly interviewed to find out how parents also think about the use of Pidgin English by students in schools. It is hoped that at the end of the work the data collected would enhance the drawing of valuable conclusions on the issue so that the material could be used as resource material for further studies in the area.

Three significant issues came up for consideration during the administration of the research questions, from students, teachers as well as parents. Prominent among the issues was that English is an international language whose use is accepted in both native and non-native settings. As a result, scholars may themselves be divided as to the use of a non-standard form or code of the language. There were those who also held negative views about non-standard use of English. A third group held a mixed view about the same issue. They could not say whether the speaking of Pidgin affects students in examinations or not.

The view that some of the people held is that English has become localized, after being used by non-native English speakers. That is, there are varieties of English around the world which may be geographically, linguistically and culturally diverse though its use cuts across political boundaries.

In view of the different opinions that people hold on the issue of the variety of English used by different people, the next chapter will seek to find what scholars say about the whole issue of Pidgin English.

In all, some opportunities were available for me to embark on the research among the schools whose students were used. The opportunities included favourable interaction with teachers, students, and administrators of schools who would not have availed themselves for such an interaction, if it were not because they found the topic for the thesis important and wanted to contribute to a worthwhile course.



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CHAPTER ONE: LITERATURE REVIEW

1.1 Theoretical Framework

In an address delivered by Professor De Heer Amissah (the then Executive Secretary of the National Council on Tertiary Education) on behalf of the then Minister of Education, Mr Harry Sawyerr, at the 1996 Ghana English Studies Association (GESA) Conference held at the University of Education at Winneba, he said:

Since English is the language of instruction in all institutions beyond the earliest primary years, a good knowledge of that language is essential for academic advancement, and for success in the more lucrative professions and occupations after graduation ... Unfortunately, it seems that some of our students are not quite as confident in English as we would wish ... we had occasion to lament the woeful performance of the Senior Secondary School candidates in English. Before that we were hearing frequent complaints of falling standards of English in the country generally.¹⁵

Mr. Sawyerr apparently shifted the blame of the poor performance of students on to teachers: “It should be obvious that the level of English language performance among students... cannot easily be higher than the level of performance of their teachers...”¹⁶

At the same conference, Professor Florence Abena Dolphyne, who was president of GESA expressed similar sentiments on the inability of students to communicate effectively in English. Professor Dolphyne had this to say:

... we, as members of GESA, are particularly concerned or should be concerned about the general complaint, from teachers and non-teachers alike, about the general decline in both the productive and receptive communicative skills in English at all levels of our educational system, including the universities. People often point out that the level of competence in English of Middle School leavers in the 1950s is much higher than that of many secondary school leavers in present day Ghana, a fact which seems to be so obvious that nobody even bothers to question the basis for such comments. What is

¹⁵ M. E. Kropp Dakubu, ed. (1997): English in Ghana, Black Mask Publishers, Accra, pg 2.

¹⁶ *Ibid.*, pg. 2

even more disturbing is the fact that a similar decline in communicative skills among young educated people can also be observed in their use of Ghanaian languages.¹⁷

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

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Fromkin and Rodman (1978) wrote on the topic, "The Diversity of Language," and talked about various aspects of language use, classifying them as *pidgin*, *argot*, *jargon*, *creole*, and so on. They do not mention student pidgin, but they give hints on the development of Pidgin as follows:

In areas where many languages are spoken, the people often use one language as a **lingua franca** to communicate with each other. In other cases, the languages spoken by two or more groups may be simplified lexically, phonologically, and syntactically to become a **pidgin**. When a pidgin becomes the language learned natively, it is **creolized**.¹⁸

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

¹⁷ M. E. Kropp Dakubu, ed. (1997): English in Ghana, Black Mask Publishers, Accra, pg. 4,5

¹⁸ Fromkin, V. and Rodman, R. (1978): An Introduction to Language, 6th edition, Holt, Rinehart and Winston, New York, pg. 282

Brown et al (1992) writing on the topic: “The Vocabulary Connection,” and on the sub-topic: “Pidgin English: A Way to Communicate,” have this to say:

Pidgin is a simplified language devised for communication between speakers of two different languages. ... Pidgin English evolved as a mixture of English nouns and verbs arranged within the sentence structure of Chinese... The term pidgin has since come to refer to a similar simplified form of language devised by any two language groups in order to communicate. Pidgin has no native speakers.¹⁹

Brown and her colleagues continue to write that: “The simplified language form, pidgin, permits communication at the level of a simple predicate. Even today we use a similar sentence structure, a kind of “popular pidgin,” when we use elliptical sentences, such as “You going?” “Not me!”²⁰

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

Several questions arise when one wants to decide where to shift the blame of poor communicative skills among young educated people who use Ghanaian languages. Some of the questions are: Can anyone blame the apparent decline in communicative skills among

¹⁹ Ann Cole Brown, ed. (1992): English, Houghton Mifflin Company, Boston, pg. 587

²⁰ Ibid, pg. 587

young educated people in their use of Ghanaian languages on the Pidgin English that they speak? Are there no other factors that have contributed to the decline? Do some of the students who use Pidgin not perform creditably in examinations?

1.2 Authorities and Student Pidgin

People feel uncomfortable when they hear students use Pidgin instead of Standard English. This is quite significant in the Ghanaian situation where some teachers and parents do not want to hear their children speak Pidgin. Some teachers even go to the extent of punishing and harassing students who use Pidgin. For example, in 2003, some students of one of the selected schools (School E) were given internal suspension because they used Pidgin. This is a school where some teachers are particular about students' use of Pidgin. The hatred for the use of Pidgin by teachers in Ghana can be looked at in relation to what is happening in other areas such as Hawaii and New England in Australia.

Hawaii has a similar situation to that of Ghana. From a historical perspective, Hawaii was annexed by the United States in 1898; but before this time, in 1893, English instruction had been introduced to the Hawaiian children and by 1896 English had become the sole medium of instruction in public schooling.²¹ "Hawaii is one of the most linguistically diverse states in the United States" where about "26.6% speak a language other than English at home." This has been possible because of the many immigrants that moved in as a result of the growing sugarcane and pineapple producing industries there. "This constant immigration to Hawaii

²¹ <http://www.LanguagePolicy/English>

contributed to an emerging linguistic diversity, and more than 100 languages are currently spoken in Hawaii (Davis et al, 2005)²²

Though a lot of people seem to feel uncomfortable when they hear students speak Pidgin, the University of Hawaii faculty members say that: “we should let it be spoken if it works in the learning process.” In material accessed on the Internet on October 31, 2006, on the topic: “Professahs say no let pidgin bodda you in School,” this is the position taken by some educationists in Hawaii:

Pidgin and English can co-exist peacefully in Hawaii’s schools, and no one should be prevented from using pidgin where it works in the learning process... In its position paper entitled “Pidgin and Education which was released late last week, the 13-member Da Pidgin Coup also called for language awareness classes for teachers and students to help foster “informed understanding of pidgin. There is nothing wrong with pidgin,” said Da Pidgin Coup member Laiana Wong, a Hawaiian and Indo-Pacific language lecturer.²³

Though some Hawaiian lecturers think that Pidgin has some benefits in the field of education, there is a level of opposition among people in Hawaii as regards the use of Pidgin. In an article titled “Hawaiian Pidgin” accessed on the Internet, the mixed reaction is captured in the following words:

Today, most people raised in Hawaii can speak and understand Pidgin to some extent. At the same time, many people who know Pidgin can code-switch between standard American English and Pidgin depending on the situation. Knowledge of Pidgin is considered by many to be an important part of being considered "local", regardless of racial and socio-economic background. While most linguists agree that Hawaii Pidgin is a full-fledged language with its own grammar, pronunciation, intonation, and domains of use, it is viewed by some to be "substandard", or as a "corrupted" form of English, or even as broken English. As a result, it is widely believed that use of "standard" English is a key to career and educational success, and that use of Pidgin is a sign of lower socio-economic status.

²² John Singler in *The Pidgins and Creoles in Education (PACE) in West Africa Newsletter*, Issue No. 8, pg. 3.

²³ <http://starbulletin.com/1999/11/30/news/story3.html>Crystal

Its role in the schools of Hawaii has been a subject of controversy due in part to the popular perceptions of the language described above and as a result of critics blaming the language's widespread use for poor results in standardized national tests in reading and writing. In 1987, the state Board of Education implemented a policy allowing only Standard English (most particularly General American English) in schools; this sparked an intense debate. A group of University of Hawaii faculty and graduate students, Da Pidgin Coup, published a paper, "Pidgin and Education," ^[3] in 1999 rebutting the Hawaii Board of Education chairman's 1999 allegation that Pidgin use was the cause of poor standardized test scores among Hawaii's public school students. The paper calls for the recognition and treatment of Pidgin among educators as a language distinct from and linguistically coequal to Standard English, rather than as a "broken" form of the latter; Da Pidgin Coup contends that the policy and pedagogy resulting from such a recognition and acceptance of Pidgin as an educational language that is useful would ultimately help Pidgin speaking students master Standard English reading and writing and create more successful educational experiences.²⁴

Pidgin in Hawaii has been regarded as an important element of their language. Diana Eades and Suzie Jacobs wrote an elaborate article on this subject, which they titled: "Pushing the boundaries of 'appropriateness': Pidgin and local identity in Hawaii." In their conclusion to that article they write that:

In Hawaii, where at least half of the population speak a type of Creole that most people call Pidgin, it is now widely (though not universally) recognized that Pidgin is inseparable from local identity. This is a relatively recent public attitude. In earlier years, Pidgin was publicly derided, even by persons of importance and education. Though there is still evidence that Pidgin speakers may be disadvantaged in the employment market and in the courts, in the last twenty years public discourse about Pidgin has matured. Apparently tempered by a dynamic and successful movement of local creative writers, the talk about Pidgin has turned toward a discussion of "who we are." Local identity — and those values associated with local identity such as loyalty, connectedness, hard work, and caring — is now linked in the minds of many with the Pidgin language. But even while Pidgin, especially among those who read literary works, is enjoying a respect for its contribution to Hawaii's rainbow of cultures, a cautionary attitude may also be gaining adherents. This is the attitude, now frequently expressed in educational circles, that Pidgin should be used in "appropriate contexts."²⁵

²⁴ <http://starbulletin.com/1999/11/30/news/story3.html>Crystal

²⁵ Ibid., <http://starbulletin.com/1999/11/30/news/story3.html>Crystal

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

- It is a degenerate language.
- It is a waste of time to use a pidgin ...when the standard language is the key to success in education and employment.
- The use of a Pidgin ...will interfere with students’ subsequent acquisition of the standard language.²⁶

Jeff Siegel is clear in his opposition to the use of Pidgin in formal education, as he refers to such language as “a degenerate language” and considers it “a waste of time to use pidgin ... when the standard language is the key to success in education and employment.”²⁷

Ghana is a country of diverse linguistic background, and the multiplicity of her languages has led to the inability of the authorities to select one of the vernacular languages as her lingua franca. So the English language has been adopted for official business and educational pursuits. Don Osborn in a paper titled “[African Languages] Critical look at Ghana’s English-only language in education policy,” has this to say with regard to the language situation in Ghana:

Ouadraogo (2000:89) admits “Education and language issues are very complex in Africa because of the multi-ethnic, multi-lingual situation.” The situation is even more severe

²⁶ <http://starbulletin.com/1999/11/30/news/story3.html>Crystal

²⁷ Ibid., <http://starbulletin.com/1999/11/30/news/story3.html>Crystal

when the official language of the nation is different from any of the indigenous languages. There is always controversy over which language to use in school especially at the lower primary level in multilingual societies. Forty-eight years after independence, Ghana is still grappling with which language to use as the medium of instruction in the lower primary school (primary one to three/grade one to three). The language policy of education in Ghana has had a checkered history since the colonial era. In May 2002, Ghana promulgated a law which mandates the use of English language (hereafter L2) as the medium of instruction from primary one (grade one), to replace the use of a Ghanaian language as the medium of instruction for the first three years of schooling, and English as the medium of instruction from primary four (grade four). This new policy has attracted a lot of criticism from a section of academics, politicians, educators, traditional rulers, and the general populace.²⁸

Naa Afarley Sackeyfio wrote on the topic: “ENGLISH”? WHAT DO THEY MEAN BY “ENGLISH”? In that piece of writing, she brings out how parents feel about the use of non-standard English in the following words:

When your parents sent you to school, one of their major aspirations was for you to cultivate the top-notch brand of English speech. Your parents’ aspiration for you was no servile kowtowing to a neo-colonialist authority; theirs was the result of a mature acceptance that an enviable command of Standard English was your surest avenue to material success. Therefore, if you insist on maintaining anything short of this key to success, you are not blighting their aspirations and hopes for you; you are also embarking on a foolhardy rebellion that will do you no good whatsoever.

In recent times, to the utter bewilderment of the adults in your world ... these being your parents, your teachers and your examiners ... you and your peers have switched to the rampant use of Broken English where student-generations before you had used other means of communication. You use Broken English in the informal situations of home, playground and private conversations where previous generations of students had used their native language. You use Broken English in the formal situation of the school where your predecessors had used Standard English.²⁹

Before she made the above statement, she presented a scenario of a British master and his black servants surviving together on the basis of using a non-standard code of communication

²⁸ *Selected Proceedings of the 35th Annual Conference on African Linguistics: African Languages and Linguistics in Broad Perspective* edited by John Mugane, in Teaching English as a Second or Foreign Language, Vol. 3 No. 1.

²⁹ Naa Afarley Sackeyfio (1997): A Touch of Class in Senior English, 2nd edition, Pedacons, Accra, pg. 19

because that was the only way the servants could reach their master by way of communication. This is captured in the following words:

Because those servants had not been formally educated, they could not speak the same kind of English as their master did. They recognized, however, that their livelihood depended on their being able to communicate with their master...

... the over-riding need for a means of communication made your ancestors concoct a rough-and-ready, bastardised form of their master's language to serve the purpose. Both parties in this colonial drama looked down on this crude form of English, calling it "broken" ... they (the black servants) had no choice but to use it because their survival depended upon their ability to use it to reach their master.³⁰

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

Furthermore, J. A. Sackey of the University of Cape Coast, in a paper titled "The English Language in Ghana: A Historical Perspective" and in the sub-topic titled "The Post-Colonial Perspective," has this to say:

Pidginized versions of English are used in secondary schools and in the universities, typically among male students, and the trend or fashion continues even after school or university when contemporaries meet. It would seem that a new variety of English has already emerged in Ghana (Sey 1971; Criper 1971), though research into its form, structure and discourse usage has not gone very far (Owusu Ansah 1992).³¹

³⁰Naa Afarley Sackeyfio (1997): A Touch of Class in Senior English, 2nd edition, Pedacons, Accra, pg. 17 – 18

³¹ M. E. Kropp Dakubu, ed. (1997): English in Ghana, Black Mask Publishers, Accra, pg.137

This assertion is supported by Dora F. Edu-Boandoh of the University of Cape Coast in a paper titled “A Preliminary Report on the study of Error Patterns in the Written Essays of Senior Secondary Students.” This is captured in an article she wrote in contribution to papers presented at the 1996 Ghana English Studies Association in which she writes:

For some time now, Ghanaian parents, educationists, education policy makers and the general public have been greatly concerned about the level of proficiency in the use of the English language by students in Ghana. Of greatest concern has been the use of English by students of Senior Secondary Schools in Ghana. The low level of proficiency in English of students of Senior Secondary Schools is visibly manifested in the results of the West African Examinations Council administered Senior Secondary Certificate Examination (SSCE).³²

The writer is concerned with the inability of students to communicate effectively using Standard English. These concerns are also captured in the Chief Examiners’ Report of July/August 2003 of the West African Examinations Council (WAEC). A cursory look at the Chief Examiner’s Reports on the performance of students in WAEC examinations, especially in English language, shows that the standard of English has fallen below acceptable levels. For instance, under the section titled “Summary of Candidates’ Weaknesses,” this is what one reads:

- Poor Communication Skills:
- Inadequate knowledge of the English Language rendered the meaning of certain answers obscure. Poor spelling and grammatical mistakes were rife in papers such as English Language (Core) 2 ...³³

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

³² M. E. Kropp Dakubu, ed. (1997): English in Ghana, Black Mask Publishers, Accra, pg. 195

³³ Chief Examiners’ Reports for July/August 2003: Senior Secondary School Certificate Examinations for School Candidates, pg. 5

their communication in English.”³⁴ The poor communicative competence of students may have given rise to their use of non-standard English that makes it easy for them to interact, and this may affect their performance.

In the “Daily Graphic” of Monday, September 25, 2006, at page 11 on the caption “Decline in Standard of English” by Africanus Owusu-Ansah, we read that: “The Ghana Association of Teachers of English (GATE) has attributed the decline in the standard of education to students’ poor understanding of the English language.”³⁵

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

Owusu-Ansah, referring to the presentation of M. M. Doh at the GATE Conference writes:

As observed by Mr Doh, part of the problem is the lack of effective teaching. Students are not made to write as many essays as we were made to write in our school-days. In our days, we were made to write one essay every week. The teacher would collect them on Fridays, mark them at the weekends and discuss the common problems with us on Mondays... students write: ‘Don’t jealous your friend’ instead of ‘Don’t be

³⁴ Chief Examiners’ Reports for July/August 2003, pg. 5

³⁵ Daily Graphic, Monday, September 25, 2006, pg. 11

jealous of your friend.’ ‘He tried to naked me’ instead of ‘He tried to pull off my clothes’ OR ‘He tried to undo my clothes.’ OR ‘He tried to yank my clothes.’³⁶

There is this school of thought that the type of language used by students is a non-native variety of English. This is so because no one can claim ownership of this type of English. The question is whether we should accept this type as a variety of English that is used in a peculiar context or we should insist on the use of Standard English in all contexts.

Referring to a publication by the British Broadcasting Corporation (BBC) on “Slang Creeping into English Examinations,” and captured in the Daily Graphic of Monday, October 10, 2005,

Owusu-Ansah writes:

The BBC noted the use of slang expressions such as ‘gonna,’ ‘ainn’t’ and ‘shouda’ in General Certificate School Examinations (GCSEs) last year (2005). The report continued, “Markers for the examination board Edexcel said ‘almost unforgivable basic errors were made by apparently bright pupils. ... They have asked candidates not to use the street language or style they use in sending text messages when they are sitting their examinations. ... As noted by Edexcel, the verb forms ‘shouda,’ ‘gonna,’ ‘ain’t’ and ‘wanna’ appeared with surprising regularity.”³⁷

Owusu-Ansah’s concluding plea is that “we must all contribute to help students to communicate fluently in English.”

In a forum on the standard of English held in Accra on Thursday, 21st August, 2008, which had the caption “The Forum on English,” Africanus Owusu-Ansah reported that almost every participant lamented on the falling standard of English. The following are some of the issues

Owusu-Ansah touched on:

Mrs Efua Sutherland Addy, who chaired the function, set the tone for the forum. She insisted that there should be no blame-game and that the gathering had met to discuss

³⁶ Daily Graphic, Monday, September 04, 2006, pg. 11

³⁷ Daily Graphic of Monday, October 10, 2005, pg. 11

the problem of falling standard of English and seek ways to ‘fix’ it... Mr Bannerman-Mensah, the Director-General of the Ghana Education Service, gave the welcoming address and hinted the lamentation of the West African Examinations Council (WAEC) about the falling standard of English... In a lead paper, Professor Naa Afarley Sackeyfio was at her best. As proof of the falling standard of English, she stated that now almost all the universities have ‘preliminary courses’ in English for students. These courses would not have been necessary if the students could articulate their thoughts well.³⁸

1.3 Conclusion

Some of the Ghanaian authorities whose works have been referred to are of the opinion that the use of Pidgin by students has a negative impact on their use of Standard English. Apparently, they see no reason why students who are taught in Standard English should switch to the use of this non-standard code. This implies that the students have failed to use Standard English as they are taught in school and this is why they are not able to communicate meaningfully in writing. But the reference to the educationists in Hawaii makes it clear that they do not harbour any negative feelings as far as the use of Pidgin by students is concerned.

The main ideas of the authorities have been itemized below:

- Students perform woefully in English at the Senior Secondary School because of falling standards in English language.
- The level of competence in English of Middle School leavers in the 1950s is much higher than that of many secondary school leavers in present day Ghana.
- There is a spill-over effect of the poor use of English in communicative skills among young educated people as observed in their poor use of Ghanaian languages.

³⁸ Daily Graphic of Wednesday, August 27, 2008, pg. 11

- In Hawaii the authorities accept the peaceful co-existence of Standard English and Pidgin English in schools. This is because people who know Pidgin can code-switch between standard American English and Pidgin depending on the situation.
- From New England in Australia, Pidgin in formal education is a degenerate language so it is a waste of time using it when the Standard English language is the key to success in education.
- Those students who use Pidgin seem to embark on a foolhardy rebellion that will do them no good.
- Pidgin is used as a language of convenience in which no grammatical mistakes are made, and where everything anyone says is always correct.
- Pidgin is a non-native variety of English and no one can claim ownership, but students must be helped to communicate fluently in Standard English.
- The West African Examinations Council (WAEC) has been lamenting on the falling standard of English in the education sector.
- The poor performance in examinations has been a result of students not acquiring much knowledge in the use of English Language since knowledge of English is a sine qua non for knowledge of other subjects, including Mathematics and Science.

From the items raised above one can see that the importance of the English language in Ghana is widely recognised, and that is why from the beginning of the child's education efforts are made to make him aware of the language as a medium of instruction. This paper will add to these observations that have been made by the authorities after the results of the students' WASSCE results have been examined.

It is observed that many children come out of education inarticulate, inhibited and insecure because they cannot speak and write good English. The high premium placed on the acquisition of communicative competence in the use of English language has been the main cause of many Ghanaians not being happy about the use of Pidgin by students.

To borrow James Crawford's expression to describe the opinion of some of the teachers interacted with, they were of the opinion that "English has always been our 'social glue,' our most important 'common bond,' which has allowed people of diverse backgrounds to understand each other and overcome their differences."³⁹ By this assertion, a few of the teachers really had difficulty coming to terms with students' use of Pidgin instead of Standard English.

It is probable that Pidgin in senior secondary or senior high schools might have spread from the tertiary institutions where students freely use Pidgin. In the tertiary institutions Pidgin has become the main informal register in use between male students and is often, though not exclusively, used even if those who are communicating share the same mother tongue.

From the interaction with students, it became clear that female students are rarely observed to speak Pidgin, preferring Standard English or a local language instead. Therefore, though some of the female students said they speak Pidgin, the males often switch from Pidgin to Standard English when a female joins them in a conversation. This is true in most of the cases because the male students want to create an aural of exclusiveness in the use of Pidgin and do

³⁹ <http://www.Language/Policy.co.uk/html>

not want the female students to be seen as equals with them. In this regard, they will be able to hide some secrets from their female counterparts as they switch code from Standard English to the use of Pidgin when the females are with them. Some of the male students are of the opinion that the use of Pidgin among their fold is an identity issue, which is related to the shared characteristics of the members of their groups, and which also provides security and status of their shared experiences, and gives them a sense of belonging.

An issue which is worth mentioning is that there is no insistence in some schools on the correct usage of English language, coupled with a laissez-faire attitude towards the language. This is seen in situations where people who speak impeccable English are sometimes labelled *book-long people*. Even teachers of other subjects push the teaching of correct English to the doorsteps of language teachers, which is rather an unfortunate situation. Efforts must be collectively geared towards enforcing the use of Standard English by students so that they will become used to the standard and not to the adulterated English they speak.

This research, as part of an ongoing process to establish links between the use of Pidgin and students' performance in WAEC examinations, will finally be able to say whether the fear expressed about the use of Pidgin is genuine or not. It hopes to find some common ground with what other researchers have established in the field of study. But there is the anticipation that something different from what other works have come out with may be established to add to the body of knowledge in the field of students' use of Pidgin.

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<http://www.starbulletin.com/1999/11/30/news/story3.html>Crystal

CHAPTER TWO: METHODOLOGY OF RESEARCH AND RESULTS OF THE QUESTIONNAIRES THAT WERE ADMINISTERED

2.1 Population

The subjects of the study are teachers and students of the selected schools, especially teachers who teach English language, and parents with varied educational and social backgrounds. Some of the schools are well resourced or equipped while others are less resourced. Students who were selected for the study are those who admit that they use Pidgin in their interactions, whether in formal or informal situations. Some of them are of the opinion that the use of Pidgin among their fold is an identity issue, which is related to the shared characteristics of the members of their groups, and which also provides security and status of their shared experiences, and gives them a sense of belonging.

2.2 Sample

For the study, five hundred students, one hundred and eighty teachers, and two hundred parents were selected, using the random sampling technique by which respondents were selected without any format, that is, they were picked at random. Each of the teachers has taught for more than five years and therefore is well informed about teaching. It is because of their wealth of experience in teaching that the questionnaires were given to them, and the varied responses given to the questionnaires confirm this researcher's reason for using them as a sample for the study.

2.3 Description of Selection

Out of the teachers who were selected, there was particular interest in those who teach English language, and those who teach Literature in English. Most of the selected teachers were of the

view that students' use of Pidgin may have arisen because they (the students who use Pidgin) do not pay particular attention to the teaching and learning of the rules of grammar. There were some of the teachers who also suggested that because other teachers do not show concern about students' use of poor grammar in their writing, the students take it that they can use Pidgin.

According to some of the teachers, the students come from varied background; some come from well-to-do homes where they have access to many things that enhance their learning and use English language in their day-to-day interactions; but others are from average homes where they lack certain basic needs and opportunities for such enhancement.

2.4 Questionnaires

Two sets of questionnaires were designed to solicit information and source opinions on the students' use of Pidgin English from teachers and students. Some parents were also selected at random for their views on the subject. The questionnaires were open-ended so the respondents were free to give any responses that they felt were appropriate, and this resulted in the variety of responses that were given to reflect the respondents' understanding of the questions.

The first set of questionnaires was directed to the teachers and students, but the second set was given to Assistant Headmasters or Assistant Headmistresses of the nine secondary schools that were chosen for the study when the results were released for consideration in relation to the students' performance in the WASSCE of May/June 2007. The sets of questionnaires have been included as Appendix A and Appendix B respectively, for verification.

2.5 Conducting Interviews with Teachers, Students, and Parents

To ensure that the questionnaire receives the needed attention, without posing any problems to the respondents, time was sought to explain the reasons for the exercise to them so that they would respond to the questionnaire as candidly as possible. The parents who offered themselves as respondents were not given any questionnaires; but the researcher met them and asked them the questions so that they would candidly respond to them. The performance of the selected students in the West African Senior School Certificate Examinations [W.A.S.S.C.E.] for June 2007, in relation to the overall performance of the students, was studied to complement the other methods that were used to elicit responses from the respondents.

2.6 Background of Respondents and Analysis of Data

2.6.1 Analysis of Students' responses to first set of Questionnaires

A summary of the information and opinions obtained from the respondents on the eighteen items of the questionnaire is given below.

The ages of the five hundred students range from eighteen to twenty-three years, and all of them were final year (S. S. 3) students. They voluntarily offered themselves for the study, and all of them speak Pidgin English, to some extent, with their colleagues. This is seen from their responses to the item one of the questionnaires: "Since when did you start speaking Pidgin English?" But their use of pidgin started at different times of their schooling. For instance, one hundred and fifty-eight (158) constituting 31.6% started using Pidgin at the Junior Secondary School (now Junior High School), three hundred and seventeen (317), which is 63.4% started

at second year of their Senior Secondary School (Senior High School) education, but twenty-five (25), which is 5% started using Pidgin at the Primary school.

In response to item number three: “Which one is easier for you to speak: Pidgin English or Standard English?” three hundred and three (303) respondents constituting 60.6% responded that Pidgin English is easier to speak, and one hundred and ninety-seven (197), which constitute 39.4% responded that it is easier to speak Standard English.

Various responses were given to question number four: “What necessitated your speaking Pidgin English?” The following are a sample of the varied reasons given:

1. Peer group influence: Peers spoke Pidgin and so I had to learn to speak it too so that I could easily communicate with them. That helped in establishing me as a member of their groups so that I could easily mix and move with my peers or members of those groups.
2. I learned to speak Pidgin because it is a generational issue, that is, it is a new style or phenomenon for students to identify themselves as students.
3. Pidgin is used in concealing information which should be kept secret from people who do not belong to the group of users.
4. I heard people, especially students, speak it and I developed interest in it especially when I had difficulty in speaking Standard English with them. So it was done out of necessity to meet a communication need. It helped me not to be laughed at or isolated from my peers who use it, and thus I fitted well into the group.

In responding to item number five: “What condition(s) will let or make students speak Pidgin instead of Standard English?” three hundred and ninety-five (395) boys constituting 79%, and one hundred and five (105) girls, which constitutes 21% gave various responses. The following are a sample of the responses:

1. For the boys to be proud in the presence of girls so that they can win the hearts of the girls; the girls also use Pidgin for the same purpose. They also use Pidgin to easily communicate with their friends.
2. For socialization and making it popular at school, and also to help them hide or conceal information from others.
3. Some students are unable to effectively use Standard English for communication so they resort to the use of Pidgin, so that they use Pidgin instead of a Ghanaian language.
4. Teachers as well as students use Pidgin and those who fall in love with Pidgin English want to be like the users so that they will be recognized and accepted as peers.
5. It is a common feature among students even at the tertiary level. The speakers of Pidgin try to use it because Pidgin does not observe any rules of grammar.
6. Pidgin has become a type of “class” language, so interest to belong to the class of people who use it will cause one to learn to use Pidgin.

The responses to item number six: “Does speaking pidgin have any benefits?” were slightly different. One group (255 respondents, which constitutes 51%) answered **yes**, another (180 respondents, which constitutes 36%) answered **no**, and a third group (65 respondents, which constitutes 13%) said they **were not quite sure**. When the respondents were asked to give reasons for their answers to the question, the 51% gave the following among other responses:

1. Pidgin English facilitates communication in English with peers and other people who are semi-literate.
2. Since Pidgin does not have rigid rules, nobody infringes on any rules of grammar. So it can be easily adopted as a lingua franca, especially in the West African sub-region where there is a diversity of language and ethnic groups. This is because any local language expression can be fixed into a speech to make for better understanding of what is said. For example, when a speaker finds it difficult to recollect a word or expression in Standard English, he can replace that word or expression with Twi or any other language to facilitate communication and understanding.

The respondents who said that they do not see any benefits in the use of Pidgin (36% of the respondents) were of the view that Pidgin only corrupts the efficient use of Standard English. In responding to item number seven, “Do you think the use of Pidgin has any value as far as your ability to communicate is concerned?” three hundred and twenty students (320), which is 64% of the respondents, are of the opinion that the speaking of Pidgin has some value as far as communication is concerned. Another one hundred and eighty (180) students which is 34% of the respondents think that the use of Pidgin has no value as far as communication is concerned. When the respondents were asked to give reason(s) for their responses, those who responded that Pidgin has value as far as communication is concerned gave the following among other reasons:

1. The use of Pidgin encourages group discussions among students when they are studying together.

2. People from elsewhere in Africa, for example Nigeria, use Pidgin. It can therefore be used as a language in international trade and for official transactions or government business.
3. Peers understand perfectly well what they talk about. So it facilitates communication and makes speakers feel comfortable speaking in public.
4. Not all people can speak and understand Standard English, but many people (though not all people can speak Pidgin) can understand Pidgin English. Since communication goes on well with Pidgin English among people, it means Pidgin has value in communication.

Among those who responded that Pidgin has no value as regards communication, the following are the reasons they gave:

1. The speaking of Pidgin has a negative impact on the use of Standard English, that is, the use of Pidgin corrupts the use of Standard English.
2. Pidgin cannot be spoken with adults, especially in official settings because society at large does not accept its use; that is, the use of Pidgin is only recognized among students.

Two hundred and thirty-four (234) respondents, which constitute 46.8%, responded to question number eight, “Should students be encouraged or discouraged from speaking Pidgin?” They said that students should be encouraged to speak Pidgin, but two hundred and sixty-six (266) respondents (53.2%) said that Pidgin should in no way be encouraged among students.

Item nine of the questionnaires asked whether or not the respondents favour students' use of pidgin. In response, two hundred and thirty-four (234) respondents which constitute 46.8% said that they do not favour the speaking of Pidgin by students, and two hundred and sixty-six (266) respondents (53.2%) said that they favour it. When the respondents were asked to give reasons for either favouring or not favouring the use of Pidgin among students, those who were in favour gave the following reasons:

1. Pidgin English can be considered as a variety of English that promotes easy communication, so it should be used.
2. Pidgin has become part and parcel of life and mode of communication and nothing can be done to stop its use.
3. Pidgin encourages easy communication among peers and promotes the concept of freedom of speech.
4. It is better for students to speak Pidgin than to speak a myriad of Ghanaian languages on campus.
5. Students who find it difficult to express themselves in Standard English and those who are partially literate can express themselves openly in public using Pidgin.

The respondents who were not in favour gave the following reasons:

1. The use of Pidgin is destroying the use of Standard English among students. This makes the users go wayward in society and also cause the students to fail in external examinations.
2. Pidgin has no official recognition and so if it is encouraged, students may use it when one least expects them to use it.

In responding to item number ten, “Do you take time to study the rules of grammar on your own?” two hundred and eighty-one (281) constituting 56.2% responded **yes**, one hundred and twenty-four (124) which is 24.8% responded **no**, and ninety-five, which is 19% responded that they **sometimes study** the rules of grammar.

The response to item number eleven, “Do you have a period allocated for the study of English language on your personal timetable?” had 64.8% which is made up of three hundred and twenty-four (324) respondents answering **yes** and 35.2% which is made up of one hundred and seventy-six responding **no**.

Item number twelve, “Does speaking Pidgin have any negative effect(s) on students’ performance as regards examinations?” had three hundred and forty-two respondents, which is 68.4%, answering that Pidgin has negative effects on students’ performance, but one hundred and fifty-eight respondents (31.6%) said there is no negative effect. When the respondents were asked if they could give any evidence to support their assertion, those who said it has negative effect added that students who speak Pidgin do not normally do well in examinations, especially in English language papers. But those who think otherwise said that they cannot give any evidence that those who speak Pidgin do not do well in examinations because most of the speakers of Pidgin excel even in all other subjects.

One hundred and thirty-eight respondents (27.6%) to item number thirteen, “There is the assertion that maladjusted students speak Pidgin. Do you agree with this assertion?” one hundred and forty-eight respondents (27.6%) answered **yes**, two hundred and eighty-six (57.2%) responded **no**, and seventy-six respondents (15.2%) were undecided on the issue.

In responding to question number fourteen in the questionnaires, “Should Pidgin be accepted as lingua franca among students?” two hundred and twenty-three (223) respondents (44.6%) were in the affirmative and two hundred and seventy-seven respondents (55.6%) were of a negative view. When reasons were sought for the responses, those who were affirmative were of the opinion that those students who feel shy to speak in public because of their inability to use Standard English can use Pidgin to express themselves freely and this will facilitate communication. But those who think that Pidgin should not be accepted as lingua franca were of the view that Standard English has been the accepted lingua franca of Ghana so no form of non-standard English such as Pidgin English should be introduced to adulterate Standard English.

Question fifteen was, “Does speaking Pidgin reflect in students’ answers to questions in examinations?” In response, two hundred and seventy-three (273) students (54.6%) answered **yes**, and two hundred and twenty-seven (227) responded **no**.

In responding to question number sixteen, “How do you usually communicate with your friends and schoolmates?” two hundred and sixteen (216) respondents which constitute 43.2% said that they usually communicate in Standard English, but two hundred and eighty-four which constitutes 56.8% said that they usually communicate with their friends using Pidgin English.

The seventeenth item on the questionnaires was, “Do you have any difficulty understanding your teachers in class because they speak Standard English?” In response, there were three clear positions of the respondents. One hundred and sixty-eight (168) students (33.6%)

responded **yes**, two hundred and eight (208) students constituting 41.6% responded **no** and one hundred and twenty-four (124) students who constitute 25.8% responded that they **sometimes** have difficulty understanding their teachers in class when the teachers speak Standard English.

Item eighteen on the questionnaires sought samples of Pidgin expressions and their Standard English versions, which have been placed in Appendix C.

2.6.2 Analysis of Teachers' responses to first set of Questionnaires

Having finished with the collation of students' responses, the next is a collation of responses from the one hundred and eighty (180) teachers. The teachers were selected at random from the secondary schools whose students were selected for the study, but most of them teach English language and Literature in English. Their ages span from twenty-five to fifty-five years and this is a good reason why the responses are varied. First of all, there is the factor of the teachers' educational background. Eighty (80) of the teachers (44.4%) are graduates, seventy-five (75) of them are holders of Diploma and they form 41.7%, while fifteen (15) of them, constituting 8.3% are Specialist teachers. But the remaining ten (10) teachers, which constitute 5.6%, are Post-graduates.

The analysis only takes into account the general views of the teachers. There were three different views that were expressed – encouraging students' use of Pidgin, discouraging their use of Pidgin, and being neutral about their use of Pidgin.

Thirty-six (36) teachers which constitute 20% of the respondents were of the view that they would never encourage students' use of Pidgin. Their reason was that the use of Pidgin will by all means affect the use of Standard English in some way, though they cannot prove the assertion. Nine (9) of them (25%) were Graduates; another nine were of Post-graduate grade, and the remaining eighteen (50%) were of Specialist grade.

Out of the one hundred and forty-four remaining respondents which is 75% of the respondent teachers who would encourage the use of Pidgin by students, sixty (40.3%) are Post-graduates and sixty are holders of Diploma. The remaining group of teachers belong to the Specialist grade and they are neutral as regards the use of Pidgin by students. Those who say they will encourage the use of Pidgin said that since students do not write their answers in Pidgin, it is prudent not to waste time checking them on such use.

One thing that is surprising about the remaining group that is neutral about the use of Pidgin is that most of them are all about to retire from active service in the Ghana Education Service (G.E.S.). Their stance is that they had colleagues who used Pidgin but that did not inhibit their use of Standard English in any way. They also said that the use of Pidgin is a generational issue which should not be considered as the only cause of students not doing well in examinations.

2.6.3 Analysis of Parents' responses to first set of Questionnaires

Attention is now turned to the parents who were interviewed for information on their views about the use of Pidgin by students and what they think will be the repercussions on their

performance in examinations in general, and on life as a whole. Before the analysis of their views is made, let us look at where they were selected from and their educational background.

As regards the educational level of the parents, there were eighty (80) which is 40% of the parents interviewed who are Middle School Leaving Certificate (MSLC) holders; sixty (60) which is 30% are secondary school leavers; twenty-four (24) which is 12% are tertiary school leavers; and thirty-six (36) which is 18% have no formal education.

These parents were interviewed in the following towns which are district capitals, and cities which are regional and metropolitan capitals:

1. Forty parents were interviewed from Kumasi, and they constitute 20% of the two hundred parents who were interviewed.
2. Thirty-five parents were interviewed from Koforidua and they constitute 17.5% of the total number of parents interviewed.
3. Accra had thirty-five parents interviewed from there and they constitute 17.5% of the total number of parents interviewed.
4. Nkawkaw had thirty parents interviewed from there and they constitute 15% of the total number of parents interviewed.
5. Mpraeso had thirty parents interviewed from there and they constitute 15% of the total number of parents interviewed.
6. Abetifi had thirty parents interviewed from there and they constitute 15% of the total number of parents interviewed.

One may wonder why the selection of parents was done in these towns. The reasons are that first of all, Mpraeso, Nkawkaw, and Abetifi are among the towns in which the selected schools whose students were chosen for the study are situated. Secondly, Kumasi, Koforidua and Accra were chosen because most of the students in the schools came from these towns. The researcher had in mind the social background that may influence the use of any form of language, and that is what influenced his selection of parents from these towns and cities.

Three different views were expressed among the parents who were interviewed. There were those who held the view that the speaking of Pidgin English should be discouraged because of its negative impact on the performance of students in examinations and general use of English language. The second group expressed a contrary opinion to what the first group did. They believed that the speaking of Pidgin English has nothing to do with students' performance in examinations.

A third view expressed was that Pidgin English cannot be said to have either positive or negative impact; that is, those parents were neutral in their opinions about the influence of Pidgin English on the use of Standard English. This group is made up of parents whose level of education is beyond the secondary school level. For instance, some of them are teachers who believe that Pidgin is only used by students when they are interacting with their colleagues. People should therefore not worry about its use because no student writes answers to examination questions in Pidgin.

Let us now look closely at the views as they were expressed by the parents.

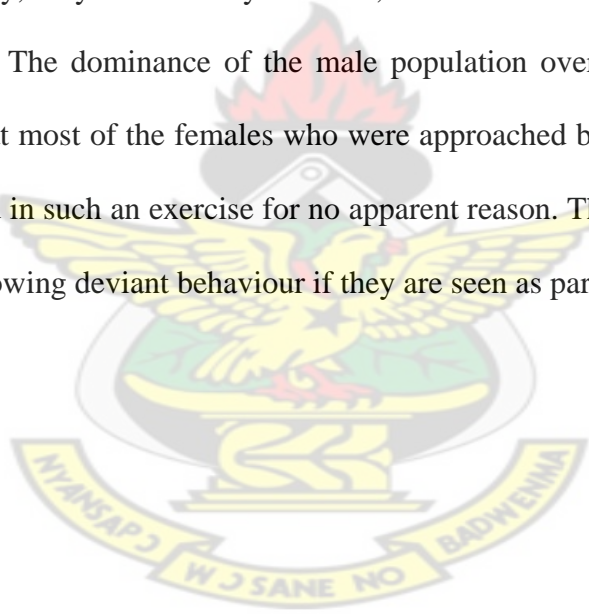
1. All the eighty parents who were interviewed who had MSLC (100%) and eighteen (50%) of those who had no formal education were of the opinion that Pidgin English should be discouraged among students. Again, fifteen parents which constitute 25% of those who had secondary education were in support of this view.
2. The second group which expressed a contrary opinion to that of the first group has the following breakdown: nineteen out of the twenty-four parents who had tertiary education, that is, 79.2% did not agree with the assertion. In addition, thirty (50%) of those with secondary education were against the use of Pidgin English by students.
3. The group with a neutral stance has the following composition: five out of the twenty-four parents who have tertiary educational background, that is, 20.8%, stood neutral to the opinion expressed by both groups. Also, the remaining fifteen (25%) parents who have secondary education stood neutral to the views as earlier expressed by the first two groups.

2.7 Observation

Out of the five hundred students who responded to the questionnaires, only one hundred and fifteen (115) which is 23% were girls. The remaining three hundred and eighty-five which is 77% were boys. Again, most of the selected students came from schools in Accra, Kumasi and Koforidua. This gives cause to believe that the use of Pidgin may be prevalent in schools in these cities, which might have influenced students' use of it. But one other thing that accounted for fewer girls agreeing that they use Pidgin is that most of the other girls in the schools shied away from being used for the study. Some of them even retorted that people may consider them to be bad girls if they see that they use Pidgin.

As regards the one hundred and eighty teacher respondents, only forty-five (25%) were female teachers and the remaining 75% (one hundred and thirty-five) were males. When attention is turned to the two hundred parents, it is also clear that most of them were males as the females declined the opportunity to offer their views. That is, forty-two (21%) females offered themselves to be interviewed, and the remaining one hundred and fifty-eight (158) which is 79% were males.

One thing that was clear was that out of the nine secondary schools from where students were selected for the study, only one is a boys' school, but most of the schools have more females than male students. The dominance of the male population over that of the female is as a result of the fact that most of the females who were approached by the researcher shied away from being involved in such an exercise for no apparent reason. The reason was that they may be considered as showing deviant behaviour if they are seen as part of such exercise.



CHAPTER THREE: MAIN RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

3.1 Main Research Findings

The findings are based on the results of the selected students in the West African Senior School Certificate Examinations (WASSCE) vis-à-vis the general performance of the whole school in especially the English Language paper. This is done with reference to the Summary of Analysis of the June 2007 WASSCE results of the selected students from those schools. As indicated earlier in this paper, the names of the schools are not stated, but their names are represented by letters of the alphabet (A, B, C... I).

The summary of responses to the questionnaires used to interview Assistant Headmasters or Headmistresses (refer to Appendix B) for information on the WASSCE Results for June 2007 are used in this section. This is followed by information on the schools and analysis of the students' performance in the WASSCE.

In responding to the question as to why students of the schools did well in spite of their use of Pidgin, the following reasons were given:

- Those students who did well were good at all their subjects. Some people think that students who use Pidgin are undisciplined, but the performance of the students is a reflection of disciplined lifestyles the students led. They might also have had questions that they answered satisfactorily.
- A few of the students showed some brilliance in the examinations, and they were students who were admitted with good aggregates from the BECE. On their admission, they never

relented on their efforts to excel in all examinations written in the school, and that contributed to their performance in the WASSCE.

- The problems of some of the students in English are in tense, spelling, grammatical concord and other aspects of the use of English to communicate.
- The speaking of Pidgin alone could not stop the students from passing the examinations. They speak Pidgin but they do not write examinations in Pidgin.

None of the respondents mentioned the use of Pidgin as a factor that affected the students in their performance. So another question was asked if the students did well because they were exceptional as far as academic work was concerned, and the following are summaries of the responses:

- Some of them were quite good academically, but they were not exceptional, and that is why they did not excel in all their subjects.
- Some were relatively quite exceptional in their academic work.
- They were not academically exceptional, but their humility and respect for teachers made them learn to be able to perform as they did.

When asked further whether the results of the selected students at the WASSCE were improvement on their BECE results, three main responses were given as follows:

- There was improvement on the former performance.
- There was no improvement on the BECE results of the selected students.
- There cannot be any meaningful comparison of the two examinations because of the levels at which the examinations are conducted.

The Assistant Headmasters/Headmistresses were asked to give reasons for the kind of performance of their students, and they gave these among other reasons:

- Some of the students were lazy, and they refused to do exercises; they even refused to do personal studies and even did not take advantage of any opportunities offered them.
- Other students were disciplined and serious about their academic work, so they showed academic brilliance.
- Teachers were committed to achieving results, so they encouraged the students to learn. This, coupled with financial and other motivations of the PTAs for teachers whose students perform exceptionally well, made them achieve the results as we have had.
- The serene environment of the school also was an incentive to students who want to learn. Students are “infected” with the spirit of learning a few days after their admission, and this is a contributing factor for the kind of performance they had.

The heads of the schools were asked to explain if their students’ performance was a result of their ability or inability to communicate well in English language, and the responses included the following:

- Some of the students could communicate well, but others could not, and that affected their performance.
- Students’ performance in English was not quite good probably because the papers required more than the students could provide.
- Poor understanding of questions and not knowing how to approach questions systematically may have affected their performance.

About 65% of the selected students (325 students) were from the Science departments of the schools. As a result, there were questions which sought to find out if a correlation could be established between the study of Science and the speaking of Pidgin, and the following response came up:

- The speaking of Pidgin is not peculiar to Science students; it is used by students from all departments.
- If any correlation could be established, then it must be with students of all departments and not Science alone.
- There is no correlation between the study of Science and the use of Pidgin. Some schools ban the use of Vernacular and Pidgin, but that does not lead to any better performance.

When pressed further to use the results of the students to confirm the notion that Science students are not good at the use of Standard English, the responses included the following:

- There is nothing to confirm or deny the notion since such a notion is contentious and difficult to confirm.
- It is unfortunate and erroneous for some people to hold such a view because the assumption is misleading and a misrepresentation of what the study of Science stands for.
- The department a student belongs to does not determine his use of Standard English. There are some Science students who perform better than General Arts students, even in English language papers.

As a follow-up question, the heads were asked to comment on the general performance of students of the General Arts department as compared to those of the Science department, and there was a fifty-fifty situation of Science students performing better than the General

Arts students, and vice versa. Then, the researcher wanted to find out how the performance in General Arts was, as compared with the students of other departments, and four responses featured prominently as follows:

- Students of other departments did better than those of the General Arts department.
- Students of Business department did better than those of the General Arts department.
- There was equal performance among students of the different departments.
- Students of Business department did better than those of the General Arts department who also did better than the Visual Arts department.

Another question was asked to find out if Pidgin English would ever be adopted as lingua franca for Ghana, and all the respondents were unanimous in their responses that that can never happen in Ghana. When asked whether they will suggest a restriction on the use of Pidgin, six of the heads were in favour of restrictions and the other three were against restriction.

There was another question as to whether the results of the students in the WASSCE could be used to draw conclusion that the use of Pidgin negatively affected the students' performance, and three responses featured as follows:

- No conclusion can be drawn that the use of Pidgin negatively affected the students in the WASSCE.
- The use of Pidgin might have negatively affected the students.
- There is no empirical evidence to support any such view.

But almost all the respondents said that they are worried when they hear or see students use Pidgin, and therefore sought to encourage teachers and parents to work together to encourage students to use Standard English in their daily interactions. The researcher then wanted to find out what could be the factors that led to the general performance of students in the WASSCE, and the following responses came up:

- Teachers and students complemented one another's efforts so that the students were well prepared for the examinations.
- Laziness, insubordination and waywardness may have contributed to the abysmal performance of some of the students.
- Teachers were committed to achieving results and they helped the students to prepare for that.
- The school environment and well stocked libraries may have been contributing factors in some of the schools.

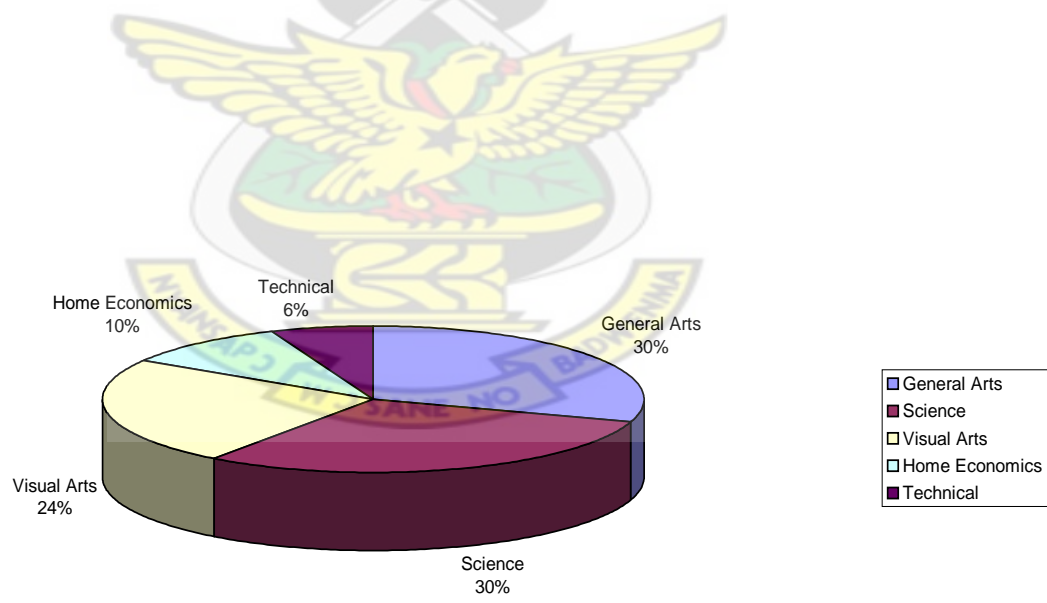
Having looked at the responses offered by the Assistant Heads of the schools to the questionnaires, there was the need to look at the Results Analysis of the WASSCE, and the findings have been presented below according to schools.

SCHOOL A

This is a secondary-technical school. Before it became a secondary-technical school, it was a secondary school. But according to the chief of the town, members of the community abroad influenced the change so that their children could benefit from technical education. This is because there are only two technical schools in the four Kwahu Districts – Kwahu North (also known as the Afram Plains District), Kwahu East, Kwahu South, and Kwahu West. But since

the change was effected, the student population has reduced. The reason offered for this reduction is that many parents who intend to send their children to the school later change their minds because they do not like to send their children to a technical school. For instance, in 2007, out of two hundred and fifty-five (255) students who were presented for the WASSCE, only thirteen (13) opted for the main technical courses of Building and Construction, and Technical Drawing.

A total of two hundred and fifty-five (255) students were presented for the WASSCE, out of which fifty (50) were selected for the study. This constitutes 19.6% of the total number of students presented for the WASSCE in June 2007. The distribution of the fifty students across the departments of the school is as presented in the pie-graph below:



The analysis will first of all look at the performance of the school in the English Language paper of the 2007 WASSCE. The performance of the students is shown in the table below (refer to Appendix D1 for details):

Table A1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	0	0	0	5	27	65	160

The information in Table A1 has been put in the graph (refer to Appendix E). From the above analysis, it is clear that only ninety-one (91) of the students, which constitutes 35.7% passed, and as many as 160, which is 62.7%, failed in the English Language paper. There were four students who were absent from the whole examinations and they form 1.6%. Out of this performance in the English Language paper, this is how the fifty students performed:

Table A2

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	0	0	0	2	17	11	20

The graph which gives a pictorial presentation of the statistics captured in the above table is placed under Appendix E. This performance is not as encouraging as is seen in the other schools. It becomes even more worrying when the summary analysis of the overall performance of the students is considered. The figures in Table A3 at the next page show the performance of the students (refer to Appendix D1):

Table A3

Number of Subject	8	7	6	5	4	3	2	1	0	Absent
Number Passed	9	17	26	49	48	55	26	18	4	3

The graph showing the statistics in the above table is placed under Appendix E. The analysis shows that a total of one hundred and forty-seven (147) candidates (58.3%) passed in between one and four subjects, and one hundred and one (101) candidates (40.1%) passed in five or more subjects. Interestingly, this is the **KNUST** school out of the nine schools which is headed by a woman with a man as her assistant; all the other eight schools have men as heads and assistant heads. From the statistics, there is no indication that the performance of the students resulted from their use of Pidgin English.

The Headmistress of the school said that the teachers are doing their best but parents are not helping to discipline the students, and this may have contributed to a decline in the performance of the students in the WASSCE. She gave instances when some of the final year students were made to have 'escorts' who brought them to the examinations centre every day and made sure that as soon as their papers were over, took them away. According to her, there were six of such students all of whom were boys; out of this number, four passed in only one subject and the other two failed in all subjects.

Nobody can say that it is because the students used Pidgin that is why they did not do well in the WASSCE in June 2007. The headmistress said that the performance of the school over the last few years had not been encouraging, and she attributed that to the lackadaisical attitude of students towards academic work. Coupled with this attitude of students is the attitude of

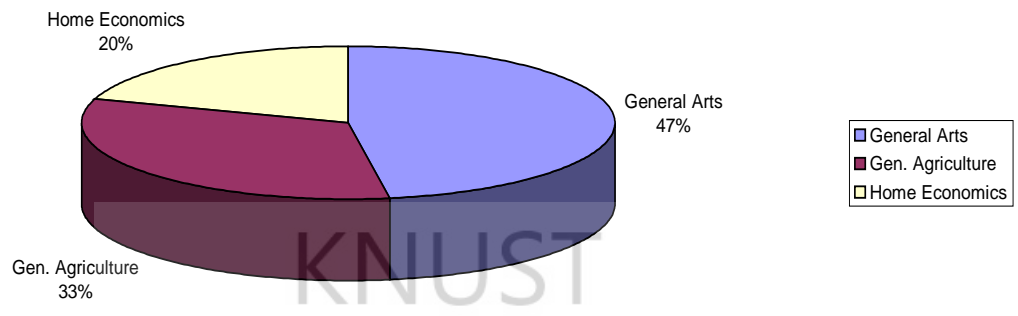
parents and guardians towards showing interest in their children or wards. She gave an example of this attitude of parents being exhibited in their refusal to attend Parents-Teachers Association (PTA) meetings when they were specifically invited to talk about the behaviour of students towards academic work, which seemed to affect their performance.

SCHOOL B

The school presented only seventy-eight (78) students for the WASSCE out of which forty (40), which constitutes 51.3%, were selected for the study. The following is the distribution of the forty students across the departments in the school:

- General Arts Department – 19 students, which is 47.5% of the selected number of students.
- General Agriculture Department – 13 (32.5%).
- Home Economics Department – 8 (20%).
- Technical Department – none (0%).

The above information is presented in the pie-graph at the next page:



There is a general perception that students of Technical Schools do not speak good English. Since this school is a secondary-technical school, one would have expected all students of the school to be users of Pidgin English (PE), but it was strange that none of the fifteen (15) students of the Technical department agreed that they use Pidgin. Their reason for declining to use Pidgin was that it may negatively affect them in their use of Standard English. When they were asked to give evidence of students whose use of Standard English had been affected negatively by their use of Pidgin English, they said they had none. They had only been told by their teachers that the use of Pidgin English affects the use of Standard English.

It was rather General Arts, General Agriculture, and Home Economics students who said that they use Pidgin. They were rather of the opinion that since they use Pidgin in informal

situations and do not write Pidgin, there is no reason why they should think that it will affect their performance in any examinations. They further explained that they had never written answers to examination questions in Pidgin English because they were aware of the demands of using Standard English in answering examination questions.

The performance of the seventy-eight students of the school presented for the WASSCE in English language is as follows:

Table B1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	0	0	1	0	4	17	56

The above performance indicates that only twenty-two (22) out of the seventy-eight, which constitutes 28.2% passes, were recorded in English, with fifty-six students (71.8%) failing. From the figures, it can be seen that the students in this school did not do well in the English Language paper (see Appendix D2). The information in the above table (Table B1) is captured by the graph for Table B1 placed under Appendix E.

With regard to the general performance of the forty students selected for the study, this is how they performed:

Table B2

Number of Subjects	8	7	6	5	4	3	2	1	0
Number Passed	0	4	4	2	4	15	10	0	1

A total of thirty-nine students out of the forty passed in the WASSCE with only one of them failing. The percentage pass is 97.5 with 2.5% fail. The information is put in the graph for Table B2 which is placed under Appendix E.

The following is the summary of performance analysis of the seventy-eight students of the school in the WASSCE of June 2007:

Table B3

Number of Subjects	8	7	6	5	4	3	2	1	0
Number Passed	0	7	5	13	7	23	15	7	1

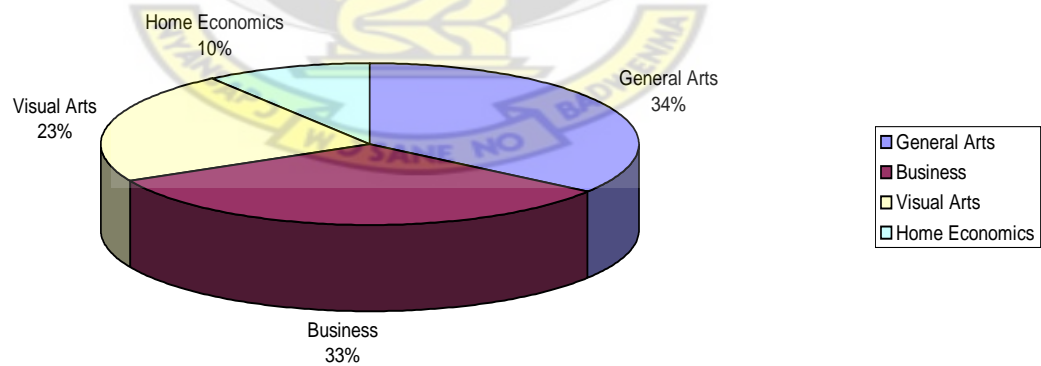
The one student who failed in all subjects belonged to the General Agriculture Department. The general performance of students of the school in the WASSCE is not encouraging. A basic concern expressed by members of the teaching staff of the school was that the students of the school did not show interest in speaking English on campus. They therefore were of the view that since most of the students used Pidgin English that may be the reason why they performed poorly. The research did establish a low correlation between the use of Pidgin English and the performance of the students. One thing that was also evident was that out of the nine Senior High Schools from which students were selected for the study, this is the second school which is a secondary-technical school, and both schools are mixed schools. The information in Table B3 is contained in a graph placed under Appendix E.

SCHOOL C

One hundred and twenty-eight (128) students were presented by this school for the WASSCE of June 2007 out of which forty (40), which constitutes 31.25% were selected for the study. The distribution of the forty students across the various departments of the school is shown below:

- General Arts Department – 14 (35%)
- Business Department – 13 (32.5%)
- Visual Arts – 9 (22.5%)
- Home Economics – 4 (10%)

These figures are represented in the pie-graph below:



In this school, there appeared to be a kind of competition between students of the Business and General Arts Departments in the use of Pidgin English. In an interaction with students of these departments, each one of them tried to show their skills as far as the use of Pidgin English is concerned, and it was really interesting.

The performance of the students of the school in the English Language paper for the June 2007 WASSCE shows the following results:

Table C1

Grades	A1	B2	B3	C4	C5	C6	D7	E8
Number Passed	0	0	0	0	3	51	64	8

The information in Table C1 is captured by the graph, which is placed under Appendix E. Out of the above performance the following is how the forty students performed in the English Language paper:

Table C2

Number of Subjects	A1	B2	B3	C4	C5	C6	D7	E8
Number Passed	0	0	0	0	2	21	11	6

The above statistical information is shown in a graph placed under Appendix E. The above results show that twenty-three of the forty students (57.5%) had fairly good grades in the English Language paper. When the general performance of the school is considered, it can be observed that students from the General Arts and Business Departments excelled in their other subject areas (see Appendix D3). For example, in the General Arts Department, out of thirty-two students who studied Government, twelve scored A1, fourteen scored B2, and the other

six scored B3. In the Business Department, out of twenty-five students who studied Principles of Cost Accounting, twenty-two scored A1; two scored B2, and only one scored C4 (see Appendix D3). This is an excellent performance. It was seen from the study that fourteen students from the General Arts Department and thirteen students from the Business Department were included in this performance. The school scored one hundred percent in the WASSCE of June 2007. The question that the members of staff of the school kept asking was: “Why is it that these students could perform so excellently in these two subjects – Government and Principles of Cost Accounting – but could not do well in the English Language paper?” This may have a general implication since the students of the selected schools did not generally do well in the English Language paper.

When examiners of Government and Principles of Cost Accounting were asked about how those two subjects are marked, they said that they did not consider language and expression, but premium was put on the points that the candidates gave. But premium is put on language and expression in the marking of English language. For instance, out of the fifty marks allocated for the Composition, twenty is for expression and ten is for mechanical accuracy which is also concerned with elements of grammar. Most students also do not do well in English because they score low marks in the Summary. This is because in marking the Summary, premium is put on language and conciseness of answers.

The general performance of the forty selected students for the study in the WASSCE shows the following breakdown:

Table C3

Number of Subjects	8	7	6	5
Number Passed	13	23	3	1

The bar graph that represents the above information is placed under Appendix E. The information in the table above shows very encouraging results, especially looking at the way these students use Pidgin English most of the time in their interaction outside the classroom. The Assistant Headmaster confirmed that he sometimes punished students for using Pidgin English on campus. Some of these students had to be encouraged to be selected as part of the forty for the study because of the fear that had been put in them by the school authorities concerning the use of Pidgin English. All of the forty students passed in five or more subjects, which shows that their use of Pidgin English did not affect their performance in the WASSCE.

The following is the summary of the general performance of the students in the WASSCE:

Table C4

Number of Subjects	8	7	6	5	Absent	Cancelled
Number Passed	45	65	13	3	1	1

The bar graph that shows this information graphically is placed under Appendix E. Though most of the students did not do very well in the English Language paper, the general

performance was good as the passes were between five and eight subjects. The use of Pidgin English does not also reflect in the general performance though this is one of the schools where the teaching staff especially the Assistant Headmaster, was against the use of Pidgin English by students. The results have no indication that the use of Pidgin English has negative effects on performance in the WASSCE.

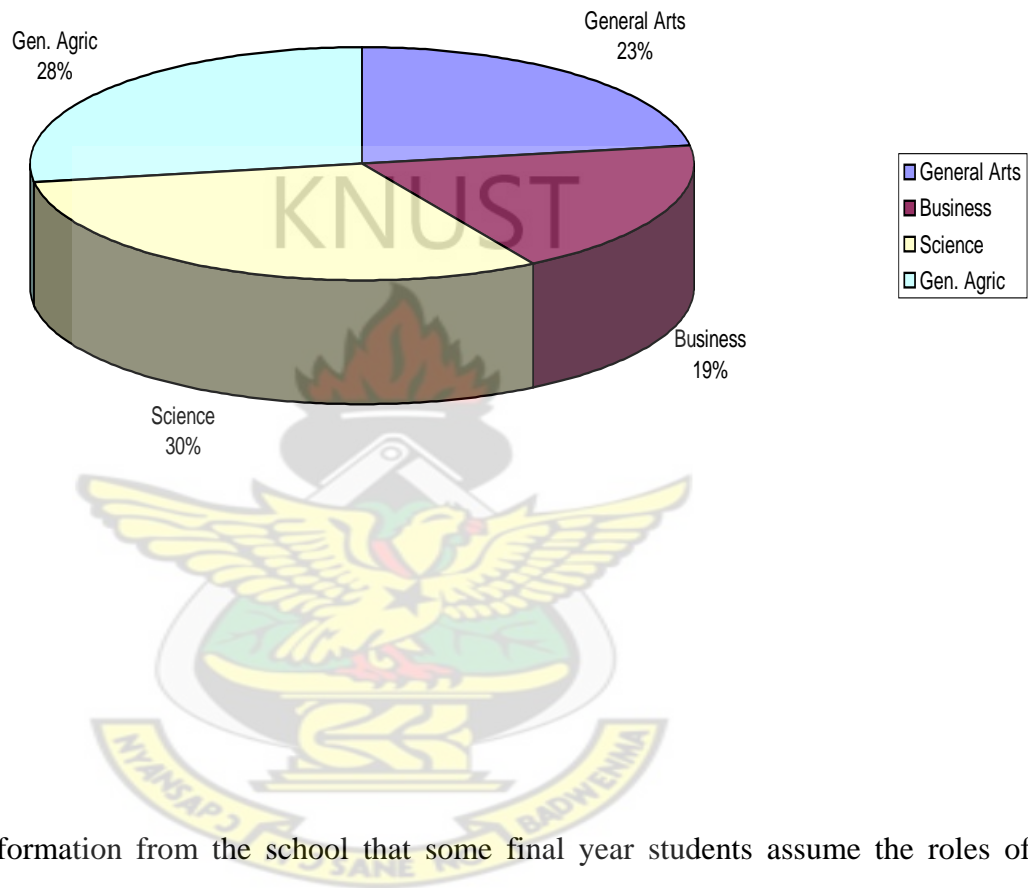
SCHOOL D

This is a purely boys' school where admission is most of the time based on a candidate scoring a single-digit aggregate in the BECE. A few students who are admitted based on what has come to be known as "protocol admission," may have up to aggregate ten. The school has two Assistant Headmasters in charge of Administration and Academic duties respectively.

A total of four hundred and twenty-one (421) students were presented for the WASSCE out of which eighty (19%) were selected for the study. This is a boys' school and it is no wonder there was a fair distribution of students who said they speak Pidgin English across the departments of the school as follows:

- Science – 25 (31.25%)
- General Agriculture Science – 22 (27.5%)
- Business – 15 (18.75%)
- General Arts – 18 (22.5%)

The figures have been put in the pie-graph at the next page:



There was information from the school that some final year students assume the roles of teachers and role models of students who use Pidgin English. It is therefore a school where most students from the first to the final year speak some Pidgin English. The school's results analysis is found in Appendix D4 of this work, and the figures showing the performance of the four hundred and twenty-one candidates in the English Language paper is presented in Table D1 at the next page:

Table D1

Grades	A1	B2	B3	C4	C5	C6	D7	E8
Number Passed	1	2	73	61	76	59	40	9

The graph that shows the above information graphically is placed under Appendix E. Out of this performance, how the eighty students fared in the English Language paper is shown in the table below (refer to Appendix D4):

Table D2

Grades	A1	B2	B3	C4	C5	C6	D7
Number Passed	0	0	38	14	13	8	7

There is a graphical presentation of the information placed under Appendix E. All the four hundred and twenty-one candidates passed in the English Language paper and thereby scoring 100%. The passes were between grades B3 and D7, with as many as thirty-eight (38) of them which is 47.5% scoring grade B3. The performance in English in this school is the best among the nine schools, as seventy-six (76) students scored between grades A1 and B3. In most of the schools, the best grade in English was between C5 and F9 (refer to Appendix D for details).

This is a school which is considered as a pure Science school, which had two hundred and fifty-four (254) candidates in the Science department alone. This figure is 60.2% of the total number of candidates presented for the WASSCE in June 2007. The school is considered as

the best in the Kwahu Districts as they admit students with good aggregates of between six and nine in the BECE.

When the records of admission for the year group was examined, it was observed that the student with the ‘weakest’ aggregate from the BECE had aggregate twelve (12) in nine subjects. This might have contributed to the generally good performance of the students from this school, as can be seen from the analysis below:

Table D3

Number of Subjects	8	7	6	5	4	3	2	1	0
Number Passed	382	75	11	1	1	1	0	0	1

The candidate who failed in all subjects did not write any of the Core subjects and he/she failed in all his/her Elective subjects, giving the school an overall percentage pass of 99.8%. The graphic presentation of the information contained in the above analysis is found under Appendix E. Interestingly, all the eighty candidates who were selected for the study did well in the WASSCE. The following is how they performed:

Table D4

Number of Subjects	8	7	6	5
Number Passed	21	34	19	6

The bar graph that shows this information is placed under Appendix E. It is quite clear from the information contained in the graph that the use of Pidgin English did not have any negative impact on the performance of the students in the WASSCE. All the eighty students performed creditably in the WASSCE, though they used Pidgin extensively in their

interactions. The results showed that the speaking of Pidgin English had no impact on the performance of students in examinations as far as this school is concerned. The conclusion that was drawn from the performance is that though the students spoke Pidgin English, they did not write in Pidgin English, which could have influenced their performance negatively.

SCHOOL E

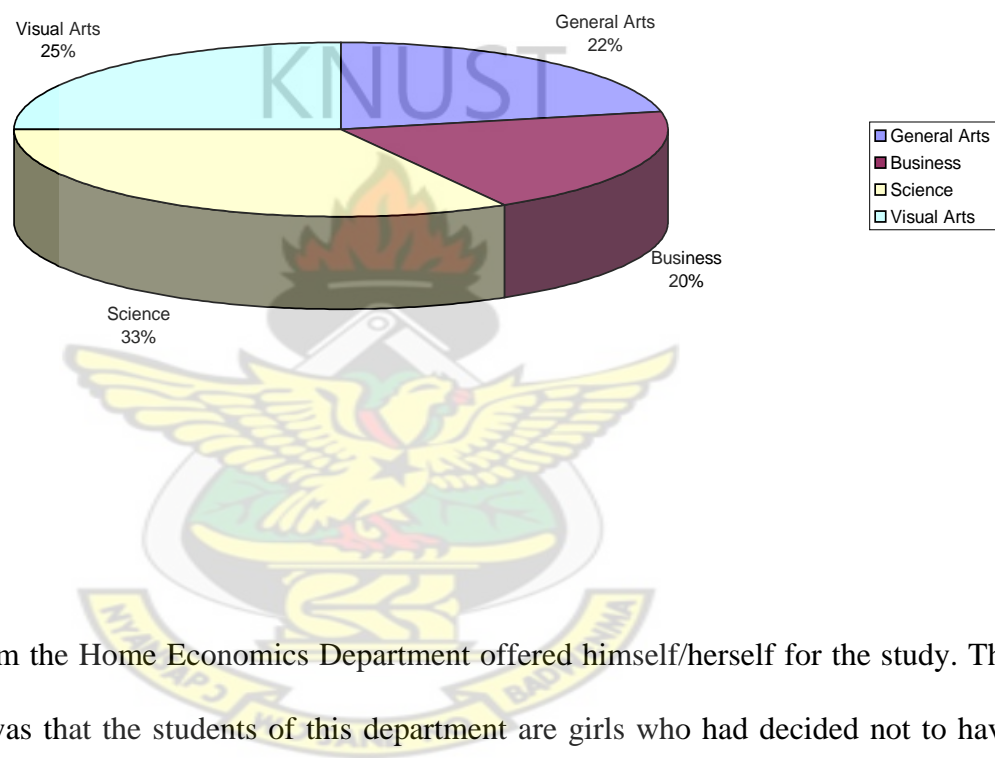
The researcher taught in this school from September 2001 to August 2005, and during that period there was always confrontation between teachers and students who used Pidgin in any setting in the school. The confrontation was even between teachers who were old and those who were relatively young because the old teachers thought it was the young teachers who used Pidgin among themselves who were encouraging students to use pidgin. But all the teachers had to agree finally to come together to stop the use of Pidgin in the school. Though this succeeded to some extent, the teachers in a collaborative effort could not stop the use of Pidgin completely. When the researcher went back to the school to administer the questionnaires in 2006, some of the teachers were of the opinion that the research should be sped up so that the findings could be used as a basis to stop the use of Pidgin in all schools in Ghana, even including the tertiary institutions.

Three hundred and forty-two (342) candidates were presented for the WASSCE from which sixty (60), which constitutes 17.5%, were selected for this study. The distribution of the selected students across the departments of the school is as shown below:

- General Science Department – 20 (33.3%)
- General Arts Department – 13 (21.7%)
- Visual Arts Department – 15 (25%)

- Business Department – 12 (20%)

The statistics on the distribution of the sixty students is captured in the pie-graph below:



No student from the Home Economics Department offered himself/herself for the study. The reason given was that the students of this department are girls who had decided not to have anything to do with the use of Pidgin in the school because it will affect their use of Standard English. The records of this school, from the study, will show that the trend is similar to that of School F. But unlike in the case of School F, the staff and students of School E were of the conviction that it is the Visual Arts students who use Pidgin English more than any other group of students in the school. The breakdown of the performance of the sixty students in the English language paper has been presented in Table E1 at the next page.

Out of the three hundred and forty-two candidates presented for the examinations, two hundred and eighty-one (281) comprising 78.6% passed, and sixty (60) failed in the English language paper. This is 21.4%. The best grade in English language was C4 with only two students recording that grade. None of the students who were selected for the study was included in the two. The following is breakdown of the performance of the sixty students selected for the study:

Table E1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	0	0	4	26	25	3	1

The graph that represents the information graphically is placed under Appendix E. from the above statistics, only one student failed in the English Language paper, with fifty-nine passing: twenty-six (43.3%) passed with grade C6 and twenty-five (41.7%) got grade D7 (refer to Appendix D 5 for details). When the overall performance analysis is considered, the following is the breakdown of the selected students across the other subject areas:

Grade A1 – 6; out of this number, three were scored in Economics, two in Government, and one in History.

Grade B2 – 8 out of which three were scored in Social Studies, two in Mathematics, two in Twi, and one in Integrated Science.

Table E2

Grades	B3	C4	C5	C6	D7	E8	F9
Number Passed	5	7	5	5	8	4	12

The graph that shows the information contained in the table above is placed under Appendix E. From the breakdown it can be seen that twelve out of the sixty students (20%) failed in other subject areas, with only six (10%) scoring A1. When the summary analysis of the school for the WASSCE May/June 2007 is considered, how the sixty students performed is shown in Table E3 below:

Table E3

Number of Subjects	8	7	6	5	4	3
Number Passed	18	15	7	9	5	6

The graph that represents the information contained in Table E3 has been placed under Appendix E. Out of the selected students, forty (40) which is 66.7% passed in six or more subjects, and in this regard no relationship can be established between the use of Pidgin English and performance in the WASSCE. That is, as far as School E is concerned there is no correlation between speaking of Pidgin English and passing the WASSCE.

The general performance of the school is shown in the table below:

Table E4

Number of Subjects	8	7	6	5	4	3	2	1	0	Absent
Number Passed	60	77	60	71	42	19	9	2	1	1

The bar graph for the statistics is placed under Appendix E.

With regard to the performance of the students presented for the WASSCE as seen in Appendix D5, only one out of the three hundred and forty-two students was absent from the

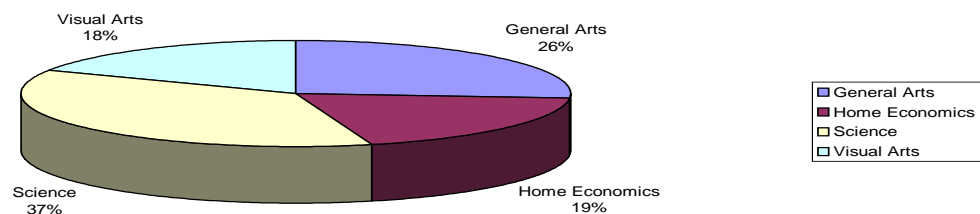
entire examinations. The remaining three hundred and forty-one (341) students who were present had only one of them failing in all subjects. The one student forms 0.3% of the entire student population, and the three hundred and forty-one constitutes 99.7%. The one student who failed in all subjects came from the General Arts Department.

SCHOOL F

Sixty-five out of five hundred and forty-five students (545) were selected for the study. This constitutes 11.9%. The following is the breakdown according to the departments of the school:

- Science Department – 25 students (37%)
- General Arts Department – 18 students (26%)
- Visual Arts Department – 12 students (18%)
- Home Economics Department – 10 students (19%)

The pie-graph below shows the distribution of the selected students across the departments of the school:



No student from the Business Department offered himself/herself for the study. The reason offered by the Business students for their action was that when they were in the first year, some of them were severely punished for using Pidgin English, and that scared them from its use in the school. But the other students appeared not worried about being punished, and that is why they kept using Pidgin English. The breakdown indicates that a greater percentage of the number of students came from the Science Department. This shows that in this school the Science students appeared to use Pidgin English more than the students of other departments. This may be a fair assessment of the type of students who use Pidgin English, as the authorities of the school gave a hint that the Science students are the worst offenders when it came to the use of non-standard English language.

Looking at the performance of the students of the school in the English Language paper, it is seen that the best grade was B3 where there were only three students, and as many as one hundred and fifteen students failing. The school presented five hundred and forty-five students for the WASSCE in June 2007. The percentage failure is 21.7%. From the records of the school on individual students, this is how the sixty-five selected students performed in English language:

Table F1

Grades	A1	B2	B3	C4	C5	C6	D7	E8
Number Passed	0	0	1	2	6	50	0	6

The information in the table at page 77 is shown in the graph placed under Appendix E as Table F1.

There is indication that majority of the sixty-five students passed in English. Looking at the overall performance of the selected students in the WASSCE, twenty-three of them did well (see Appendix D6). For instance, nine students scored grade A1, with one of them scoring A1 in Mathematics (Core), Integrated Science, Elective Mathematics, and Chemistry. Also, fourteen students scored grade B2, with one of them scoring A1 in Mathematics (Core), Integrated Science, Elective Mathematics, and Chemistry. The performance of the forty-two students is shown in Table F2 below:

Table F2

Grades	B3	C4	C5	C6	D7	E8	F9
Number Passed	6	10	6	5	10	3	2

The graph that shows the information in the table above is placed under Appendix E as Table F2. When the subject passes summary for the five hundred and forty-five (545) candidates is considered, this is how the sixty-five selected students performed in the WASSCE:

Table F3

Number of Subjects	8	7	6	5	4	3
Number Passed	15	4	23	5	17	1

Out of the sixty-five students, forty-two of them, constituting 70% passed in six or more subjects. It can be seen from the analysis that all the sixty-five students form part of the 98.9% passes in the school (refer to Appendix D6).

The information in Table F3 is contained in a graph placed under Appendix E. The general performance of the school was quite encouraging with the following breakdown shown in Table F4 below:

Table F4

Number of Subjects	8	7	6	5	4	3	2	1	0	Absent	Withheld
Number Passed	111	110	98	76	64	45	22	13	3	2	1

The bar graph representing this statistics is placed under Appendix E. From the above analysis, it can be seen that there is no correlation between the speaking of Pidgin English by students and their performance in the WASSCE, as far as this school is concerned. That is, the use of Pidgin English does not reflect in the students' performance in any way.

SCHOOL G

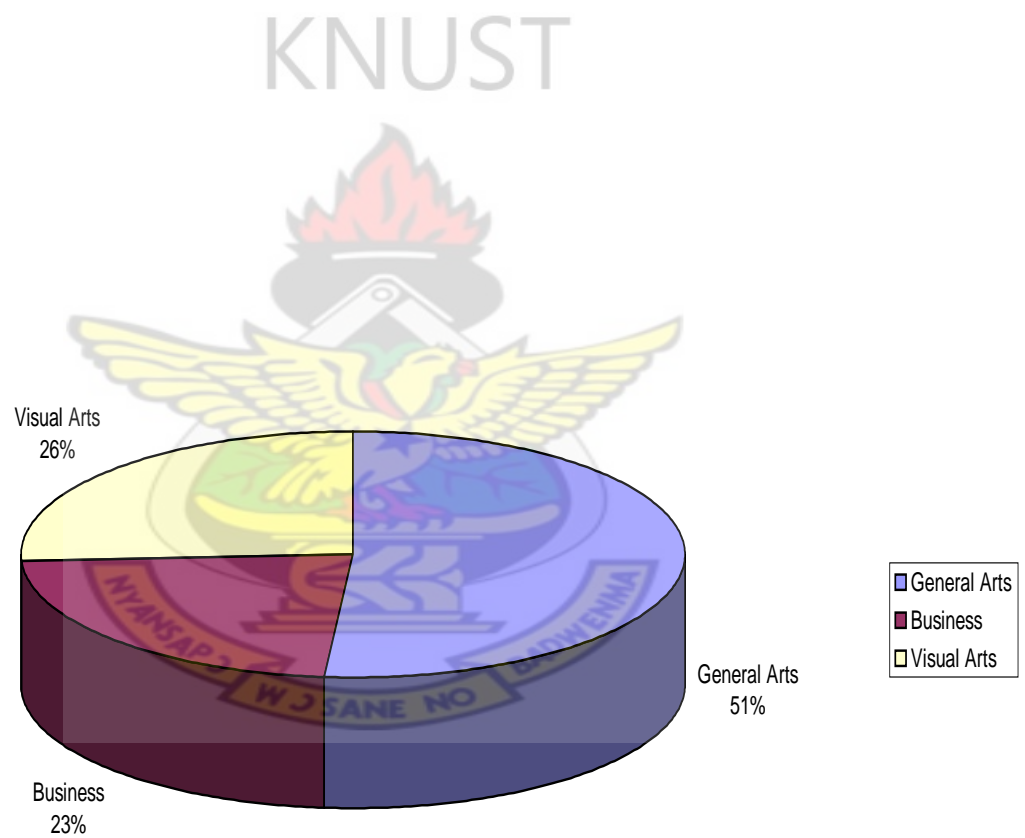
This is the youngest of the nine schools from which candidates were used for the study. It was established as a secondary commercial school in the year 2000, and the year 2007 was the fifth time that the school took part in WAEC examinations. The school doesn't have boarding facilities, so they run a hostel system which affects the student population every academic year, since many parents would not want to send their children to schools which do not have boarding facilities.

A total of eighty-two (82) candidates were presented for the 2007 WASSCE (refer to Appendix D7), and out of this number, thirty-five were selected for the study. This number forms 42.9% of the number of students presented for the WASSCE. The school runs courses

in three departments – General Arts, Business, and Visual Arts – and the thirty-five students were picked from all the departments with the following breakdown:

- General Arts – 18 which is 51.4%.
- Business – 8 which is 22.9%
- Visual Arts – 9 which is 25.7%

The pie-graph below presents the information on the distribution of the selected students across the Visual Arts, Business and General Arts departments:



The performance of the students in the English Language paper is as captured in Table G1 below:

Table G1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9	Cancelled
Number Passed	0	0	0	3	2	31	26	16	2	2

The graph representing Table G1 has been placed under Appendix E. For the thirty-five students who were selected for the study, this is how they performed in the English Language paper, as presented in Table G2 below:

Table G2

Grades	A1	B2	B3	C4	C5	C6	D7	E8
Number Passed	0	0	0	1	1	18	10	5

The graph for the information in the table is found under Appendix E. this is not an encouraging performance, though nothing showed that it was because of their use of Pidgin English why they could not do well in the English Language paper.

On the general performance of the school, it is observed that the candidates did well in the WASSCE; all the passes were between five and eight subjects (refer to Appendix D7 for details). The selected students did very well as the statistics below indicate:

Table G3

Number of Subjects	8	7	6	5
Number Passed	18	7	4	6

The selected candidates scored one hundred percent passes and from this performance it is difficult to show that their speaking of Pidgin English had any influence on them in the WASSCE. The graph for the statistics is found under Appendix E as Table G3.

Out of the total number of students presented for the WASSCE, two had their entire results cancelled with another two failing in the English Language paper. The school therefore scored 95.1% passes with 4.9% failures in the entire examinations. One interesting thing is that none of the thirty-five students failed in any paper, or had the results of the English Language paper cancelled. The breakdown of the overall performance is shown below:

Table G4

Number of Subjects	8	7	6	5
Number Passed	50	13	8	11

The graph showing the statistical information contained in Table G4 above has been placed under Appendix E. This above information shows quite a good performance by the students which doesn't show that the use of Pidgin by the students affected them in any way.

SCHOOL H

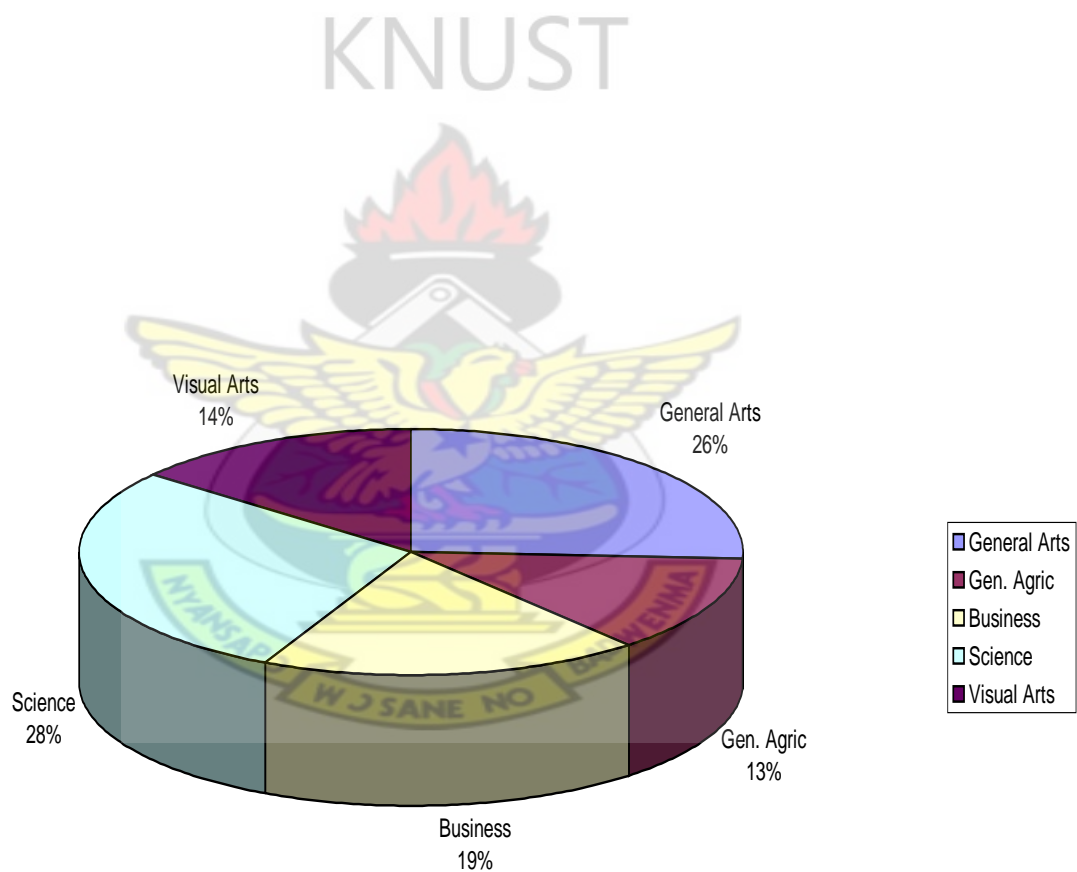
The school presented a total of four hundred and seventeen (417) candidates for the WASSCE, out of which seventy (70), which constitutes 16.9%, were selected for the study.

The distribution of the seventy students across the departments of the school is as follows:

- General Arts Department – 18
- Business Department – 13
- Visual Arts Department – 10

- Science Department – 20
- General Agriculture Department – 9

When the distribution of students across the departments of the school as stated above is considered, it is observed that 28.6% of the students came from the Science Department; the Visual Arts (14.3%) and General Agriculture (12.8%) each contributed a small number of students who offered themselves for the study. The information has been put in the pie-graph as shown below:



The first consideration of the school's performance in the WASSCE is done in relation to how the students fared in the English Language paper (refer to Appendix D8 for this information) as captured in Table H1 below:

Table H1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	1	1	2	27	108	168	118

This information in the above table is captured by the graph titled Table H1 and placed under Appendix E. It is observed that two hundred and ninety-nine candidates constituting 71.9% passed the paper, with one hundred and eighteen candidates, which constitutes 28.1%, failed in the English Language paper. Out of the seventy students who were selected for the study, their performance in the English Language paper is captured in Table H2 below (The information in the table above is shown in a graph and placed under Appendix E):

Table H2

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	0	0	1	13	30	16	10

This performance is really not encouraging as far as the seventy students are concerned. But this should not let anyone conclude that they are failures because they use Pidgin English. Such conclusion may be possibly drawn after the overall performance of the students has been considered.

When the overall performance of the students is considered, it is seen that three hundred and ninety-nine students passed in between four and eight subjects, and twenty-seven did not fare

well in the WASSCE; the statistics is put in Table H3 below, and the bar graph for the information has been placed under Appendix E.

Table H3

Number of Subjects	8	7	6	5	4	3	2	1	0	Withheld
Number Passed	72	92	85	84	58	11	10	3	2	1

The four hundred and fifteen (415) candidates who passed in the WASSCE constitute 99.5% of the candidates presented for the examinations, and the two candidates who failed constitute 0.5%. The general trend of performance gives some encouraging performance for students in the school, but let the performance of the seventy selected students be considered before any conclusions may be drawn. Table H4 below shows the performance of the seventy selected students in the overall analysis of their results:

Table H4

Number of Subjects	8	7	6	5	4	3	2
Number Passed	23	5	17	9	13	2	1

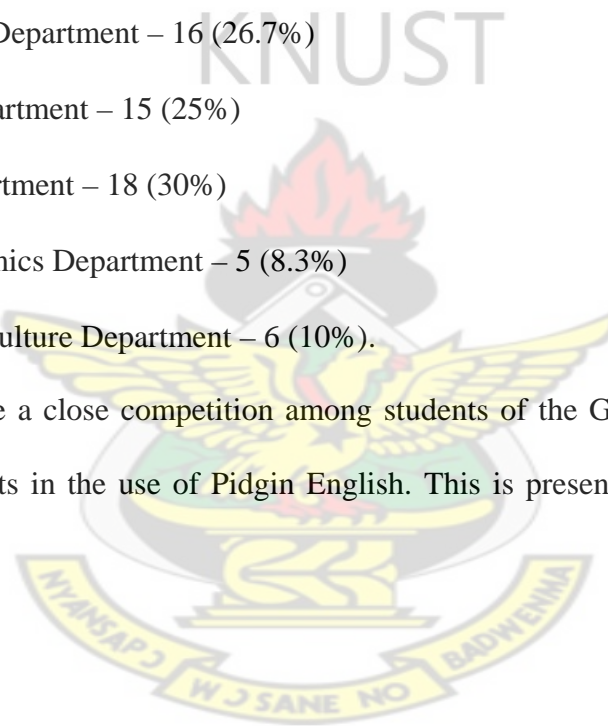
From the above analysis, it can be observed that a total of forty-five (45) students constituting 64.3% passed in six or more subjects, which is encouraging, though twenty-five of them (35.7%) had passes between two and five subjects. One cannot conclude from this analysis that because students of this school use Pidgin English that is why they performed the way they did. That is, no correlation can be easily established between the use of Pidgin English and performance in the WASSCE. This is shown in a graph and placed under Appendix E.

SCHOOL I

The school presented a total of three hundred and seventy (370) candidates for the WASSCE from the General Arts, Business, Science, Home Economics, and General Agriculture Departments. There were sixty (60) students from the school who were selected for the study. The selected number of students constitutes 16.2% of the total population of students presented for the WASSCE. The following is the distribution of the selected students across the departments of the school:

- General Arts Department – 16 (26.7%)
- Business Department – 15 (25%)
- Science Department – 18 (30%)
- Home Economics Department – 5 (8.3%)
- General Agriculture Department – 6 (10%).

There appears to be a close competition among students of the General Arts, Business, and Science Departments in the use of Pidgin English. This is presented in the pie-graph at the next page:



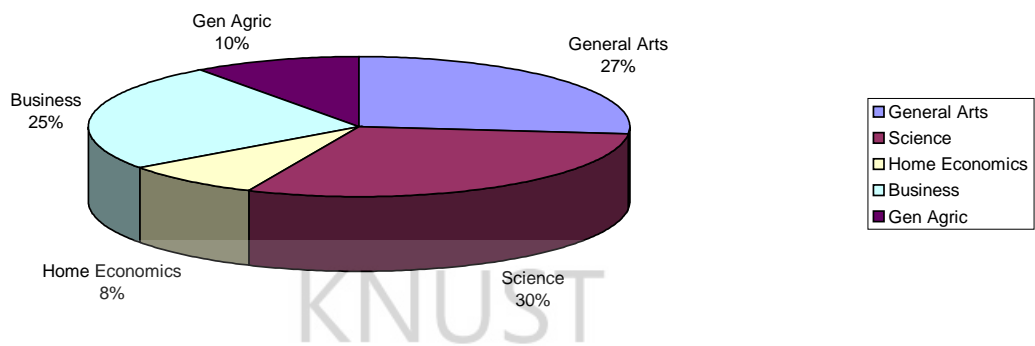


Table I1 shows how the students fared in the English Language paper:

Table I1

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	6	3	14	103	128	85	30

There is a bar graph to show the statistics in the table (refer to Appendix E). The analysis above shows that three hundred and thirty-nine (339) candidates passed in English Language paper, thirty (30) failed, and one candidate was absent from the examinations. The percentage pass is 91.8% with 8.2% failing.

The following is the breakdown of the performance of the sixty selected students in the English Language paper:

Table I2

Grades	A1	B2	B3	C4	C5	C6	D7	E8	F9
Number Passed	0	0	3	1	8	30	14	2	2

The graph that shows the statistics in Table I2 above is placed under Appendix E.

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This level of performance in the English Language paper is not encouraging, but this may give a false conclusion about the performance of the students who were selected for the study.

The following will help arrive at some conclusion that may be a true reflection of the performance of the sixty students. But first of all, there is the need to consider the summary of the general performance of the whole school in the WASSCE, which is shown in Table I3 below:

Table I3

Number of Subjects	8	7	6	5	4	3	2	1	Absent
Number Passed	103	80	80	42	31	20	8	2	1

The figures shown in Table I3 above show that a total of three hundred and five candidates passed in five or more subjects, but the nature of passing may not be known since even grade E9 is considered a pass in the WASSCE. There is a graph that shows the statistics in Table I3 which has been placed under Appendix E. With regard to the sixty candidates and how they performed generally in the WASSCE, the figures are shown in Table I4 at the next page.

Table I4

Number of Subjects	8	7	6	5	4
Number Passed	6	6	12	28	8

The graph that gives the information can be found under Appendix E as Table I4.

This is quite an encouraging performance by the selected students. This performance again brings to the fore whether the speaking of Pidgin English has any negative effect on performance in the WASSCE. In this school, just as in the other schools from where students were selected for the study, it is not clear whether there is a corresponding negative effect on the use of Pidgin English and performance in examinations.

3.2 Conclusion

The study explored situations that make students speak Pidgin English and whether the speaking of Pidgin English has any serious negative repercussions on their performance in examinations, especially WAEC examinations. The researcher visited some secondary schools and tertiary institutions. The tertiary institutions visited include the Kwame Nkrumah University of Science and Technology (KNUST), University of Ghana, Legon, Presbyterian University College (Okwahu Campus at Abetifi), Ghana Christian University College at Amrahia near Dodowa, University of Cape Coast, University of Education, Winneba (all campuses at Winneba and Kumasi), Kumasi Polytechnic, Heritage Christian College, Ghana Bible College in Kumasi among others. The researcher came out with the following findings:

1. In all these institutions, the use of Pidgin English was a common place feature among students. Even at the Faculty of Pharmacy at KNUST where there had been official

prohibition of the use of Pidgin English on their precincts since 1985, many students were heard openly using Pidgin English. So then, it is concluded that any effort that is made to curtail or stop the use of Pidgin English in schools may seem to succeed at the beginning but will not completely work as the years go by.

2. The results of the efforts of teachers to suppress the use of Pidgin English have been very negligible with the increasing number of students in schools. Even in one of the schools selected for the study where the researcher was one of the teachers who vehemently opposed the use of Pidgin English in the early 2000s, as at 2007, most of the students openly used Pidgin English to the dismay of the researcher when he visited the school.
3. From the results analysis of the students and the statistics of the performance of the selected students across the schools in the WASSCE of June 2007, there seemed to be little correlation between the use of Pidgin English and performance of students in examinations, as the students never use Pidgin English in answering examination questions. What could not be ascertained is the fact that if the students did not use Pidgin English, would they not have performed better than they did in the WASSCE?

Really, the study has been a worthwhile undertaking because several opportunities were available for the research to be done. These opportunities included having a favourable and pleasant interaction with teachers, students, and school administrators who would not have availed themselves for such an interaction if it were not because they wanted to contribute to a worthwhile course. The administrators of the schools were of the view that something of national value and benefit can be obtained from the research. They hoped that the research findings would be made available to many people, especially teachers and school

administrators so that the findings will help them understand why they should worry or not worry so much about the use of Pidgin English by students.

Boadi (1971:56)⁴⁰ wrote that the university teachers blame the teachers at the secondary schools for the low standard of written and spoken English, as they see their freshmen not to be sufficiently equipped for advanced work using English language. The teachers at the secondary schools also shift the blame to the basic level, which means that something radical should be done to overhaul the method of teaching English language so that a strong foundation can be laid for students in English.

As a result, everybody should be concerned with equipping the pupils and students with some level of communicative competence in English, so that the task is not left to the teacher of English alone as is seen done in some schools. In a collaborative effort, all teachers can work to salvage the falling standard of education and with particular reference to students' communicative competence in both written and spoken English.

The dearth of teachers trained in the teaching of English also is a contributory factor to the falling standard of English. This is to the extent that all categories of teachers are made to teach English probably because of shortage of qualified and trained teachers to teach the subject. Teachers should be confident in preparing children to brace up for correct use of English. The teachers should also learn to use Standard English so that the children will emulate them.

⁴⁰ Boadi, L. A. (1971): Education and the role of English in Ghana. In *The English language in West Africa*, edited by John Spencer, London, Longman, pg. 49-65

The researcher agrees with Florence Dolphyne (1995:32) who stated that “it has not yet been demonstrated that pidgin impairs the students’ command of the standard (Standard English).”⁴¹ This is because not much correlation could be established between the speaking of Pidgin English and students’ performance in the WASSCE, as far as the schools whose candidates were used for the research are concerned. But Pidgin English has become an informal register in use in the secondary schools though some of those who use it speak the same mother tongue. This is by no means a contention that there is no problem with the use of Pidgin English.

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Other factors that may contribute to the falling standard in the use of English among students and school leavers include:

1. The negative attitude that is shown towards the speaking of impeccable English among colleagues sometimes discourages some people from speaking Standard English when they are among their colleagues. Colleagues tend to ridicule those who try to speak Standard English by calling them “book-long guys.”
2. There is inadequate supply of reading and supplementary readers in some basic schools. The researcher visited some basic schools in the course of the research, and it was clear that the supply of those books were inadequate. Some of the schools have limited copies of reading books, and this does not augur well for the teaching and learning of English language in those schools.
3. The quality of students who are admitted to the teacher education institutions is also a contributory factor for the low performance in English language. The researcher had opportunity to interact with teacher trainees and they showed incompetence in their skills

⁴¹ Dolphyne, Florence (1995): A note on the English language in Ghana, In *New Englishes: a West African Perspective*, edited by Ayo Bamgbose, Ayo Banjo & Andrew Thomas, Ibadan: Mosuro/British Council, pg. 284-99

of communication. But these are the people who are posted to the basic schools to prepare the pupils and students. There is this adage that “no one can bring out of a bag what has not been put into the bag,” and “when a blind man leads another, they will all fall into a pit.” By implication, if the teachers themselves are deficient in the use of English, how can they train pupils and students to excel in its use?

4. The watching of movies by pupils and students, at the expense of reading books, also contributes to the low standard in the acquisition of vocabulary. Children can learn good vocabulary from some of the movies they watch, but they don't. Many students spend their time watching movies when they could have used the time to read a book. Parents and teachers must encourage the development of reading culture among the children as this will help the children to develop the skill of using language in its proper perspective. People who walk barefooted develop hard soles, and by the same token, those who constantly use Standard English will become confident in its use.

In sum, Pidgin English in Ghana has a stigma attached to it, but it enjoys some prestige among students at the secondary and tertiary levels of education. It is not probable that Pidgin English will ever be used as a medium of instruction in Ghanaian schools because of the social stigma people who do not use Pidgin attached to its use. Many secondary and tertiary students are comfortable using Pidgin English in informal situations, but the low performance of students in English examinations cannot be attributed to the use of Pidgin English.

This research is part of an on-going search to find the correlation between the speaking of Pidgin and performance in examinations, especially the WASSCE. The search for such correlation showed that though people believe Pidgin negatively affects the use of Standard

English, the WASSCE results of the students selected for the study did not show such correlation. The onus then lies on other researchers in this field of study, and those who will research into the apparent fallen standards of use of English language, to delve into the matter with a wider dimension or area of coverage so that the fallen standards of education in the country can be salvaged.

3.3 Recommendations

Though the research findings did not clearly establish a link between performance in examinations and the speaking of non-standard English or Pidgin English, problems are rife in the secondary schools where most students do not perform well in examinations, and more especially in English language papers. The researcher therefore wants to suggest the following as measures by which the declining trend, or falling standards of students as far as the use of Standard English is concerned can be addressed. These recommendations are not derived from the study.

1. There is general demand for improvement in the standard of written and spoken English in schools in the country. This should have a national focus so that educators as well as parents should let students see that it is good to speak impeccable English language. When this is done, students will take pride in using Standard English. Therefore teachers who speak Pidgin English and encourage students to use it should put a stop to that.
2. There should be steps to encourage the reading of more books by students at all levels of education in Ghana, especially at the basic school level. When the reading culture is reinforced among children at a tender age, it will go a long way in improving the use of Standard English by the students.

3. In this regard, supplementary readers must be made available for use by students so that as they read the books they can acquire more vocabulary that they can use in communication. The few library books that are in the schools should also be used by students and pupils. Some teachers are of the view that when the pupils use the books they will get torn, so they keep pupils from using those books. This should be stopped. Also, the textbook division of the Ghana Education Service should help resolve the problem of inadequacy of reading books in the basic schools, and when this is done it will help solve the problem of poor performance in the use of English.
4. Teachers should be encouraged to use a child-centred approach in their teaching so that children will be encouraged to explore the use of language in a friendly environment. Teachers who are made to teach at the basic schools should also be equipped to teach and lay a good foundation in the language for future learning of the language. The notion that whoever speaks English well can teach it as a subject should be discarded so that proper attention will be given to the teaching and learning of the subject.
5. The cut-off point of grades of prospective teachers going to the teacher education institutions should compare with those who go to the universities. It is becoming a norm that when people are not admitted into the universities because of the weak grades they have, they end up at the teacher training institutions. Such people may have weak grades in English language and this affects their own communicative competence in the language. When this happens there is no way they can help the students entrusted to their care to excel in the use of English language.
6. Educational reforms in Ghana have, most of the time, aimed at increasing access and not improving the quality and efficiency of education. A new look must be had at this area so

that there can be concentration on instructional delivery by teachers so that reforms may meet targets set for improving the quality of education.

7. To resolve the growing decline of the English Language, the Ghana Education Service should improve her supervisory role in schools and encourage teachers to spend time teaching English grammar to students and pupils. Teachers and parents should also encourage children to read novels and other books that will help them improve on their communicative competence in English Language. the youth have been suffused with the erroneous view that English Language is not a subject to be studied, and this view must be corrected before the decline in the use of Standard English reaches a state that nothing can be done to redeem it.

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- Boadi L. A. education and the Role of English in Ghana, in *The English Language in West Africa*, edited by John Spencer. London: Longmans, 1971
- Dolphyne Florence. A note on the English Language in Ghana, in *New Englishes: a West African Perspective*, edited by Ayo Bamgbose, Ayo Banjo and Andrew Thomas. Ibadan: Monsuro/British Council, 1995

APPENDIXES

Appendix A

Questionnaires for Respondents on the use of Pidgin

Name of School:

Status of Respondent: Tick where appropriate []

A. Teacher []

B. Student []

C. Other [] (Specify).....

D. Age: Below 20 yrs []; 20 – 30 yrs []; 31 – 40 yrs []; 50 yrs and above []

Questions

1. Have you ever spoken Pidgin English? (a) Yes [] (b) No []

2. Since when did you start speaking Pidgin English?

3. Which one is easier for you to speak?

(a) Pidgin English []

(b) Standard English []

4. What necessitated your speaking Pidgin English?.....

.....
.....
.....

5. What condition(s) will let or make students speak Pidgin instead of Standard English?

(a)
.....
.....
.....

(b)
.....
.....

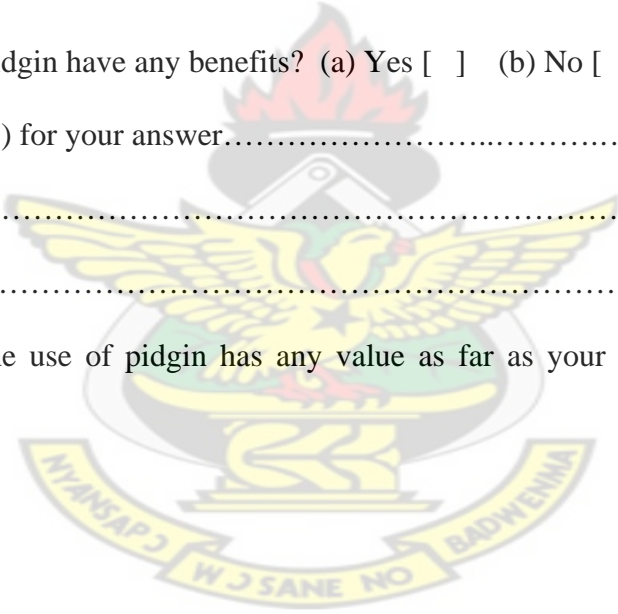
(c)
.....
.....

(d)
.....
.....

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6. Does speaking Pidgin have any benefits? (a) Yes [] (b) No []

(b) Give reason(s) for your answer.....
.....
.....



7. Do you think the use of pidgin has any value as far as your ability to communicate is concerned?

(a) Yes []

(b) No []

(c) Give reason(s) for your answer.....
.....
.....

8. Should students be encouraged or discouraged from speaking Pidgin?.....

.....
.....
.....

9. Do you favour or not favour students' use of Pidgin?

.....
.....

(b) Give reason(s) for your answer.....

.....

10. Do you take time to study the rules of grammar on your own?

.....
.....

11. Do you have a period allocated for the study of English language on your personal timetable? (a) Yes [] (b) No []

12. Does speaking Pidgin have any negative effect(s) on students' performance as regards examinations?

(a) Yes [] (b) No []

(c) Can you give any evidence to support your answer above?.....

13. There is the assertion that maladjusted students speak Pidgin. Do you agree with this assertion? (a) Yes [] (b) No []

14. Should Pidgin be accepted as lingua franca among students?

(a) Yes []

(b) No []

(c) Give reason(s).....

.....

.....

15. Does speaking Pidgin reflect in students' answers to questions in examinations?

(a) Yes []

(b) No []

16. How do you usually communicate with your friends and schoolmates?

(a) In Standard English []

(b) In Pidgin English? []

17. Do you have any difficulty understanding your teachers in class because they speak

Standard English?

18. Give examples of Pidgin usage and their meanings or implications in Standard English

<u>Example</u>	<u>Standard English Version</u>
(a).....
(b).....
(c).....
(d).....
(e)
(f)
(g).....
(h)
(i).....
(j).....

- If there are more of such examples, please write them on a separate sheet.

19. What are the motivations for students to choose this variety over the standard variety of usage?

20. Do you have any further comments?

.....

.....

Appendix B

Questionnaires used to Interview Assistant Headmasters or Headmistresses to offer Information on WASSCE Results for 2007

1. The following is a list of students who responded to the questionnaires on Pidgin English (show list to Assistant Headmaster).
 - (a) Can their individual results be looked at to help establish a link between their use of pidgin and their performance in the WASSCE?
 - (b) Could copies of the Results Analysis of the whole results of the school be given to be used as source of information (the name and identity of the school will be concealed)?
2. Looking at the results, some of your students who offered to be respondents to the questionnaires administered on the use of Pidgin English and agreed that they use Pidgin English excessively, did well in the examinations.
 - (a) Why is it that they did well in spite of their use of Pidgin English?
 - (b) Does it mean that they were exceptional students as far as academic work is concerned?
 - (c) Comparing their current results to the BECE results by which they were offered admission, will you say that there has been improvement in their performance?
3. Is there any reason you can offer for the kind of performance of your students generally?
4. Will you say that the students' performance in this year's examinations has been a result of their ability or inability to communicate well in English language?
5. Some of the students who claimed they speak Pidgin English come from the Science Department.
 - (a) Can there be a correlation between the study of Science and the use of non-standard English language by some Science students?

- (b) Does that confirm the notion that people hold that Science students are not good at using Standard English?
- (c) What can be said about the general performance of the General Arts students as compared to the performance of students of the Science?
- (d) What about the performance of the General Arts students as compared to students of other departments?
6. What issue(s) or condition(s) will you consider to be a contributory factor to the students' general performance?
7. Can you foresee a time in future when people will clamour for the use of Pidgin English as a Lingua franca?
8. Will you by the results conclude that the use of Pidgin English negatively affected some of your students in their performance?
9. Will you in any way suggest that students should be restricted in their use of Pidgin English?
10. Are you worried when you see and hear students use Pidgin English?
11. What advice do you have for parents and teachers who vehemently oppose the use of Pidgin English by their children and students?

Appendix C

Samples of Pidgin Expressions used by Students

The samples of expressions that students use in their interaction with their friends were selected for use in the research paper. They have been grouped according to their use in the different schools. To conceal the identities of the schools, as was done in the analysis of the responses to the questionnaire, letters of the alphabet are used as the names of the schools, that is, **School A** for example. There are some of the expressions which are similar in all the schools, but there are others also which are peculiar to the schools. This is why there is a collection of samples from all the schools.

SCHOOL A

Expression

Standard English Version

- | | |
|-----------------------------|---|
| 1. We de crash morrow. | We will meet tomorrow. |
| 2. The girl she dey. | The girl is beautiful. |
| 3. I de go shank now now. | I am attending nature's call right now. |
| 4. What's up, abi? | What is your problem? |
| 5. I de hong for kala kala. | I have much feeling for girls. |
| 6. Why you de pop me so so? | Why are you staring at me so much? |
| 7. De gee, guy! | Young man, take care! |
| 8. I see you kyee. | It's a long time since I saw you. |
| 9. I de taya well, well. | I am very tired. |
| 10. I wan chop check-check. | I want to eat fried rice. |

Expression**Standard English Version**

- | | |
|---|--|
| 11. I go murder you for your behaviour. | I will hit you hard because of your behaviour. |
| 12. You de bore me papa. | You are making me very angry. |
| 13. Make you take giv am. | Give it to him. |
| 14. I go sound your face. | I will slap you. |
| 15. I'm going to do the work raidinoo. | I am going to do the work right now. |
| 16. I de hong well, well. | I am very hungry. |
| 17. Make you wedge small. | Wait for a while. |
| 18. Wee-ting be dat? | What is that? |

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SCHOOL B

Expression**Standard English Version**

- | | |
|----------------------------|---------------------------------|
| 1. I de go hos. | I am going home |
| 2. Make we boot. | Let' go away. |
| 3. Don your trabow. | Put on your trousers. |
| 4. Make peace enter. | Let there be peace. |
| 5. I de wedge you. | I am waiting for you. |
| 6. I de go choow. | I am going to eat. |
| 7. De gee! | Be on your guard, or take care! |
| 8. We go blaze. | We will smoke. |
| 9. Raise my money give me. | Give me my money. |
| 10. I de go clear my fees. | I am going to pay my fees. |
| 11. He biz me say that. | He asked me to say that. |
| 12. I go sound ya face. | I will slap you. |

Expression**Standard English Version**

- | | |
|---------------------------------------|--------------------------------------|
| 13. You de teasee? | Do you understand it? |
| 14. I go take stone whack you. | I will throw a stone at you. |
| 15. Gye the money come. | Collect the money. |
| 16. I make dry paa. | I have no money. |
| 17. I de bore plus you. | I am angry with you. |
| 18. We go crash morrow. | We will meet tomorrow. |
| 19. I de hong rainoo. | I am hungry right now. |
| 20. The choow be chaow. | The food is plenty. |
| 21. This no be small matta. | This is not a minor case or problem. |
| 22. I de go rep book | I am going to read a book. |
| 23. You sabi am? | Do you know him? |
| 24. You for make wild. | You should try your best. |
| 25. I wan go clear ma fees. | I want to go and pay my fees. |
| 25. Your father de for inside school. | Your father has come to the school. |
| 26. Jay from dat place. | Run from that place. |
| 27. Come tap sef here. | Come and sit down here. |
| 28. I shock give you. | I am sorry for you. |
| 29. Why say you for do so? | Why did you do that? |
| 30. The babe de bell you. | The girl is calling you. |
| 31. I de go john. | I am visiting nature's call. |
| 32. I go flip today noo. | I will by all means travel today. |
| 33. I go jeany gbekεε for Ga. | I will leave for Accra tonight. |
| 34. I no de teasee give you. | I don't understand you. |

SCHOOL C

Expression

Standard English Version

1. I no de teaseε. I don't understand it.
2. Wahala me chaow cash. Give me more money.
3. You no de hear the stuff? Haven't you heard the rumour?
4. Wana school go dey for debate top. Our school will win the debate.
5. Chaow memes no dey the chapel top. Many people didn't attend the church service.
6. Dem de tear jams for the school top. They are playing music at the school.
7. Hongy de tear me papa. I am very hungry.
8. Who dat? Who is that?
9. We go crash. We will meet.
10. Make I wedge here. Let me wait here.
11. I de feel hong. I am hungry.
12. Call am give me. Call him for me.
13. Go then go tell 'em. Go and tell them.
14. Make you gyeε give me. Collect it for me.
15. You de fool papa. You are fooling too much.
16. Make I throw you there. Let me accompany you there.
17. Na I de com your there. I was coming to your house.
18. Charlie, go biz am. You should go and ask him.
19. I will eat give you. I will eat on your behalf.
20. I searcha for you, I no see you. I looked for but didn't see you.
21. I de feel the way you de talk. I like the way you talk.

SCHOOL D

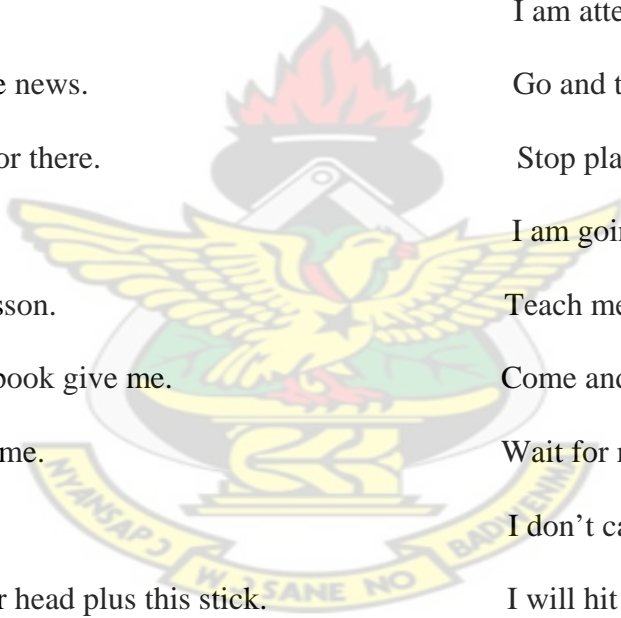
Expression

1. Me na naow.
2. I bore plus you.
3. Your life no fresh.
4. You de blunt pass.
5. Shawn de rush!
6. She jux de bee.
7. I de go shank.
8. Go flow them the news.
9. Shawn the fool for there.
10. I de go moo.
11. Moo me the lesson.
12. Come wey the book give me.
13. You for wedge me.
14. I no de bizz.
15. I go whack your head plus this stick.
16. I de searcha milo.
17. You de want wrep something?
18. Abi you de kae.
19. I de go hos.
20. The choo de yomm.
21. Make you throw me for there.
22. I shock sef.

Standard English Version

1. I don't know.
2. I am angry with you.
3. Your attitude is not good.
4. You smoke too much.
5. Stop boasting!
6. She is really beautiful.
7. I am attending nature's call.
8. Go and tell them the news.
9. Stop playing the fool.
10. I am going to learn.
11. Teach me the lesson.
12. Come and take the book for me.
13. Wait for me.
14. I don't care.
15. I will hit your head with this stick.
16. I want some Milo.
17. Do you want to write something?
18. Of course you remember.
19. I am going home.
20. The food is delicious.
21. Accompany me there.
22. I am even surprised.

KNUST



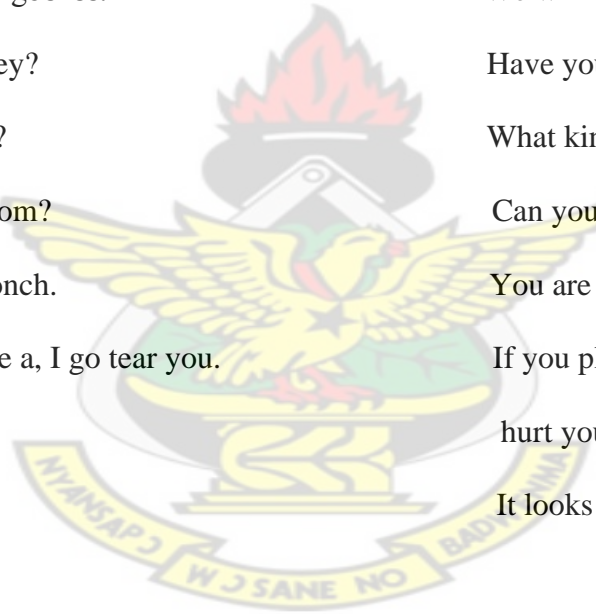
Expression

23. I take have am.
24. Wey shada you de kick?
25. What de wrong you?
26. Me dem you dey so.
27. What you de wan flow me?
28. I de go choo ga-shit.
29. I dey your back.
30. We go crash this gbekεε.
31. You bia de money?
32. Wey life be this?
33. You fit giv me som?
34. You de speak bonch.
35. You fool plus me a, I go tear you.
36. I'de catch eye.

Standard English Version

- I have given it to him.
- What attire will you wear?
- What is wrong with you?
- I am in those terms with you.
- What are you trying to tell me?
- I am going to eat garri and shito.
- I support you.
- We will meet this evening.
- Have you paid the money?
- What kind of behaviour is this?
- Can you give me some of it?
- You are talking too much.
- If you play the fool with me, I will hurt you.
- It looks quite attractive.

KNUST

**SCHOOL E****Expression**

1. You go comot raidii?
2. Dem go quashie um.
3. Dat wanna own choo.
4. Dough no de my skin.

Standard English Version

- Will you go out right now?
- They will steal it.
- That is our own food.
- I don't have money.

Expression

5. We go crash morrow.

6. I de go moow.

7. I de hung papa.

8. I go sound ya face.

9. You for de look sharp.

10. We de wedge you.

11. Wei ting na go an?

12. I go go Ga morrow dat.

13. The boy de blunt.

14. Make you no talk ma matta.

15. I go rep de government paper for here.

16. Gye de something give me.

17. You for do it gbeketee.

18. You de hala me waa.

19. Flow me the info.

20. I go toa you.

21. I de hia some money.

22. Mow trip da town i-na.

23. You quaff morning tee.

24. Chao people dey there.

25. I shoot the fon.

Standard English Version

We will meet tomorrow.

I am going to learn.

I am very hungry.

I will slap you.

You must be smart.

We are waiting for you.

What is going on?

I will go to Accra tomorrow.

The boy smokes.

Don't interfere in my matter.

I will write the government paper here.

Collect the thing for me.

Do it right now.

You are worrying me.

Tell me the news.

I will beat you up.

I need some money.

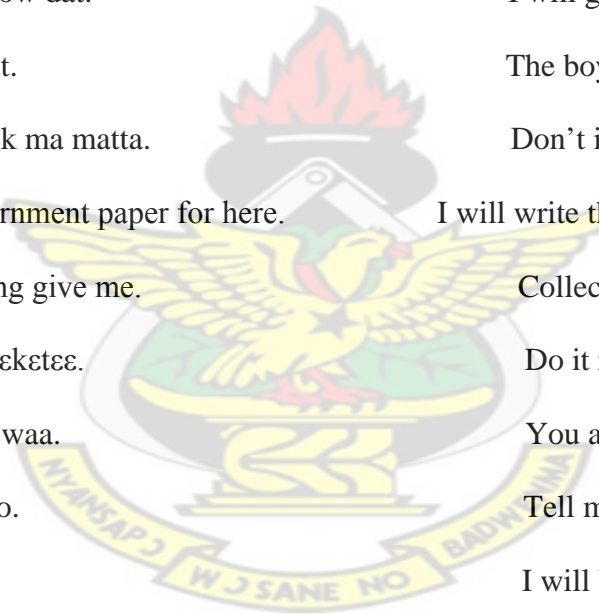
Let's go to town.

You are drunk in the morning.

Many people are there.

I sold the phone.

KNUST



Expression

26. Make I rep ma name for paper top.
 27. Your eye no de open koraa.
 28. I no de teasee give you.
 29. Me plus you no de so.

Standard English Version

- Let me write my name on the paper.
 You are not polite at all.
 I won't understand you in this case.
 I am not fine with you.

SCHOOL F**Expression**

1. Make I rep ma name for paper top.
 2. Your eye no de open koraa.
 3. I de go shank now now.
 4. What's up, abi?
 5. You no de pect.
 6. Make you hala me un fon.
 7. I net am book.
 8. Twenty bar, ten cower, five gee.
 9. I de go hos raidii.
 10. Don your trabow.
 11. Make peace enter.
 12. I de wedge you.
 13. I de go choow.
 14. De gee!
 15. I no de teasee.
 16. Wahala me chaow cash.


 KNUST
Standard English Version

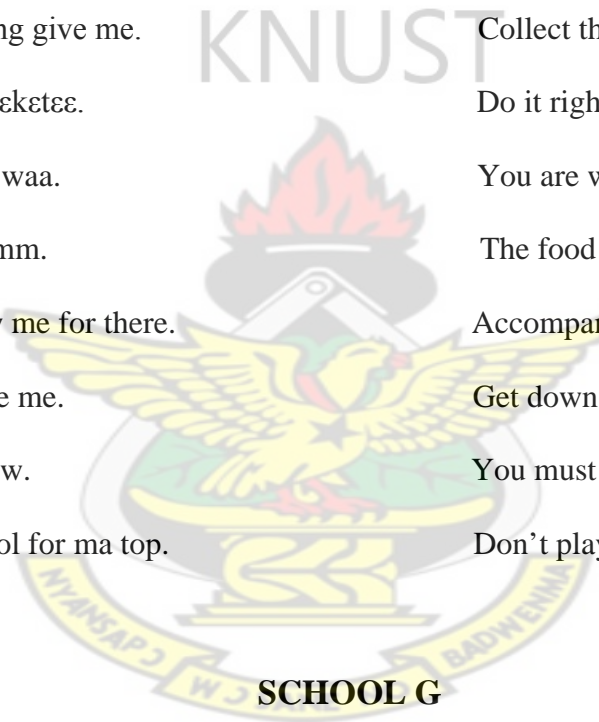
- Let me write my name on the paper.
 You are not polite at all.
 I am attending nature's call right now.
 What is your problem?
 You do not show respect.
 Call me on phone.
 I am selling the book.
 ₦20,000; ₦10,000; ₦5,000.
 I am going home right away
 Put on your trousers.
 Let there be peace.
 I am waiting for you.
 I am going to eat.
 Be on your guard, or take care!
 I don't understand it.
 Give me more money.

Expression

17. You no de hear the stuff?
18. Wana school go dey for debate top.
19. Chaow memes no dey the chapel top.
20. The boy de blunt.
21. Make you no talk ma matta.
22. I go rep de government paper for here.
23. Gye de something give me.
24. You for do it gbeketee.
25. You de hala me waa.
26. The choo de yomm.
27. Make you throw me for there.
28. Gi don an wedge me.
29. You mmow know.
30. Make you no fool for ma top.

Standard English Version

- Haven't you heard the rumour?
Our school will win the debate.
Many people didn't attend the church service.
The boy smokes.
Don't interfere in my matter.
I will write the government paper here.
Collect the thing for me.
Do it right now.
You are worrying me.
The food is delicious.
Accompany me there
Get down and wait for me.
You must know it.
Don't play the fool on me.

**Expression**

1. I go lef Accra morrow.
2. I be i-n eye die give you.
3. E-babylon me for the chick top.
4. Why say you way give um?
5. I de go choow.

Standard English Version

- I will leave for Accra tomorrow.
I feel ashamed for you.
He disgraced me in front of the girl.
Why did you give it to him?
I am going to eat.

Expression

6. You no de puti, you no de chop.
7. Me dem give a fuck.
8. Talk am every move.
9. Make me go moow.
10. Bell the kala give me.
11. Na you get this nice book?
12. Anything the matter?

Standard English Version

- If you don't contribute, you will not eat.
- I don't talk with them.
- Tell them everything.
- Let me go and learn.
- Call the girl for me.
- Does this nice book belong to you?
- Is anything wrong?

KNUST

SCHOOL H**Expression**

1. Jay your shirt.
2. Make you don the shirt.
3. Shon um den wedge me.
4. I go choo the food some.
5. Comot your skin!
6. You sabi say your eye tee?
7. I de hung.
8. I go show them.
9. Na truth you de tell me say?
10. Ma head de pain me.
11. You for biz um everything.
12. I de go some portey.
13. You de talk plus me?

Standard English Version

- Remove your shirt.
- Wear the shirt.
- Leave him alone and wait for me.
- I will eat some of the food.
- Get away!
- Do you think you are wise?
- I am hungry.
- I will teach them a lesson.
- Are you sure you are telling me the truth?
- I am suffering from headache.
- Tell him everything.
- I am attending a party.
- Are you talking to me?

Expression

14. You de brown gee.
15. You de love choow.
16. Gi don an wedge me.
17. You mmow know.
18. Make you no fool for ma top.
19. Make you give me some dough.
20. What you de do no be fine.
21. You de talk papa.

Standard English Version

- You are a disappointing person.
- You like food.
- Get down and wait for me.
- You must know it.
- Don't play the fool on me.
- Give me some money.
- What you are doing is not good.
- You talk too much.

KNUST

SCHOOL I

Expression

1. My pen dey for your skin.
2. God don punish you.
3. Why you de pop me?
4. I ge chao dough na ma body.
5. You de spin.
6. What you de rep?
7. He wan speak plus me.
8. You de sabi sef?
9. I go whack ya face for you
10. You no trong.
11. The teacher de bore me.
12. Me dem you no de so.

Standard English Version

- My pen is with you.
- May God punish you.
- Why are you staring at me?
- I have a lot of money on me.
- You are telling lies.
- What are you writing?
- He wants to speak with me.
- Do you know me?
- I will slap you.
- You are not strong.
- The teacher is making me angry.
- We are not on talking terms.

Expression

13. Come make I spit you some info.

14. Make we step.

15. I no de teasee plus you.

16. I de go biz am.

Standard English Version

Come and let me tell you something.

Let us go.

I don't understand what you are doing.

I am going to ask him.

KNUST



APPENDIX D

RESULTS ANALYSIS OF JUNE 2007 WASSCE

The appendix consists of copies of the June 2007 WASSCE results analysis of the schools from where students were selected for the research

KNUST



APPENDIX E

BAR GRAPHS SHOWING THE PERFORMANCE OF STUDENTS IN

THE JUNE 2007 WASSCE

The following are bar graphs that represent the information about the performance of the students drawn from the tables:

TABLE A1

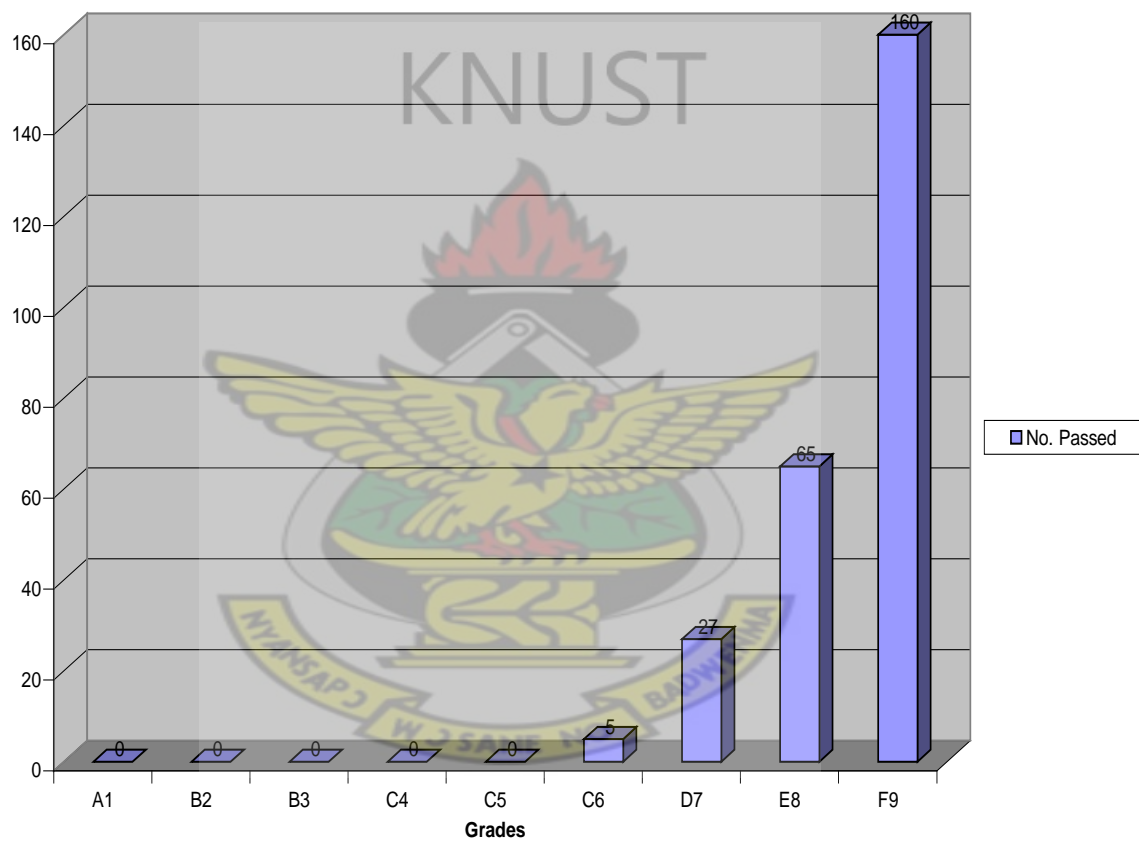


TABLE A2

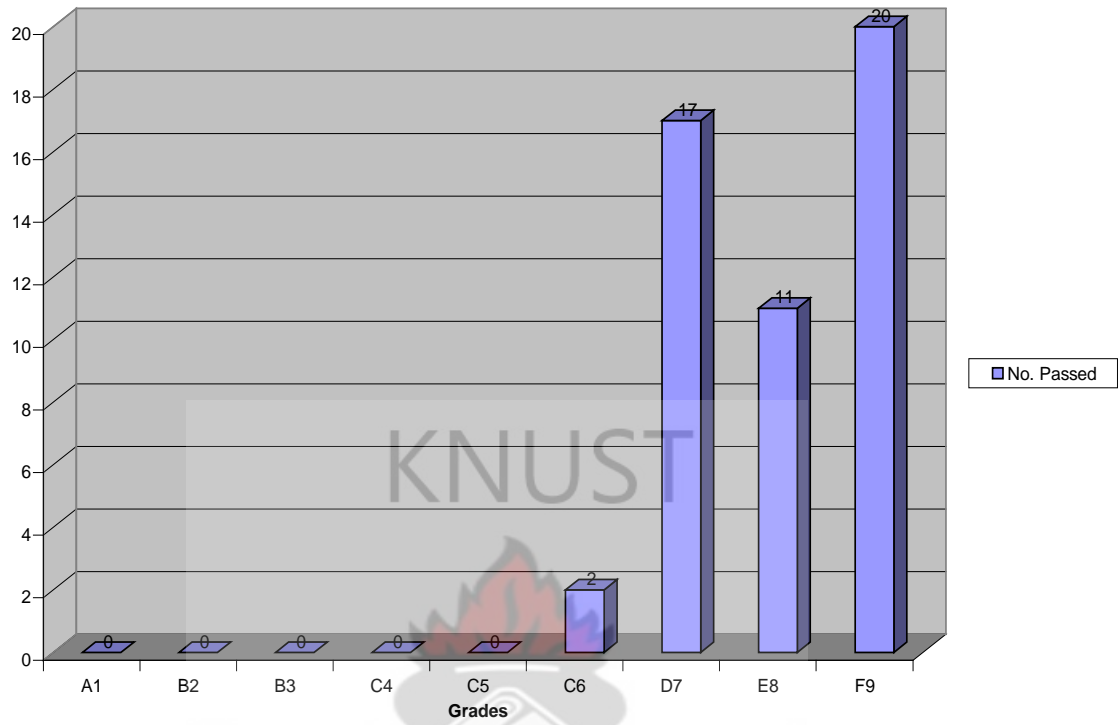


TABLE A3

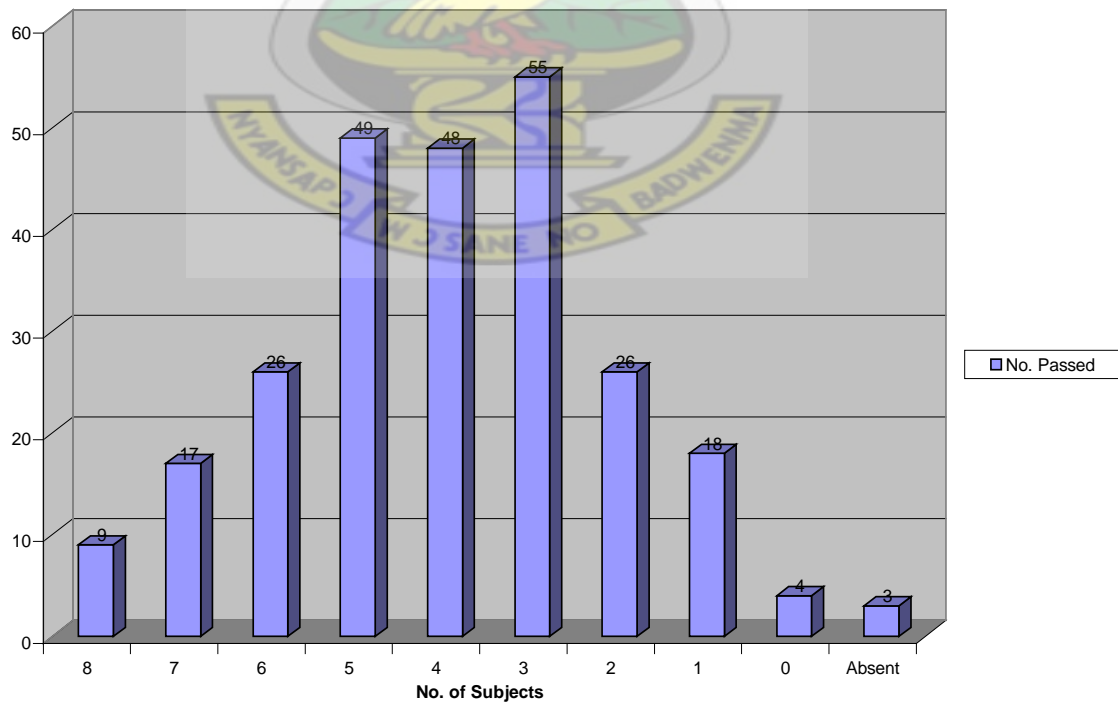


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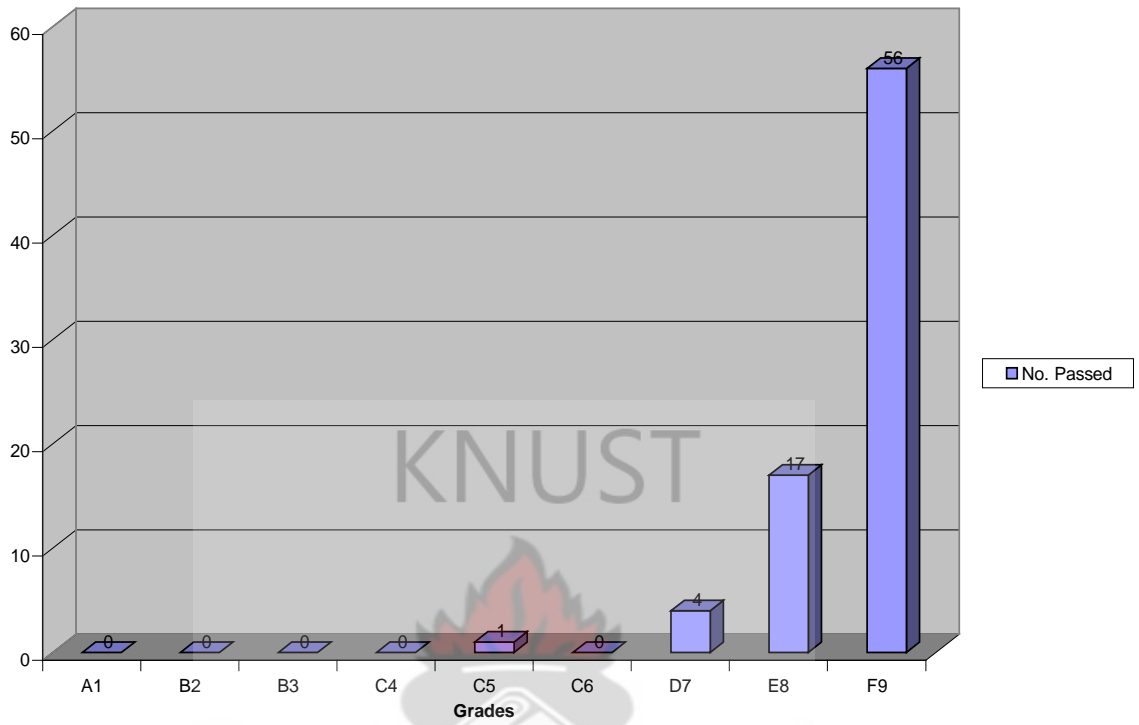


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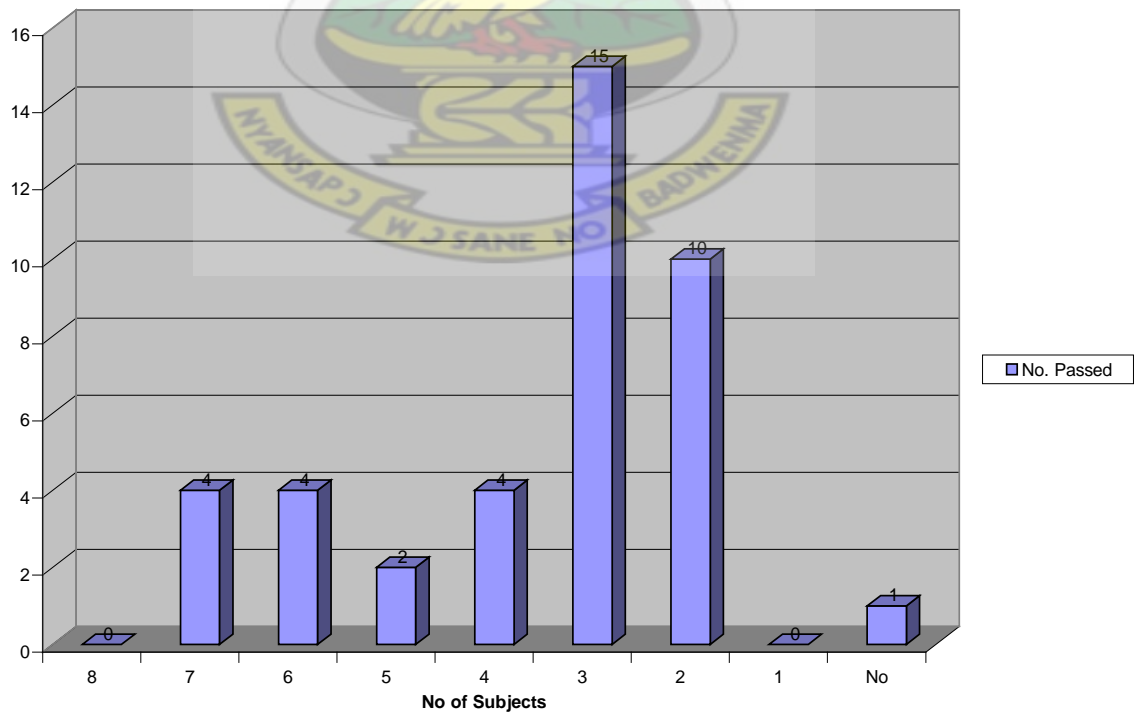


TABLE B3

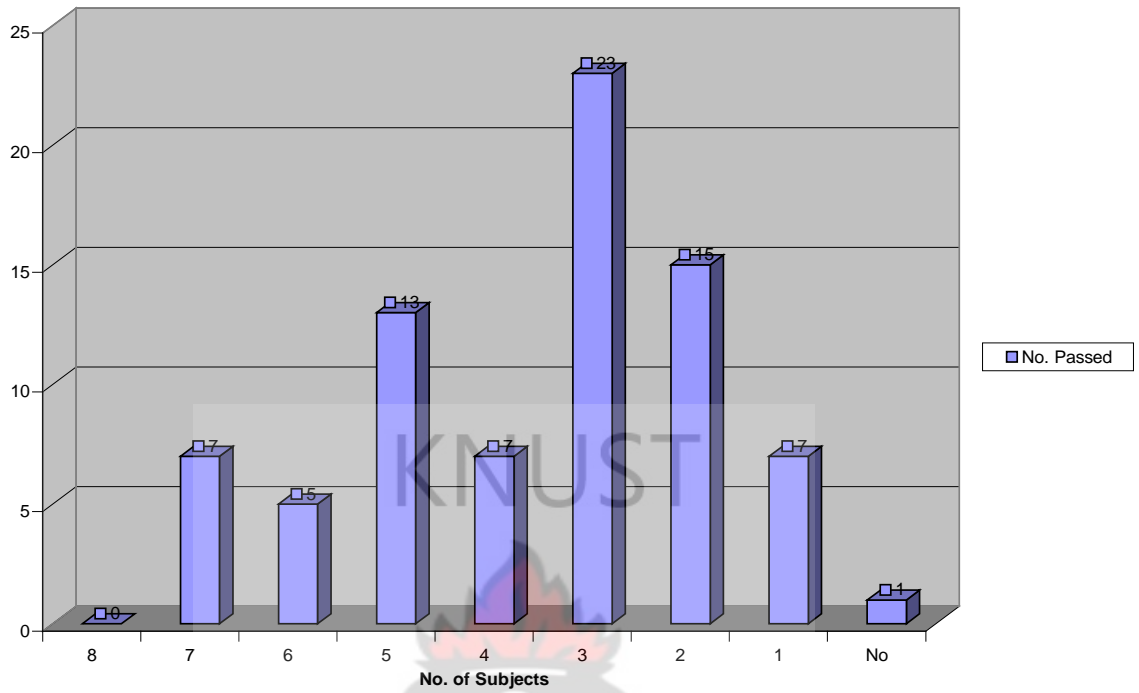


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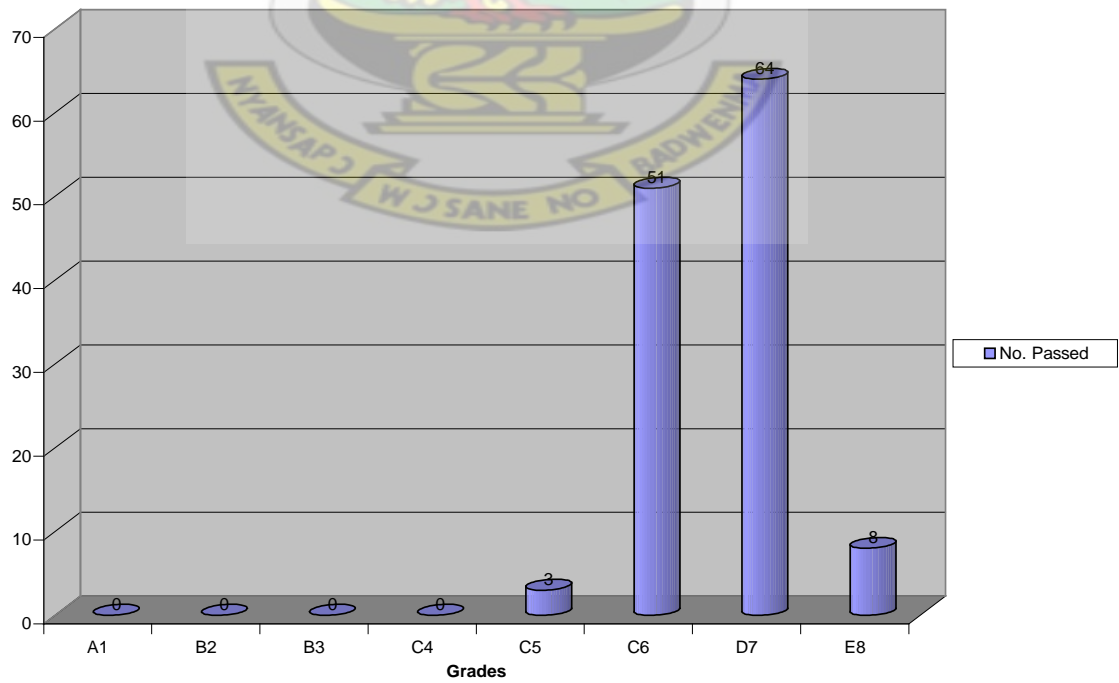


TABLE C2

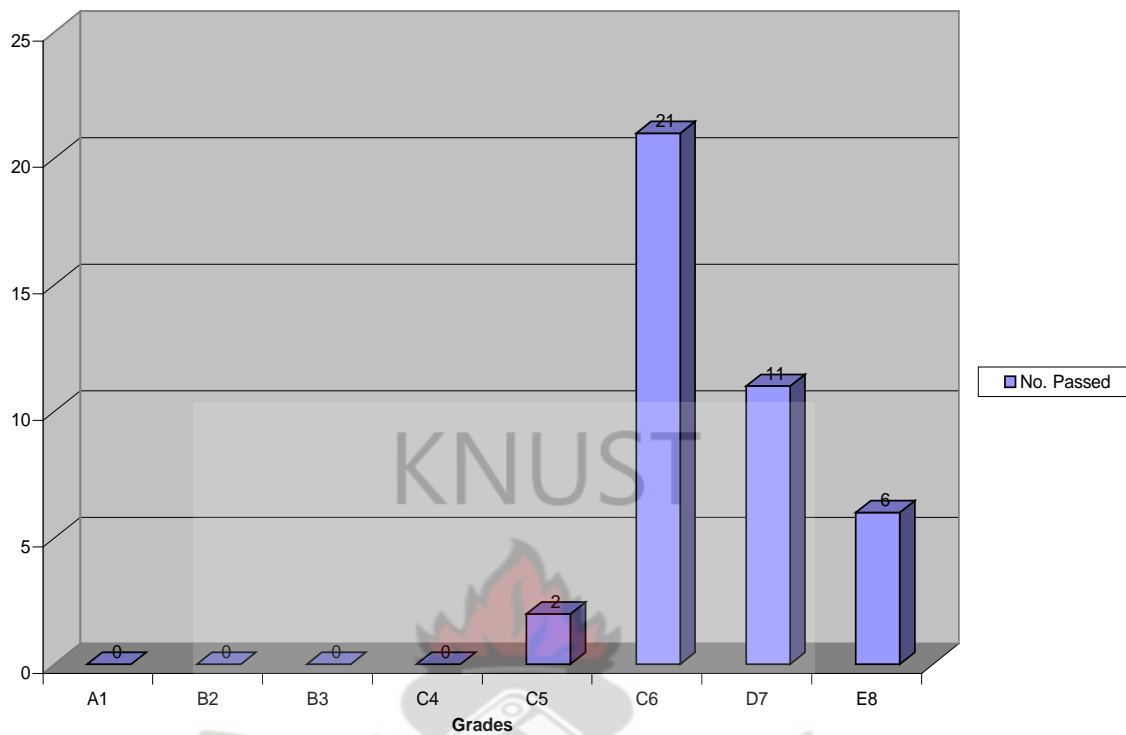


TABLE C3

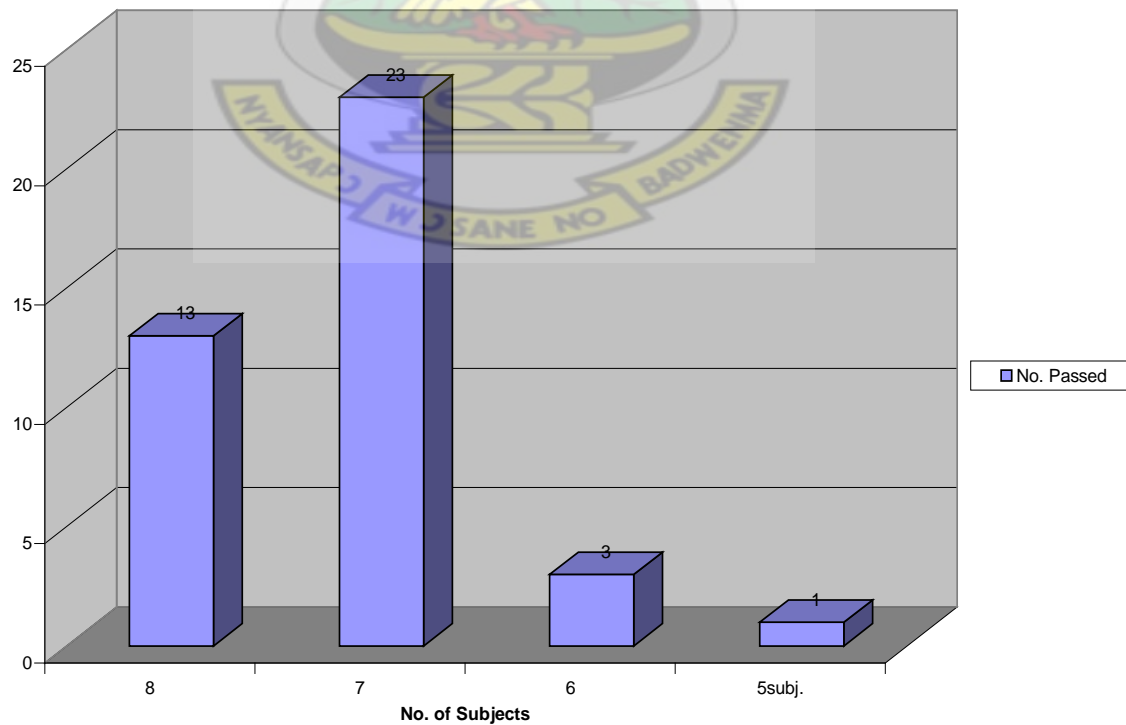


TABLE C4

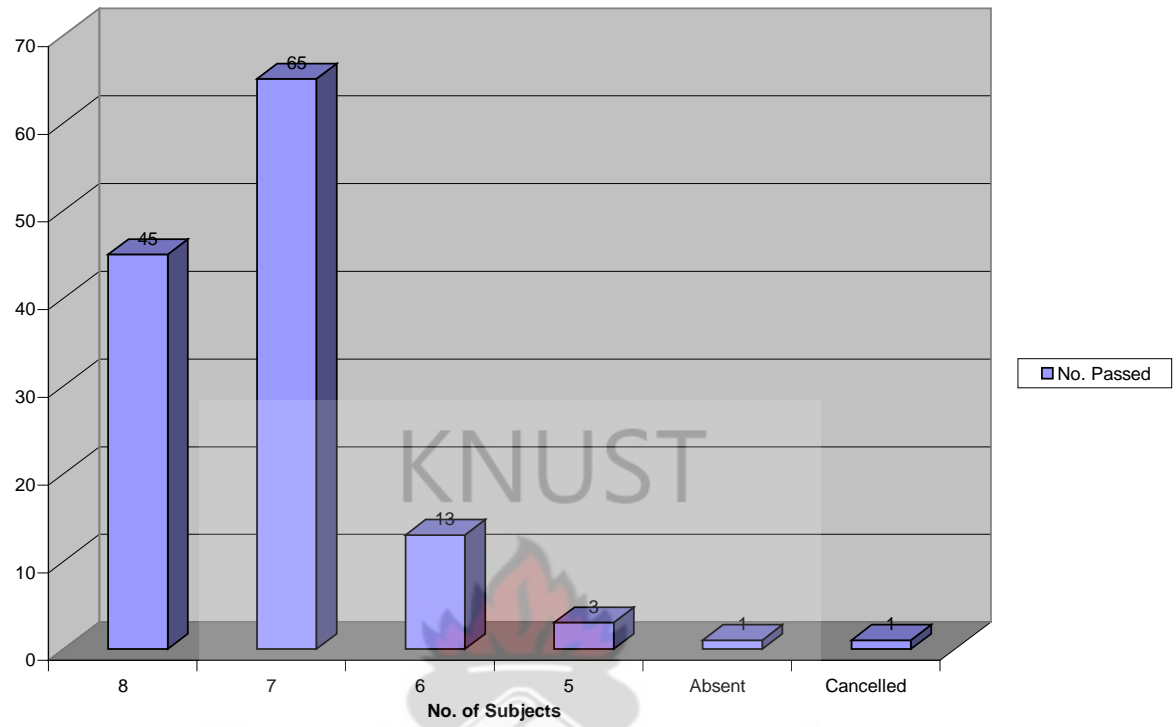


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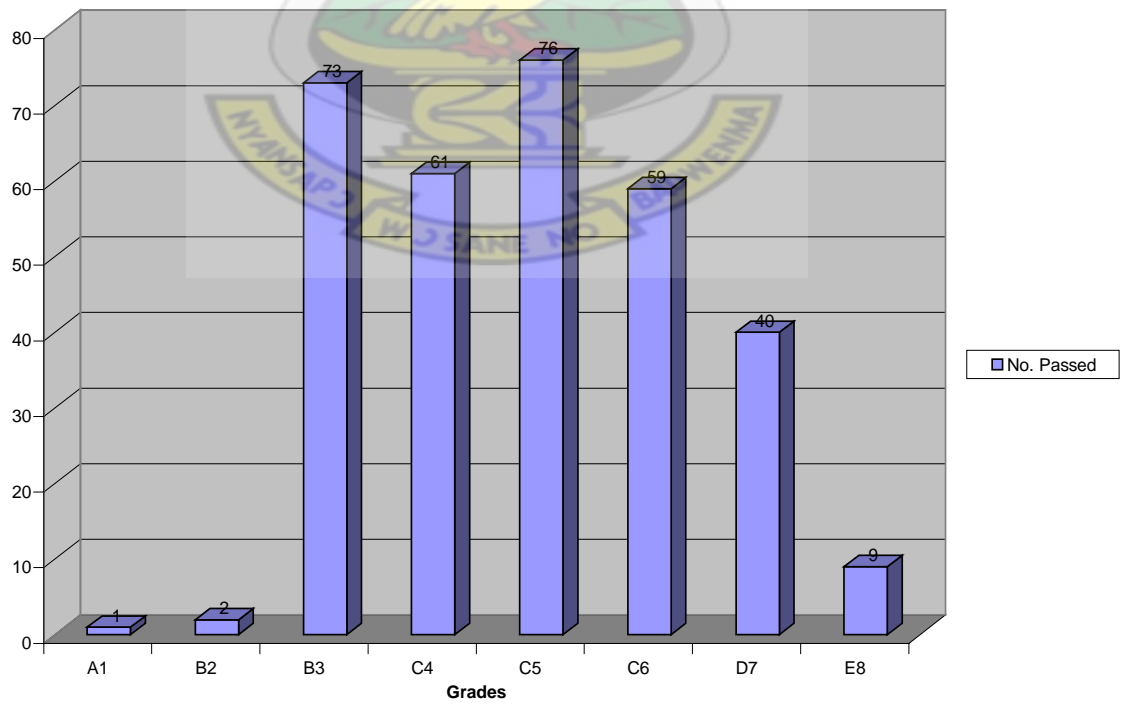


TABLE D2

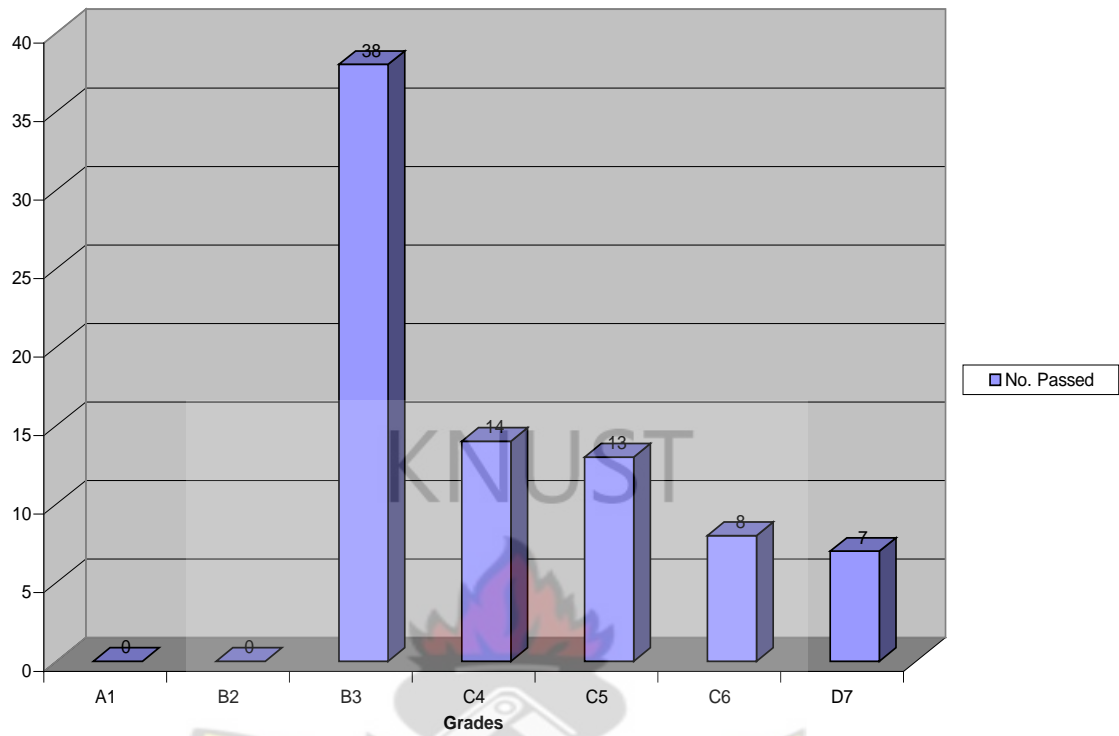


TABLE D3

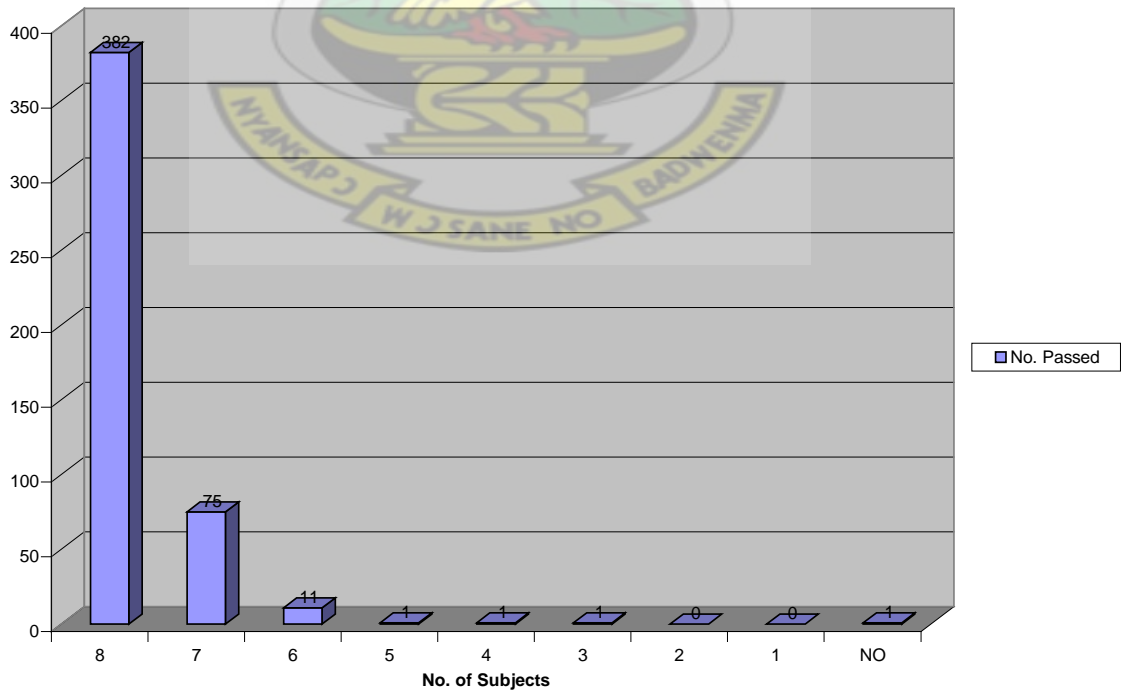


TABLE D4

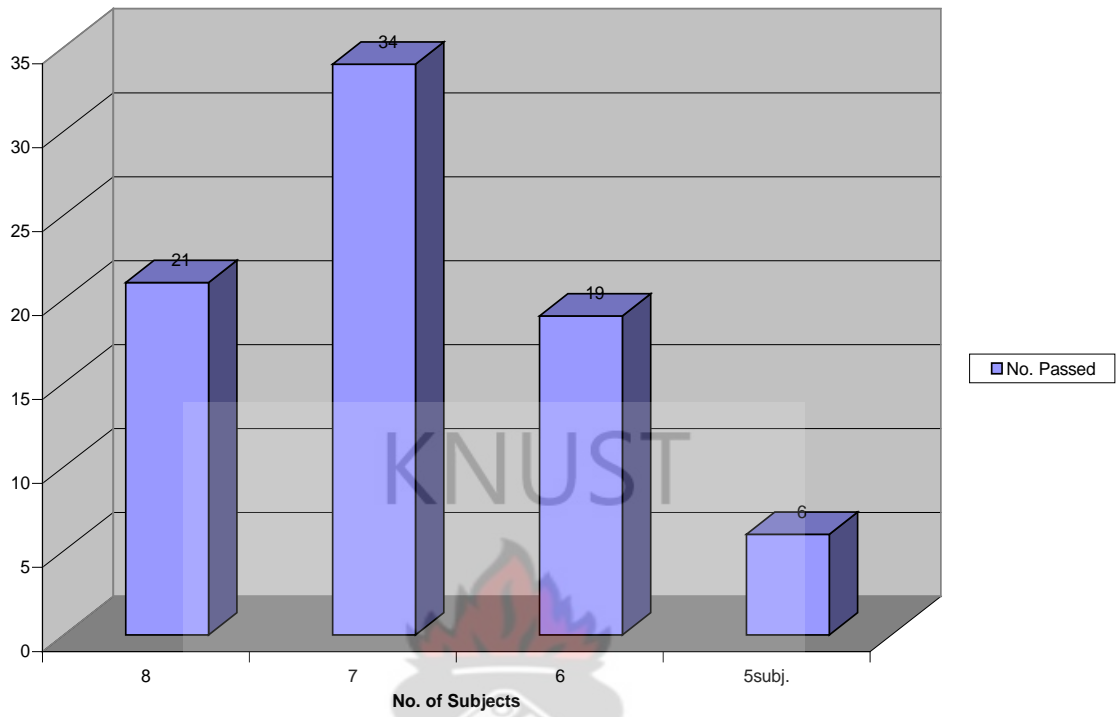


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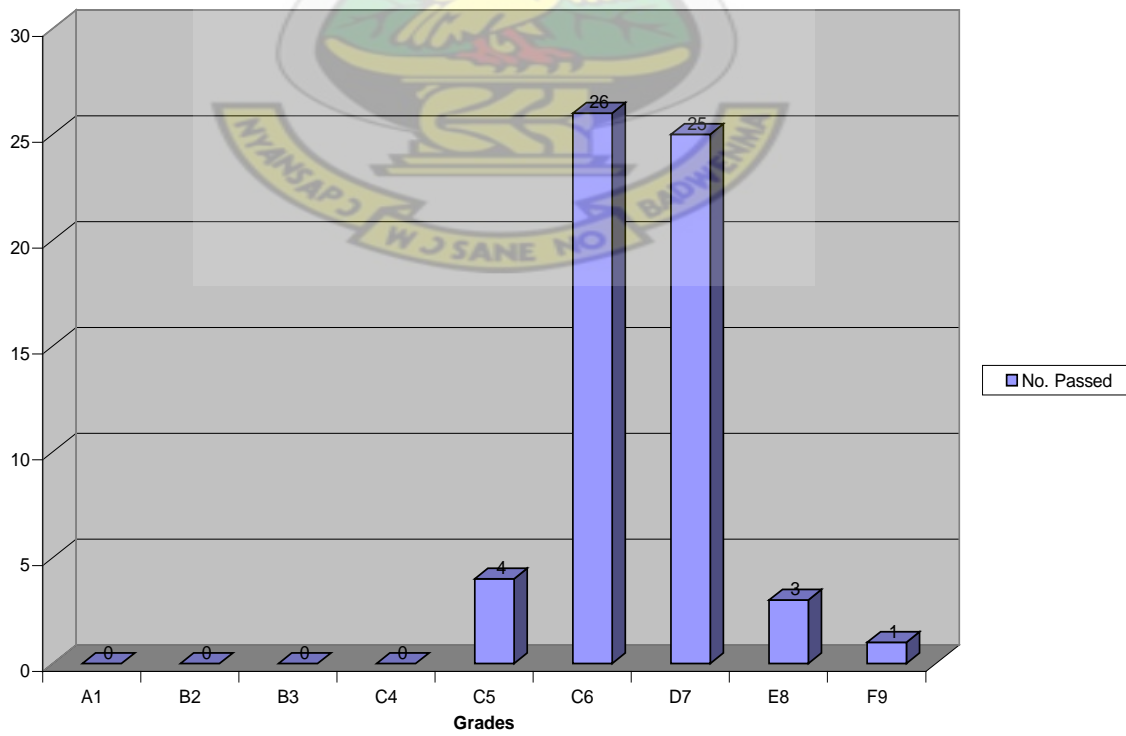


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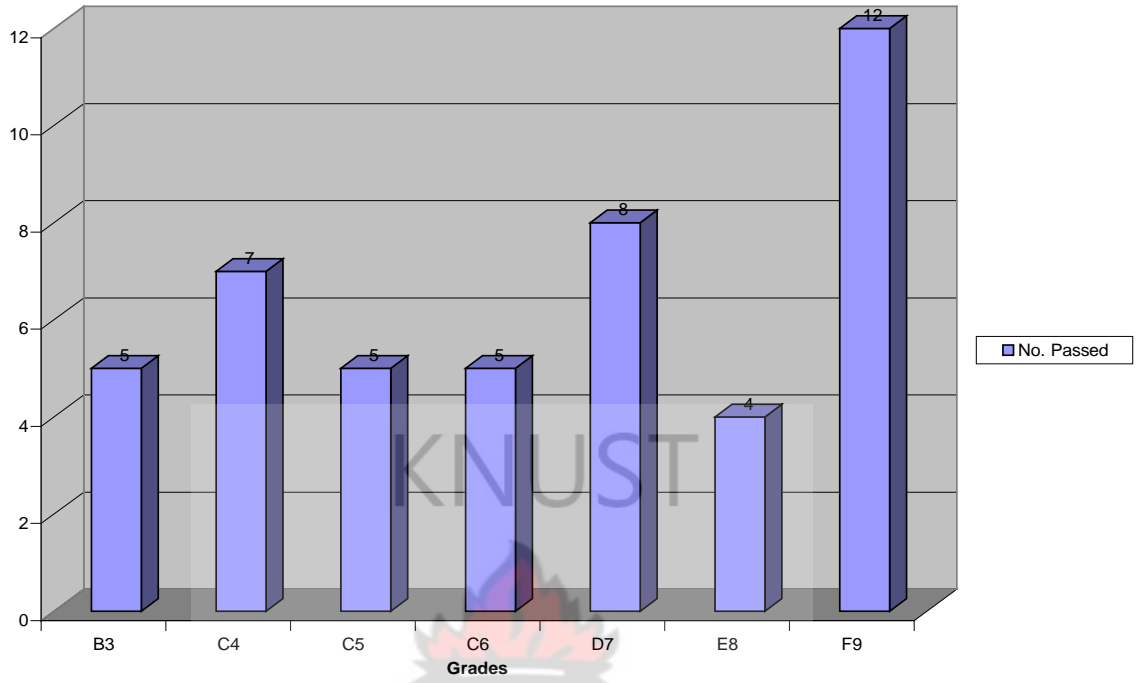


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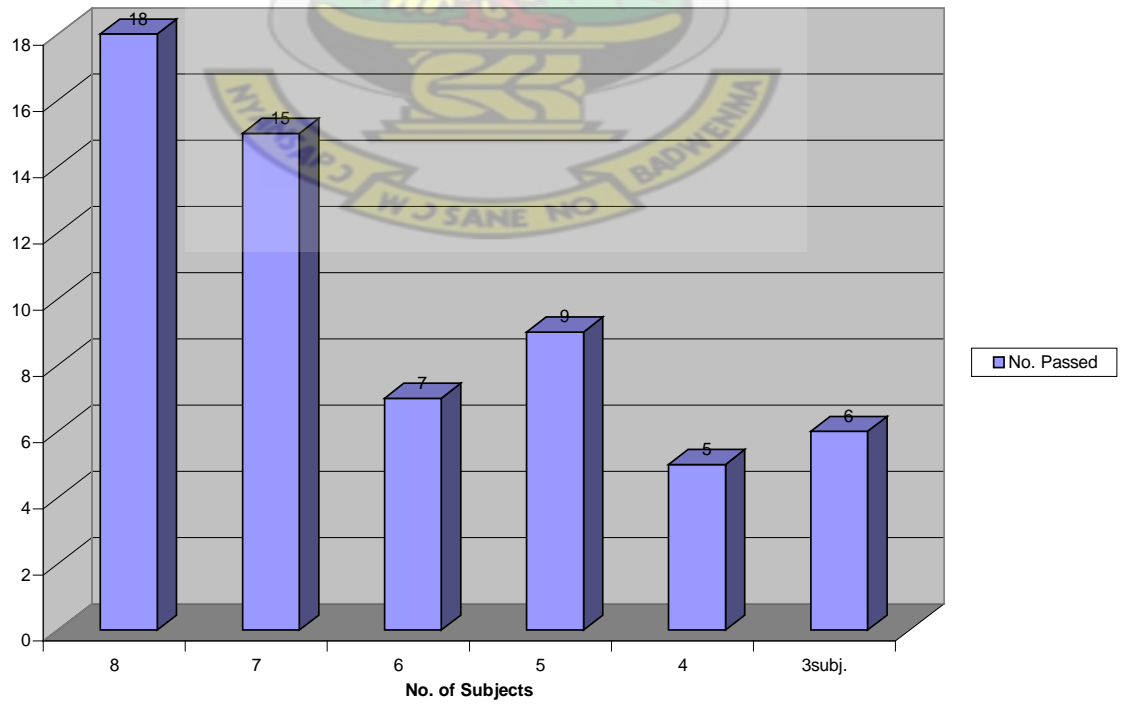


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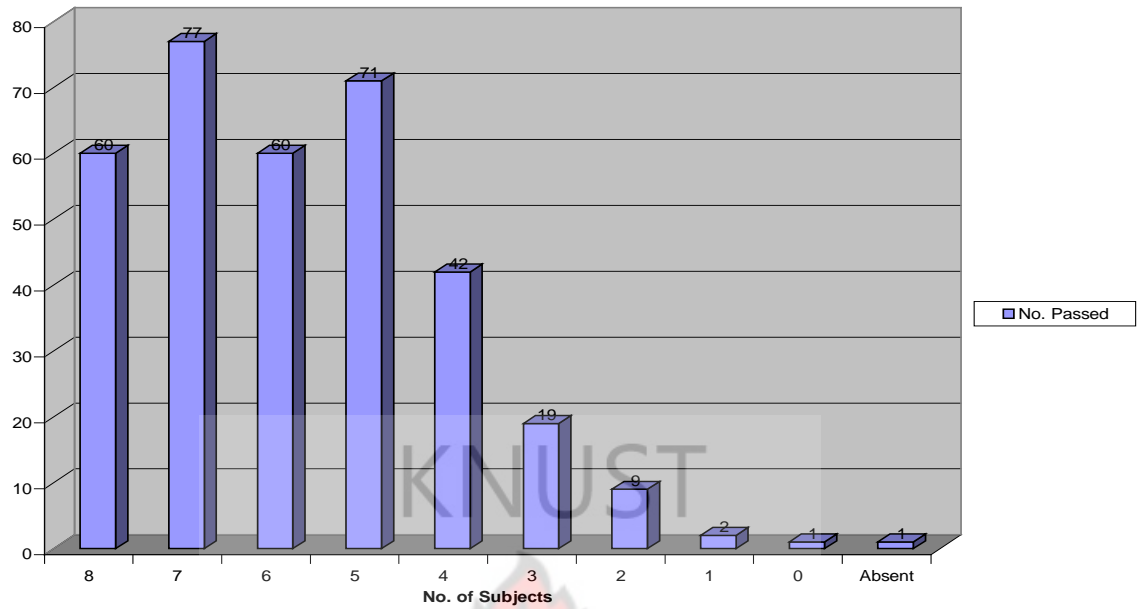


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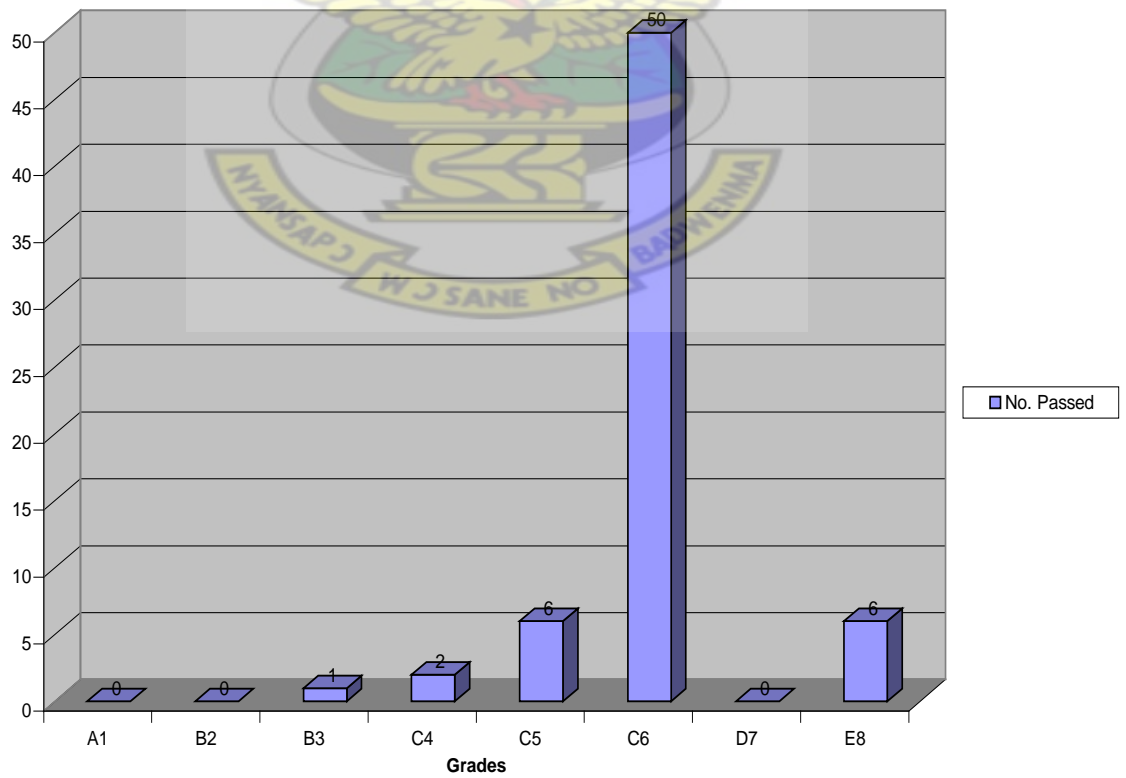


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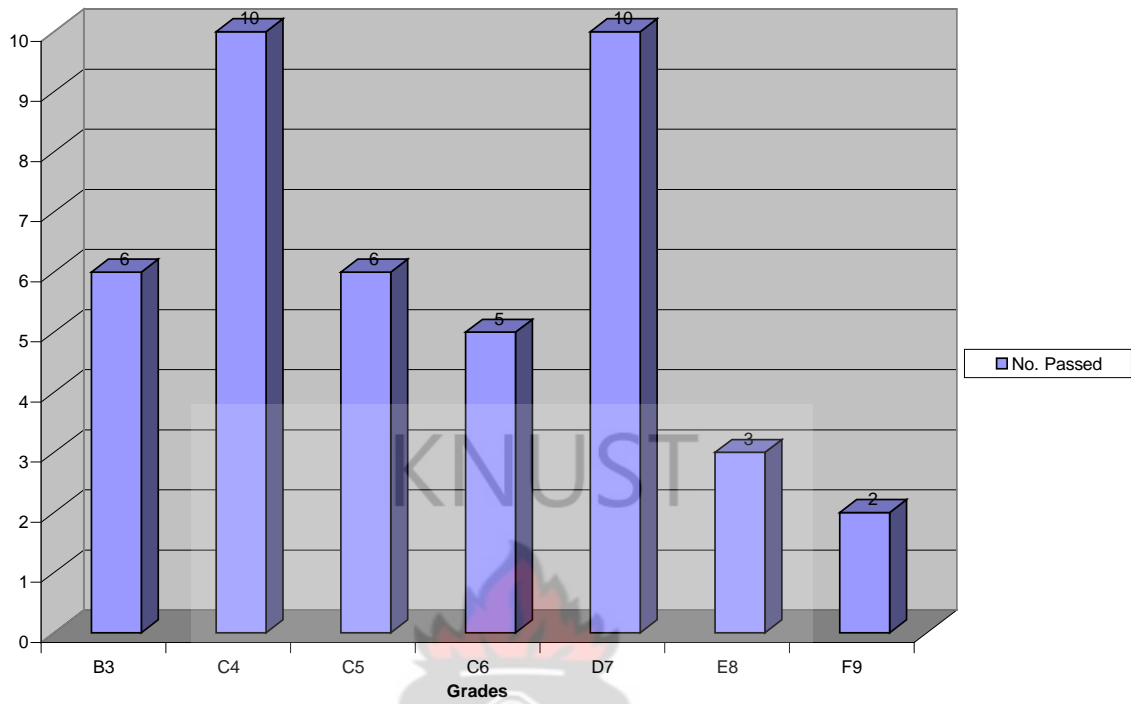


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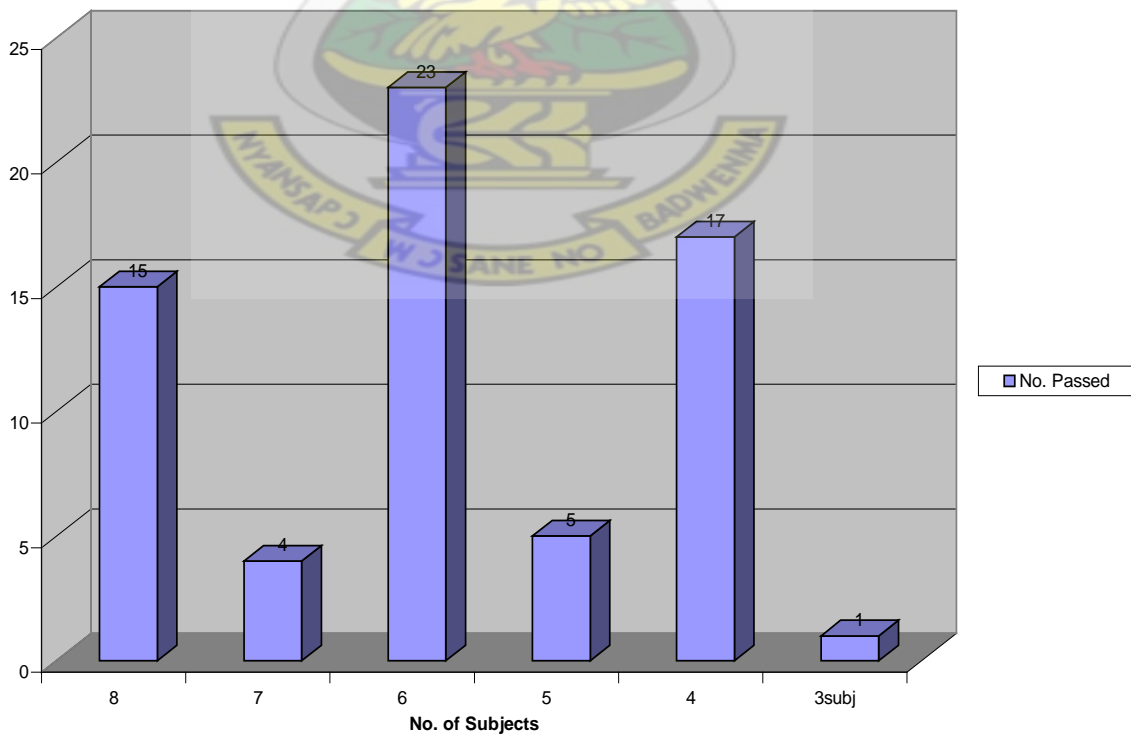


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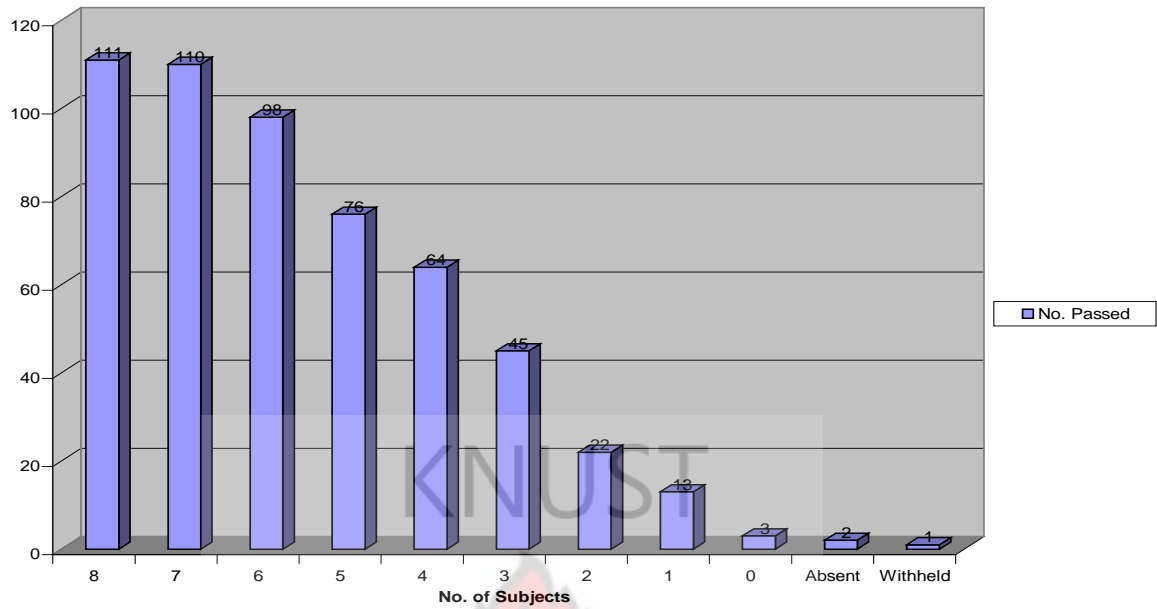


TABLE G1

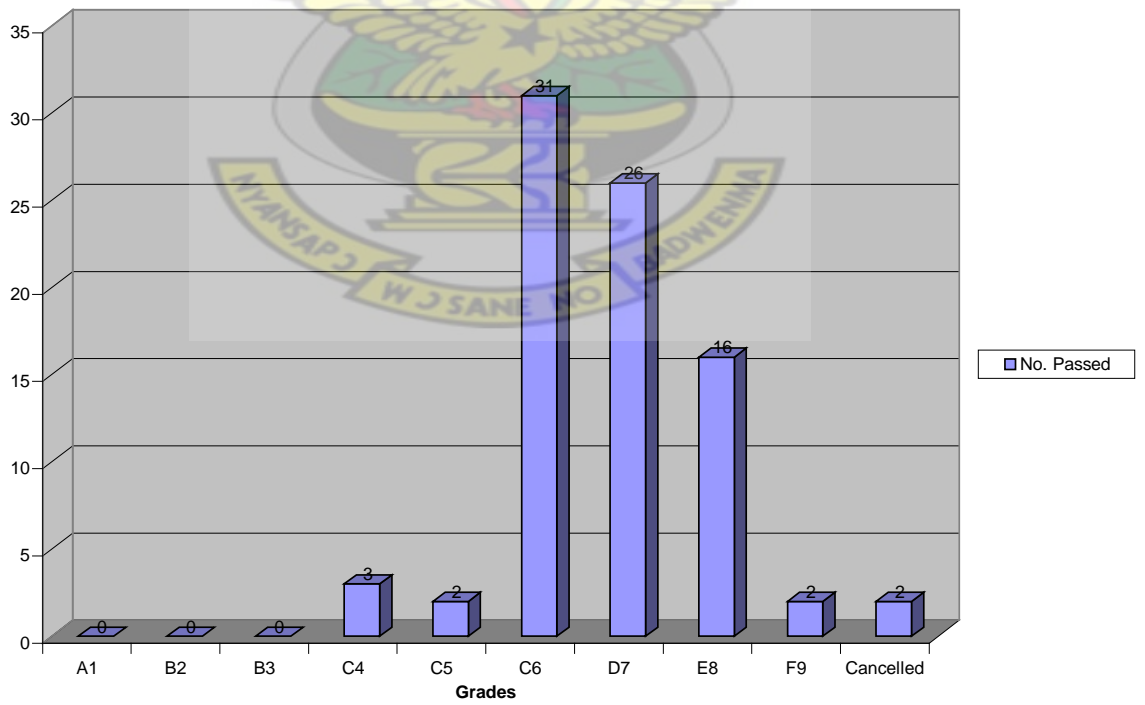


TABLE G2

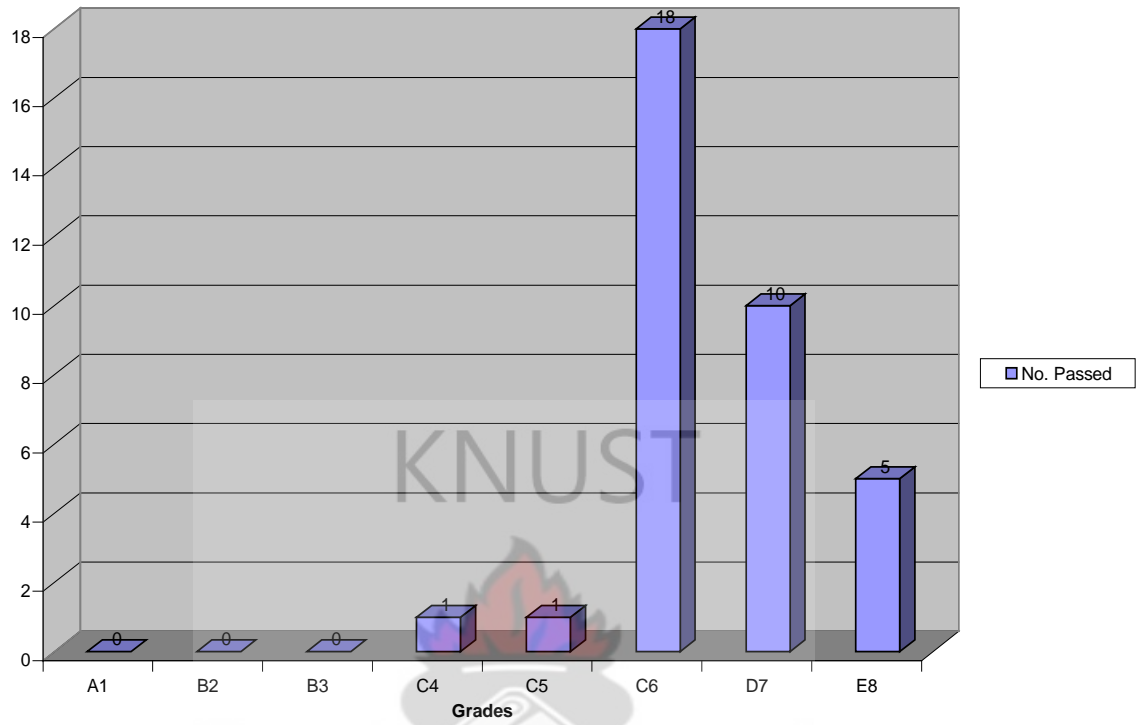


TABLE G3

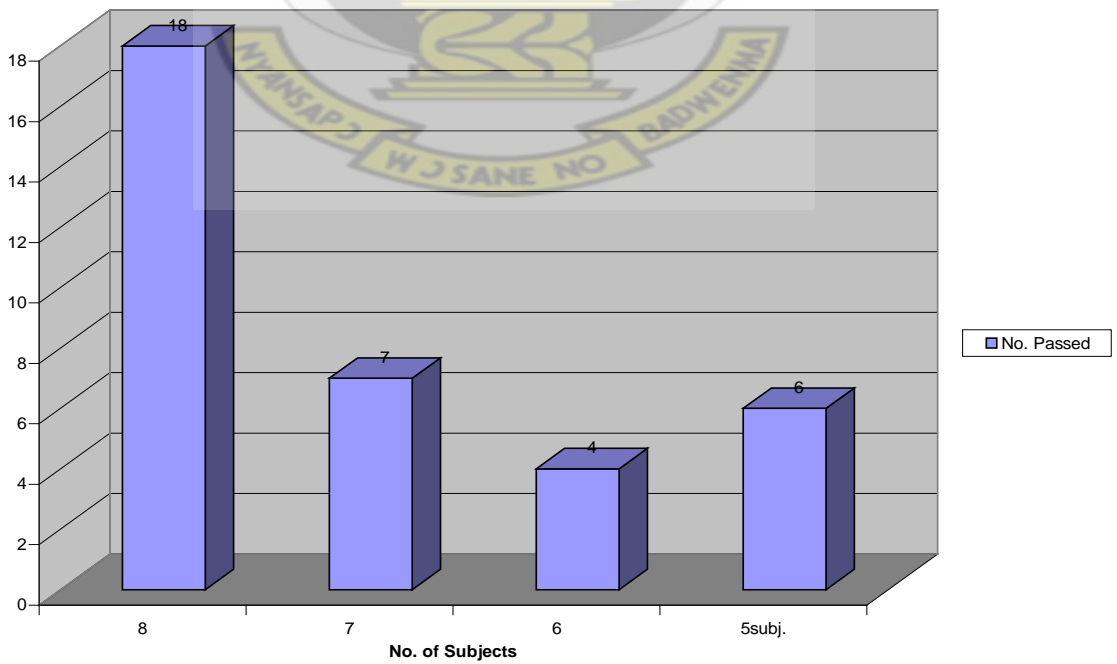


TABLE G4

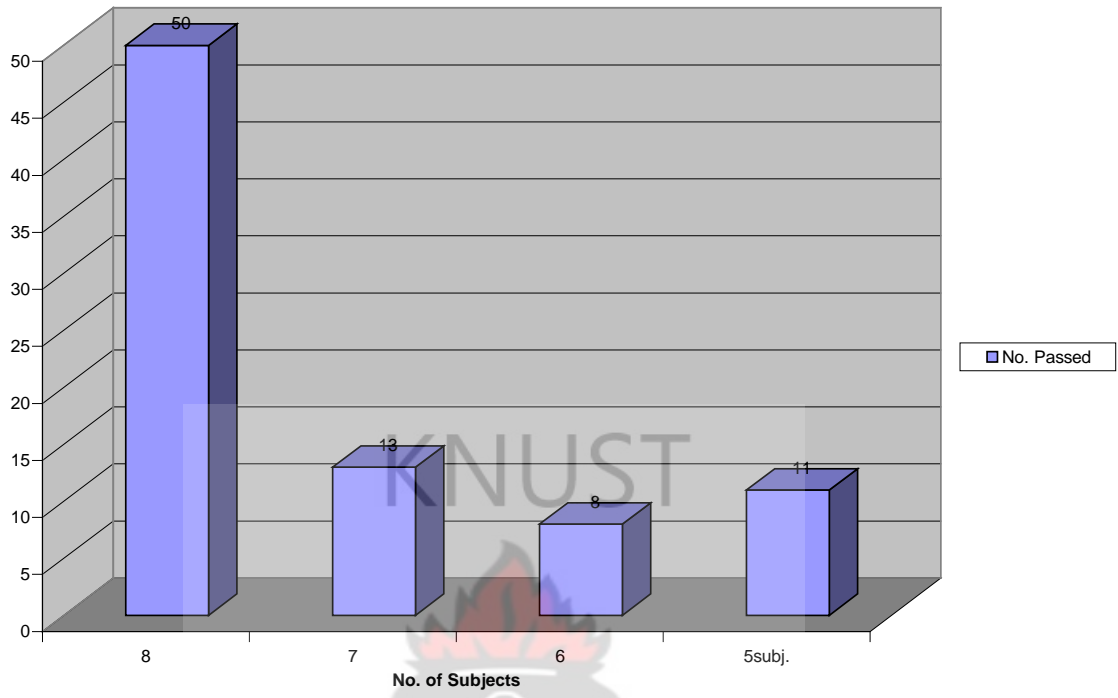


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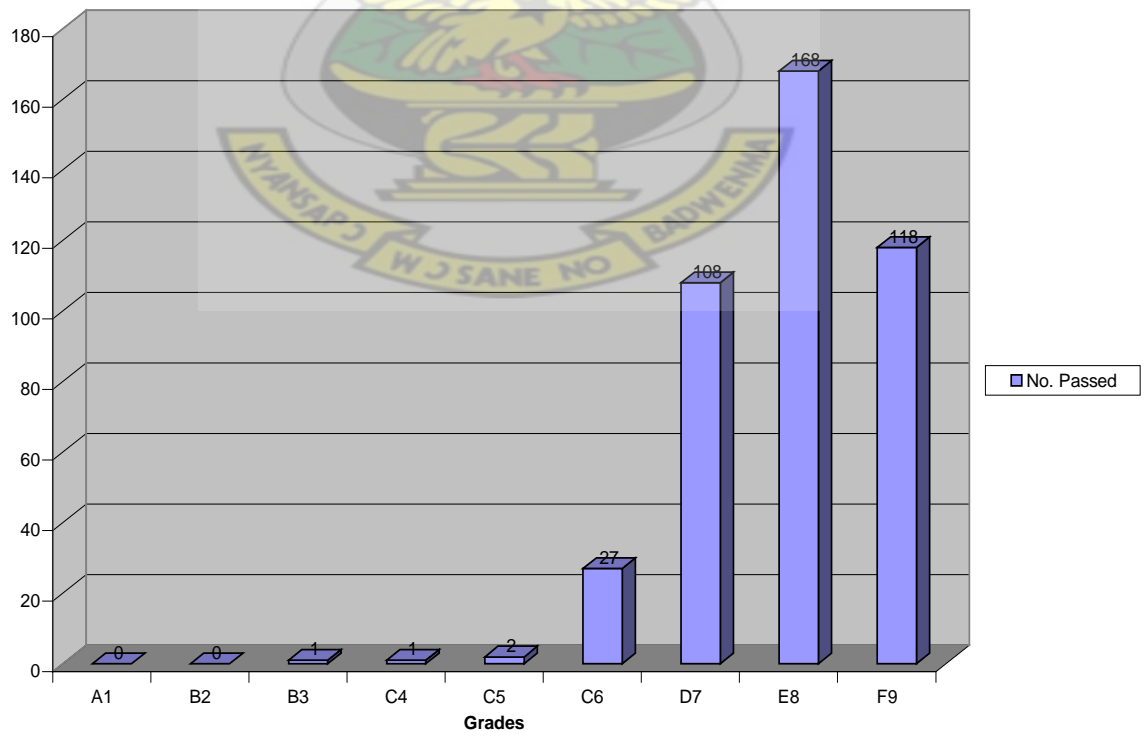


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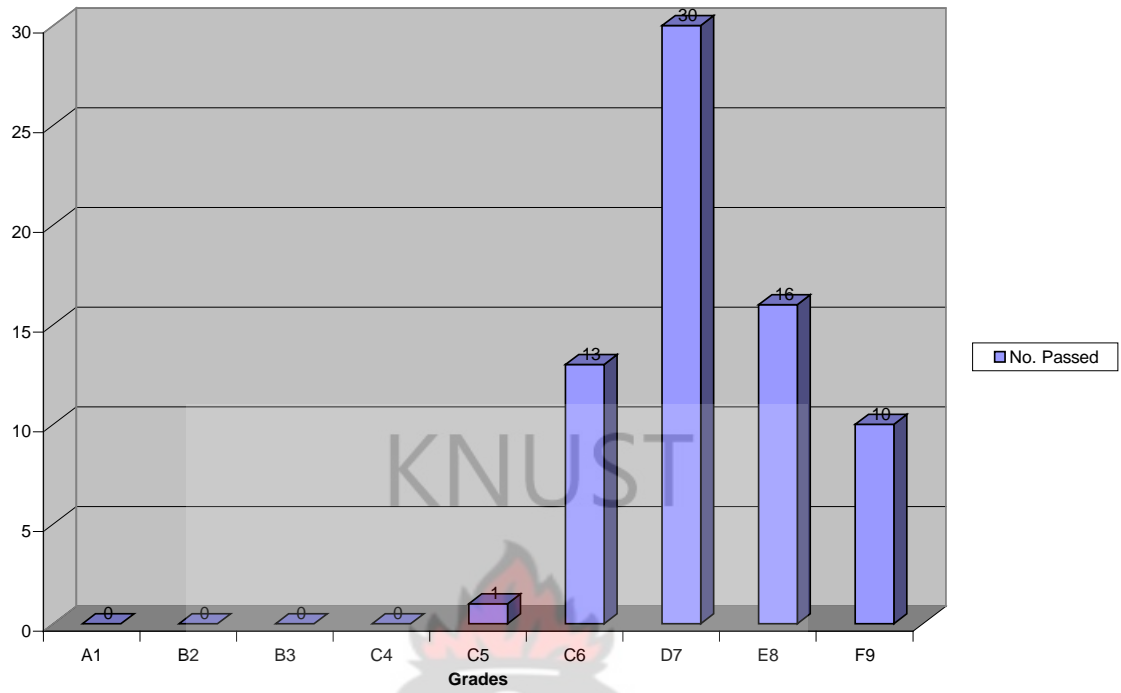


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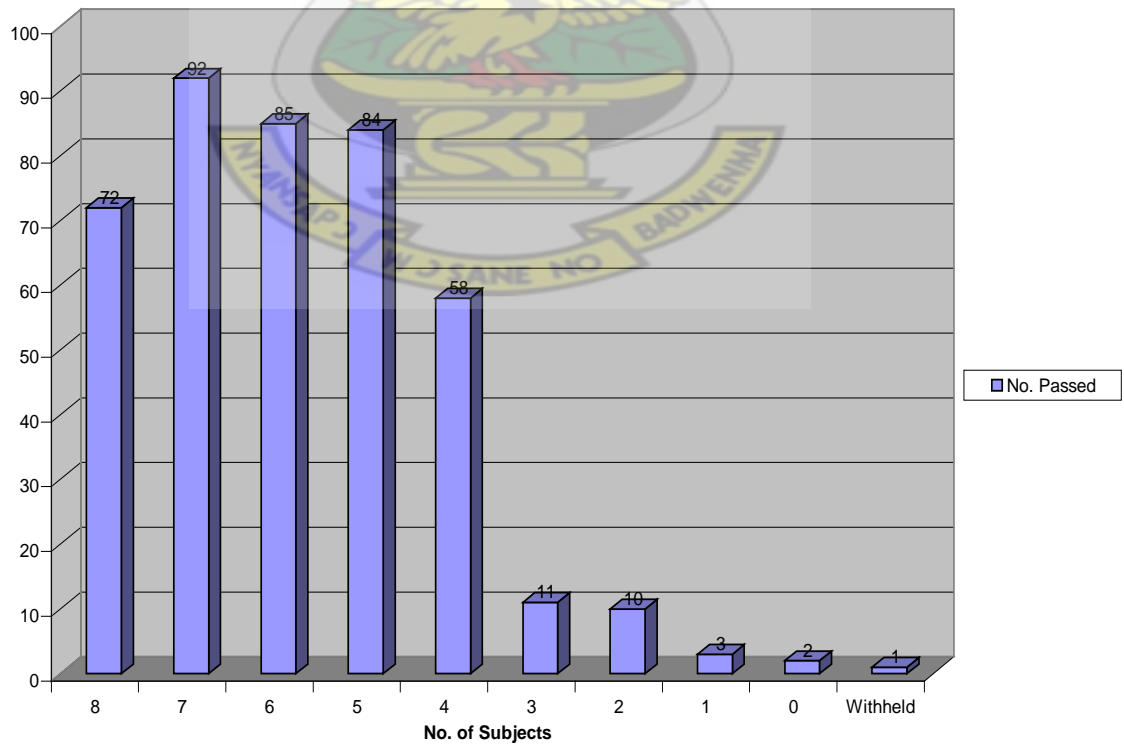


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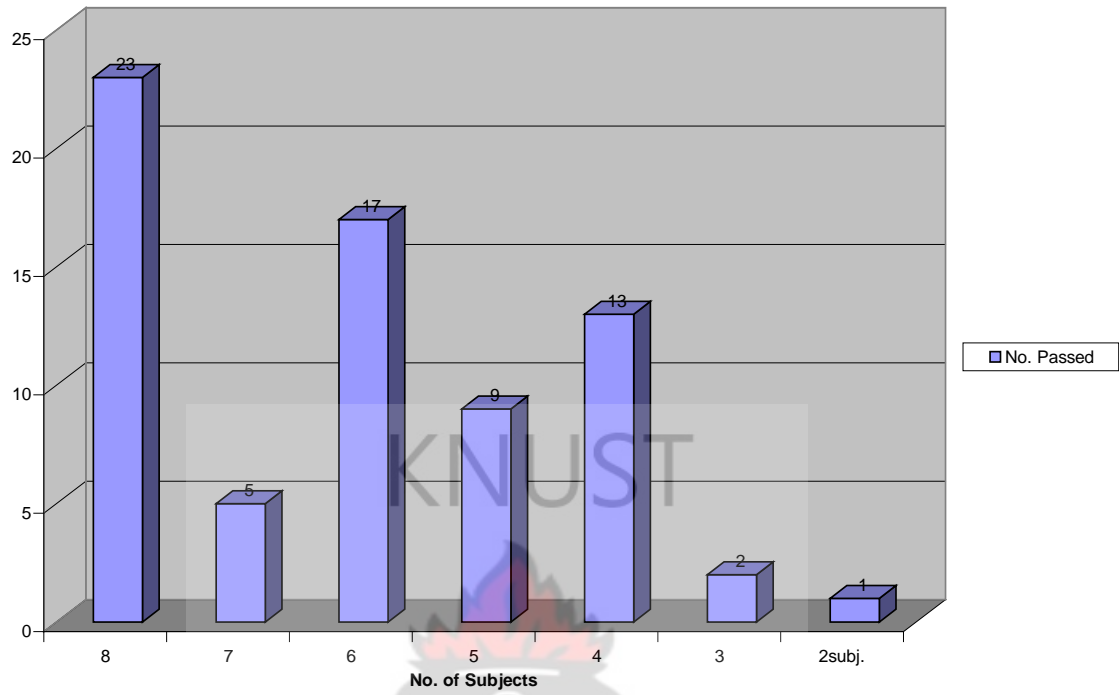


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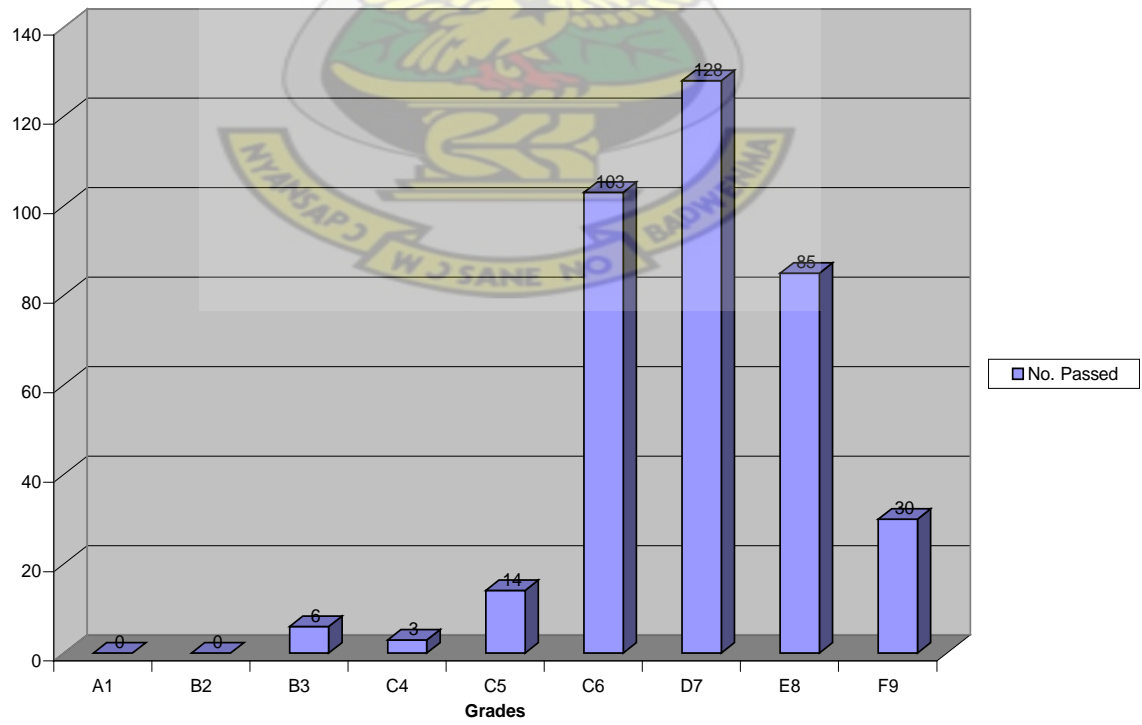


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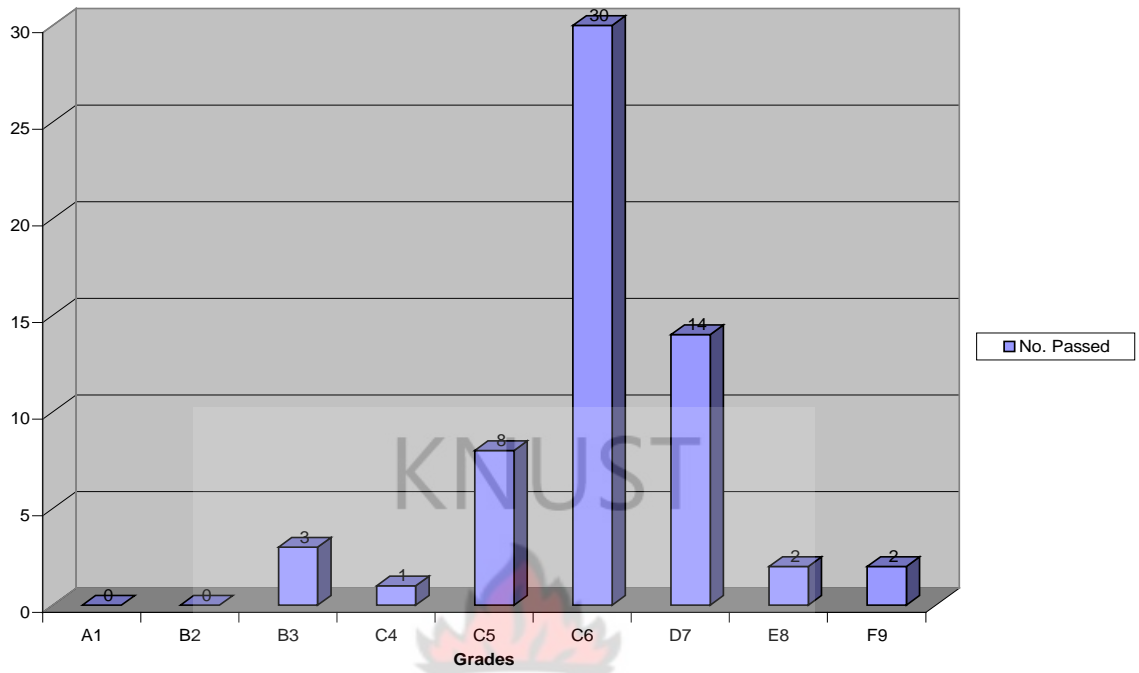


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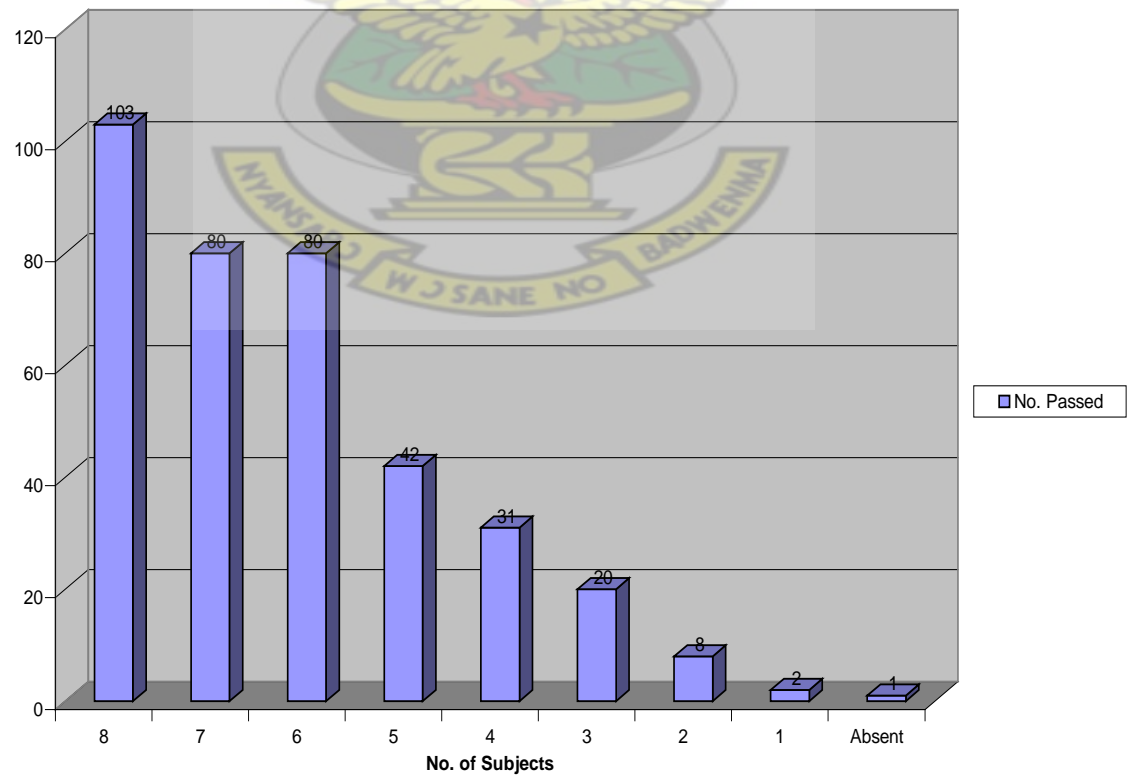
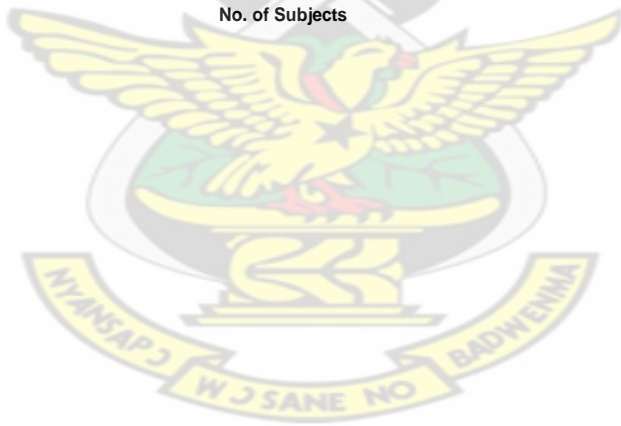
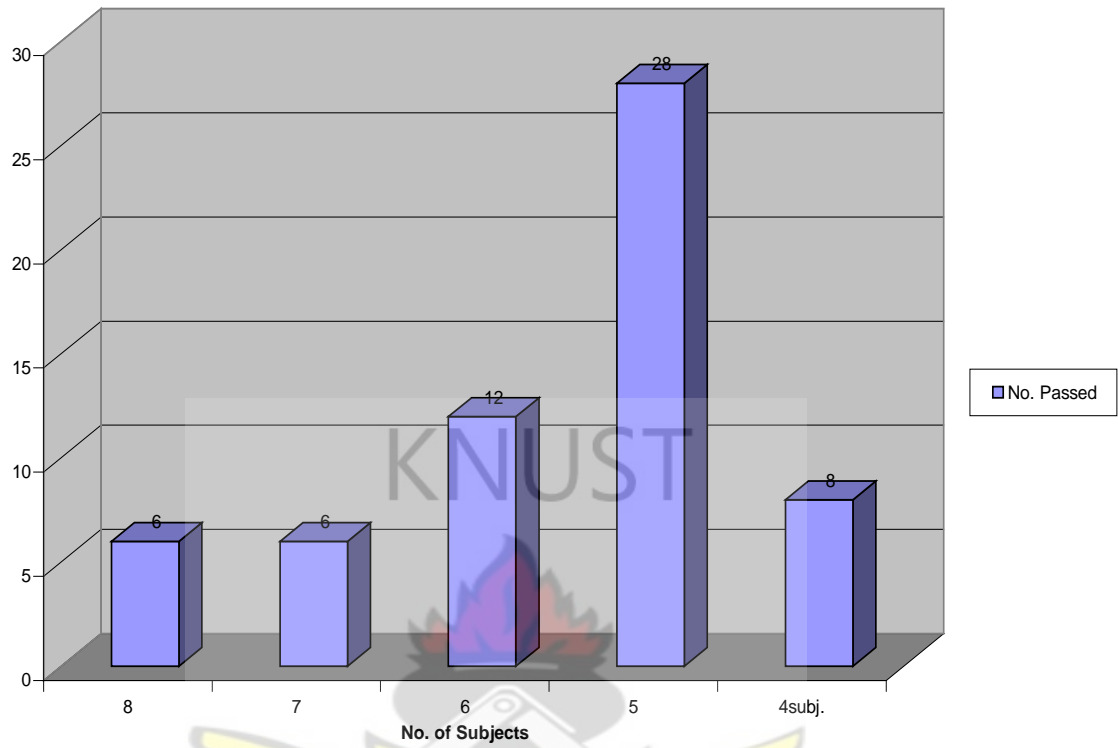


TABLE I4



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