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Code switching and code mixing: A teaching and learning strategy in St. Teresa's college of education, Hohoe

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Abstract

The purpose of this study is to investigate the use of code switching and mixing as a linguistic resource in St. Teresa's College of Education, Hohoe. The study looked at the academic and non-academic discussions of students and tutors to unveil the type of code switching (CS) and code mixing (CM) found in the college, the reason(s) for CS and CM and the extent to which CS and CM are a discourse strategy that is used to negotiate their activities. Ethnographic research design was employed for the study. The data for the study was audio recordings that were transcribed and used for the analysis. Questionnaires and interviews were also administered to students and tutors to cross-check the information in the audio recordings. The analysis was based on Hoffman's (1991) [16] and Saville-Troike's (1986) [22] theories on CS and CM. The study found out that the dominant code type was intra-sentential and members of the college, among other reasons, switched and mixed code for convenience, real lexical need and for repetition. It was found that students and tutors code switched and code mixed in their group discussions and teaching respectively. The significant aspect of this study was to enable readers and policy makers to recognize that CS and CM occur at all levels of education and must be given the appropriate attention.

Keywords: code-switching, code-mixing, emblematic, intra-sentential, intra-lexical

Introduction

Background to the Study

The study evaluates the linguistic attitudes and attributes of the use of code switching (CS) and code mixing (CM) as a discourse strategy among students and tutors in St. Teresa's College of Education, Hohoe, during academic and non-academic discussions within the college community. The study is prompted by the notion that Code Switching mostly occurs in informal situations (Gumperz 1972; Myers-Scotton 1993; Li Wei 1995) [15, 20, 18]. As mentioned in Quarcoo (2013) [21], in formal situations, code switching is said to be limited, as it is believed by many that code switching is often associated with speech events more than with written discourse. Quite a number of works have, however, indicated that code switching does occur in formal language situations. Among them are Asilevi (1990), (2000) [5, 4], Amekor (2009) [6], Chitera (2009) [9], and Brew Daniels (2011) [8]. Other notable Ghanaian scholars who have dealt in the area are Quarcoo (2013) [21], Amuzu (1998) [7] and Forson (1988) [13].

Code switching, as a discourse strategy, is found in use in varied domains of language usage. Scholars over the years focused their studies on the classroom which is the formal setting, but interestingly, code switching has been observed to be in use in other formal contexts like the state address (es) of the former and present president(s), Jerry John Rawlings, John Agyekum Kuffuor, John Evans Atta Mills and John Dramani Mahama, of the Republic of Ghana, in their formal addresses to the people of Ghana. Added to the above, religious leaders are not left out from the use of code switching and mixing. Many have been on radio and television (recordings) preaching, using code switching and mixing (Albakry&Ofori, 2011, Asare-Nyarko, 2012) [1, 2].

Usually, we observe bilinguals mixing two languages when speaking. In fact, this situation of bilingualism is not limited to only Ghana, but a common phenomenon present in every country, in all classes of society, regardless of age (Grosjean, 1982) [14].

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Multilingual/bilingual interlocutors are endowed with the linguistic competence of code alternation that occurs in the same conversations which many scholars refer to as code switching and code mixing, depending on the situation. Myers-Scotton (1996), looks at it as "...alternation of linguistic varieties within the same conversation". The linguistic varieties participating in code switching may be different languages or dialects or styles of the same language.

Trudgill (1992: 16) ^[27], defines code switching as the process whereby bilingual or bi-dialectal speakers switch back and forth between one language or dialect and another within the same conversation. This linguistic behaviour is very common in multilingual settings such as the study area of this research.

Statement of the Problem

The practice of CS and CM during interpersonal communication is a common phenomenon in the speech community of St. Teresa's College of Education, Hohoe. The phenomenon runs through students and tutors in the speech community, regardless of the setting. It surfaces in the discourse during and outside the classroom (instructional periods). Tutors and students display their competence by selecting different code(s) at different times within the same conversation to create varied effects when making their case or arguments out. The practice affirms the point made by Saville-Troike (2003) ^[23] that, knowing the alternatives and the rules for appropriate choice is part of speakers' communicative competence. Several works are indebted to code switching and code mixing in Ghanaian schools. Quarcoo (2013) ^[21] and Torto (2012) ^[26], are worth mentioning. They both studied code switching and code mixing in the University of Education, Winneba and University of Cape Coast respectively. But, there seems to be no or little research into code switching and code mixing in the Ghanaian college of education which is also a tertiary level of education. This gap is what the research sought to fill by analyzing a recorded data of naturally occurring conversations of the speech community understudy, to find out the nature of switching and mixing of code that are common and the motive behind their usage.

Objectives of the Study

This study intends to:

1. Bring to light the types of code switching and code mixing that take place in the college.
2. Identify the reason(s) for which tutors and students often switch and mix code.
3. Establish the extent to which CS and CM was a common phenomenon in the college.

Research Questions

1. What type of CS and CM are performed in St. Teresa's College of Education, Hohoe?
2. What reasons account for the CS and CM in the college?
3. To what extent is it a common phenomenon and a discourse strategy in the college?

Relevance of the Study

The outcome is expected to improve the practice of code switching and code mixing in sociolinguistics domain, particularly in the teaching and learning setting. The study

also sought to give policy direction to language experts and policy makers in education of the emerging strategy of language usage in Ghanaian schools as the "third tongue".

Literature review

Types of Code Switching and Code Mixing

Blom and Gumperz (1972) ^[15] classified code switching into two dimensions. These are grammatical and contextual code switching. According to the theory, the grammatical type of code switching is divided into three types; tag code switching, intra sentential code switching and inter sentential code switching. On the other hand, the contextual type of code switching was classified into two; thus, situational type and metaphorical type.

Wardhaugh (1986:103) ^[28], states that, situational code switching occurs when the languages used change according to the situation in which the conversants find themselves: thus, they speak one language in one situation and another in a different one. No topic change is involved.

When a change in topic, perception and purpose require a change in language used, we have metaphorical code switching. Saville-Troike (1986) ^[22], defines metaphorical code switching as a code switching occurring within a single situation but adding some meaning to such components.

Teachers' Code Switching

According to Sert (2005) ^[25], "teachers' use of code switching is not always performed consciously; which means that, the teacher is not always aware of the functions and outcomes of the code switching process." Therefore, in some cases, it may be regarded as an automatic and unconscious behaviour. It could be noted that, whether it is conscious or not, it necessarily serves some basic functions, which may be of some importance in language learning environments.

Such functions are listed by Mattson and Burenhult (1999) ^[19], as topic switch, affective functions, and repetitive functions. For the sake of clarity, it would be appropriate to give a brief explanation about each function.

In the case of topic switch, Holmes (2001) ^[17] said, 'people may switch code within a speech event to discuss a particular topic'. The teacher alters his/her language depending on the topic that is under discussion. This mostly occurs during lesson instruction where the teacher shifts from his/her language of instruction to the mother tongue of his/her students in dealing with particular points or concepts which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of the native tongue. At this point, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning in a clearer way. As also suggested by Cole (1998) ^[10]; a teacher can exploit students' first language (L1) learning experience to increase their understanding of second language (L2)".

In addition to the topic switch function of code switching, it also has the affective function. This is for the purpose of expressing emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. As earlier mentioned, this is not always a conscious process on the part

of the teacher. However, one may also infer the same thing for the natural occurrence of code switching as one cannot take into account the guarantee of its conscious application if the Maori example given is considered.

One other perspective of functionality in terms of code switching in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code switches to the native language in order to make meaning clearer, and in this way, stresses the importance of the second or foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviours. A learner who is sure that the instruction in second or foreign language will be followed by a native language translation, may lose interest in listening to the former instruction, which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.

Students' Code Switching

As indicated in the case of teachers earlier, students as well, code switch (CS) and code mix (CM) advertently and inadvertently, without the switchers necessarily being aware of the reasons and outcomes of their linguistic choices. It is a fact that though students may unconsciously perform code switching, it clearly serves some functions, either beneficial or otherwise. Eldridge (1996)^[11], refers to these functions as: equivalence, floor-holding, reiteration, and conflict control.

The first and foremost reason of student code switch is equivalence. In this case, as revealed by Sert (2005)^[25], students refer to the native equivalence of certain lexical items in target language and therefore code switch to their native tongue. This process, according to Sert, may be correlated with the deficiency in linguistic competence of target language, which makes the student use the native lexical item when he/she has not the competence for using the target language explanation for a particular lexical item. In view of this, equivalence functions as a defensive mechanism for students, as it gives the upper hand to the student to continue communication by bridging the gaps, resulting from foreign language incompetence.

In the discourse of student, reiteration happens to be one of the functions of code switching. Eldridge (1996)^[11], pointed it out as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood. In situations like this, repetition of the message, which is in the target language, is done by the student in the native or first language through which the learner tries to give the meaning by making use of a repetition technique. The reason for this specific language alternation case may be in two-folds: Firstly, one may not have transferred the meaning exactly in the target language. Secondly, the student may think that it is more appropriate to code switch in order to indicate to the teacher that the content is clearly understood by him.

Floor-holding is one other function that prevails in the domain of students. Conversing in the target language, students usually fill the stopgap with the native language. By this practice, one could suggest that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency

in target language. The learners' performing code switching for floor holding generally have the same problem: they cannot recall the appropriate target language structure or lexicon. It may be claimed that this type of language alternation may have negative effects on learning a foreign language; since it may result in a long-term loss of fluency. The last function of students' code switching to be introduced here is conflict control. For the potentially conflictive language use of a student (meaning that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes), the code switching is a strategy to transfer the intended meaning. The underlying reasons for the tendency to use this type of code switching may vary according to students' needs, intentions or purposes. Additionally, the lack of some culturally equivalent lexis in both the native language and target language which may lead to violation of the transference of intended meaning may result in code switching for conflict control; therefore possible misunderstandings are avoided.

Types of code switching

- a. Inter-sentential switching
This kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or the other.
- b. Emblematic switching.
In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.
- c. Establishing continuity with the previous speaker.
This kind of code switching occurs to continue the utterance of the previous speaker.

Types of Code Mixing

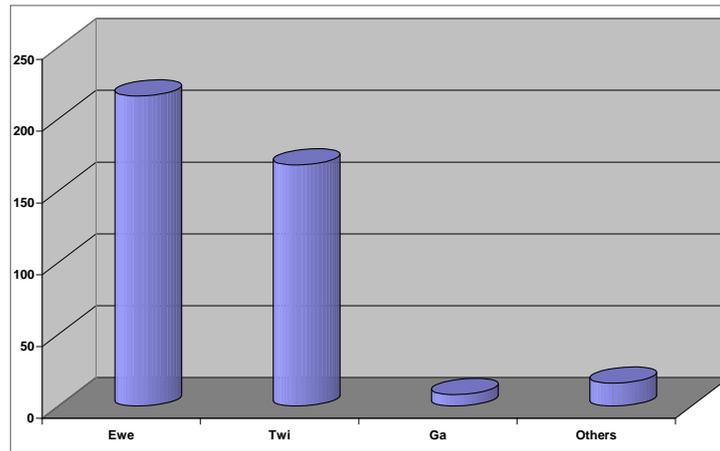
- a. Intra-sentential switching / code mixing.
This kind of code mixing occurs within a phrase, a clause or a sentence.
- b. Intra-lexical code mixing.
This kind of code mixing occurs within a word boundary.
- c. Involving a change of pronunciation.
This kind of code mixing occurs at the phonological level.

Methodology

Study Area

The research site was St. Teresa's College of Education, Hohoe. The college is the only female college in the Volta Region which is situated in the Hohoe Municipality in Ghana. The Municipality which lies along the middle belt of the Volta Region is endowed with good climate and beautiful tourist sites such as Afadjato Mountain, Wli Waterfalls and Likpe Caves. According to the 2010 National Population & Housing Census, the population of the Municipality stands at 184,743. Members of the college community are drawn from diverse ethnic and linguistic backgrounds in the Ghanaian community. The college had a student population of 408 during the study period, as of 2014/2015. Out of the 408 students, 216 (53%) speak Ewe as their first language, 168 (41%) speak Twi, 8 (2%) speak Ga and 16 (4%) speak other Ghanaian languages. All the students are bilingual/multilingual speakers. The bilingual/multilingual speakers are mostly English-Ewe, English-Twi and English-Ewe-Twi speakers. The tutors are also bilingual/multilingual speakers. Their linguistic breakdown is not different from that of the students.

Distribution of Language Background of the Study Area



Design of the Study

The methodology of the research was carefully thought of and because the research was to examine language use in society, the researcher settled on ethnographic design. This design chosen was considered appropriate to the study for the fact that, it offers the opportunity to access data in a real natural situation.

According to Seidu (2012) [24], ethnographic research is a complete or a partial involvement of the researcher in the study to share experience and better comprehend the system as an insider. This, to a large extent, enables a researcher to study language usage in its natural setting.

Population

According to Seidu (2012) [24], population is the entire group of people, objects or animals which the researcher wants to study. In this case, the population of this research is the tutors and students (year one and two) in St. Teresa’s College of Education, Hohoe. The third years were not part because they were on out-segment and not resident on campus. The teaching staff strength of the college stands at 41, of which 13 are females and 28 males. The number of students under study stood at 408, made up of 180 in the

first year and 228 in the second year, as of 2014/2015 academic year.

Sample Size

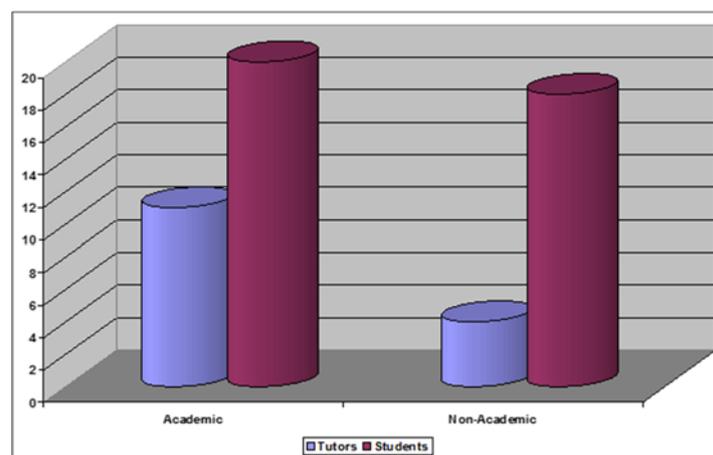
The sample size of the data consisted interactants involved in the conversations recorded, exhibiting code switching and code mixing.

In all, there were sixty nine (69) recordings. Out of the sixty nine (69), fifty three (53) exhibited the phenomenon of code switching/mixing and that was considered for the study. The remaining sixty nine (69), sixteen (16) were non-switched data and was not considered for the study. Fifteen (15) of the audio recordings were that of the tutors. Tutors’ academic was eleven (11) and non-academic was four (4). For the students, there were thirty eight (38). Out of this, twenty (20) were the non-academic conversations and eighteen (18) were the conversation from their group discussions (academic). The researcher took into consideration the sentence or utterance samples which involved code switching and mixing for the analysis.

In selecting respondents for the questionnaire, purposive sampling technique was adopted. This was to ensure that respondents to the questionnaire are those who had the chance of taking part in the audio recording.

Table 1: Sample Size of the Study in both Academic and Non-Academic Conversation

Target Groups	No: of Respondents		Total
	Academic	Non-Academic	
Tutors	11	04	15
Students	20	18	38
Total	31	22	53



Instrumentation

Audio recording was the main primary instrument used to gather data. Interview and questionnaire were used to cross check the information in the audio recordings.

Data Collection Procedure

Permission was sought from the Vice Principal of the college to carry out the research. Being solely a female institution, the researcher would be challenged in terms of entry into some places in the college like, their dormitory. In view of this, four (4) students were introduced to the researcher to assist in the study. They were briefed on the purpose of the recording and the researcher assured them of the confidentiality that would be attached to the information in the data (audio recording). The researcher also made it known to the students that, the data would be used purposely for this research work and not for any other purpose. They were given a period of four (4) months to do the recording.

Data Analysis Plan

The data gathered from the audio recordings were transcribed and translated for analysis. Not all the utterances recorded exhibited code switching (CS) and code mixing (CM). Since the objective of the study was to look at CS and CM as a phenomenon, the work only used the portions that include code switching/mixing, even though some non-switched versions appear, it was to help readers to comprehend the text. Secondly, to have a true representation of the speech samples, there had not been any change in the data including grammatical structures.

The data was coded and analyzed based on Hoffman's theory (1991) [16] and Saville-Troike's theory (1986)[22], on types and reasons for code switching and mixing. The codes are as follows,

emb: Emblematic switching

ite: Inter-sentential code switching

ita: Intra-sentential code switching

est: Establishing continuity with the previous speaker

inlex: Intra lexical code mixing

pron: Involving change in pronunciation

Other codes were given based on the factors of code switching.

quo: Quoting somebody else

ptop: Talking about a particular topic

inj: Injection

rep: Repetition

conv: Convenience

emp: Express emphasis

clar: Intention for clarifying the speech content of interlocutor

id: Group identity

reqcm: Strengthen request or command

rel: Real lexical need

exl: Exclude others

The data gathered from the questionnaire and interview was analyzed and presented

Analyses and discussion of data on the audio recording

Sample code switching and mixing of Teachers'

The types of code switching and mixing were based on the classification made by Hoffman (1991) [16]. Hoffman indicated that, there are many types of code switching and

code mixing, based on the juncture or the scope of switching.

Asilevi,(2000) [4], postulated that, generally, many researches on code switching rest on the fact that it has come to stay with educated Ghanaian speakers and that, it gives bi-lingual speakers theurge to be more fluent in their expression than style shift of the monolingual speakers.

According to Forson (2008) [12], it is "longer stretches of utterances, usually sentences in two different codes, alternating." Usually, this type of switch occurs at clause or sentence boundary. From the data, there were nine (9) inter-sentential switches out of 71 switches/mixing under the teachers academic category. This category was on a low side compared to other types in the classification. These switches were of English-Twi and English-Ewe patterns. The tutors use the English Language which happens to be the medium of instruction to depict the formality of the interaction.

Myers-Scotton (1993) [20], refers to the superstrate (language) that switches are made from in the interaction to be the matrix language (ML) and the one to which they switch to as the embedded language (EL). In this case, English is the ML and Ewe/Twi is the EL.

Extract 4, displayed an exhibition of inter-sentential switch from English to Twi. This was on official closing ceremony address, delivered by the Principal of the college. The Principal is hereby addressing students' misdemeanor towards tutors in class.

1) *When teachers come to class and they say something, you rather get annoyed. You! Moa mote h4 saa no! (ite/4/conv/7).*

[Those of you who are sitting there like that!]

From the extract, it would be clear that the speaker began the discourse in English which is the official language and what is expected to be the medium of communication at that juncture. The use of the English language connotes the formality of the setting, the impression about who the personae is and the weight of message. As indicated by Asilevi (2008) [3], English assumes a "no challenger official status". The speaker switched to the L1 (Twi) to make the presentation less formal and to conveniently present the message. From this, one can argue that, this was done because of convenience to the speaker and for better intelligibility to the audience.

The speaker maintained the code (Twi) and later switched back to English, expressing her state of confusion as to why they have to behave the way they did. Below is the extract; *obia 4boa wo no, someone helping you, you get annoyed with the person?*

[someone helping you] (ita/1 /rep/1)

This was a clear repetition that has been interlaced. This was done to amplify the message.

Further inter-sentential switch in the same extract includes, *When some mothers, when their husbands die, they can even sell their cloth and look after their children. Your mother said, go and spoil the principal's name and you did. Nyame naa hyira me,4boa. (ite/5/conv/8)*

[It is God that blessed me, she lied.]

The above follows the same pattern as the one indicated earlier.

Coupled with the above was another inter-sentential switch which can be found in extract 8. This was a lecture delivered to students on "Time Management". *Do you go to mass before going to class? We do it at Franco.*

Abla ta la!(ite/6/emp/20)

[You will cover your hair!]

E!4 o, me!4 o, abla ta la!

[Whether you like it or not, you will cover the hair!]

You use the scarf to cover your hair and off you go to the chapel. (ite/7/emp/21)

From the above, the switch was English/Ewe pattern. The speaker switched from English to Ewe to emphasize the point that, back at her former college (Franco) it was compulsory for ladies to cover their hair before going to church.

This kind of switching involves the tags and the exclamations that are in one language and are inserted in an utterance of another language. There were 19 emblematic switches out of the 71 found in the discussion of the tutors as they taught their students. This happens to be the second common switch when it comes to the types of switch among the tutors. Below is the extract concerning a lesson in Information Communication Technology (ICT), giving instances of switching?

Tutor: *Always, common sense will tell us the number of bits pair. So, that one is a matter of counting. So, number of bits equal? (Students respond) ten bits.*

Tutor: *H!i!* (emb/1/inj/1)

Take your time. Migb4 dzi 2e anyi la! Number of bits?

(emb/2/inj/2) *[You(pl) have to take your time, right!]*

From the above extract, the tutor switches by exclaiming in Ewe to put order in the classroom. This gives the indication that, his audience (students) is bilingual and the students can decode what he said to them.

No, no, no! What makes it 12? ...the explanation she's giving is wrong. [Laughter] Hold on ooh, Keep quiet!

La, eh! [yes] yes, what makes it 12? (emb/3/emp/1),

Here, the tutor exclaimed in (emb/3/emp/1), which gives the indication to the students that he is expecting something from them. The tutor went further by switching back to English starting by repeating what he said in (emb/3/emp/1) in English "yes, ..." Therefore, one can draw from this that, the switch to Ewe was a teaching strategy adopted by the teacher to urge his students to contribute in his lesson. This invariably would make his lesson less teacher-centered.

In some instances, emblematic switches go for acceptance of what the previous speaker said. An example is what is realized in (emb/4/emp/2) below, (emb/6/inj/3) and (emb/16/emp/15)

You see, we are all learning. When you say it's wrong, she won't repeat it again. Ah7! [right!] (emb/4/emp/2) The answer is 12 alright but the 20 you are giving is wrong. ...No, no, no, what you were saying previous, say it la! [ok] (emb/5/reqcm1)

The tutor in response to the answer given to his question switched to L1 (Ewe) showing his agreement. In (emb/5/reqcm1), the switch has some element of persuasion, even though it is making a command. This is to influence the speaker (student) to come out with her answer.

Quite a number of emblematic switches have the effect of showing surprise, amazement and emphasis. This can be realized from the "Principal's address at the closing ceremony of the college."

You must change your life o! [ok] (emb/17/inj/6) If somebody sees your hair, wearing this in town, victimization, woa, (emb/18/inj/7 [see!] look at you!

And you are passing, Ewuraba! Look at you, Ewuraba! (emb/19/inj/8).

[gir!] [gir!]

The switch in (emb/18 & 19) shows the amazement in the conduct of the students by their Principal. It involves code alternation within a clause or sentence boundary. Myers-Scotton (1993)^[20], made it clear that, "this occurs within the same sentence or sentence fragment." The intra sentential type happens to be the most frequent with the highest rate of occurrence gathered from the data. From the data, there were 44 of such type. These occurrences happened at word level and phrase level. Below are some of the types that happened at word level.

Fesia will say abua [fool] like that!" (ita/2/quo/1).

The above extract is an example of the intra sentential type at the word level. With this, there is an insertion of a word in another language other than the dominant language. The word "abua" is an unsavory word in Twi meaning "fool" inserted into an English sentence. The tutor hedged by making non-committal statement, disassociating himself from the insult. The beginning phrase, "Fesia will say" is the strategy of hedging which was to lessen the severity of the threat on the face of the student.

Further intra sentential alternation of code at the word level can be found below;

If you grow and you marry kuraa you will behave like that. [even] (ita/3/emp/5). Even the shirt kuraa, (ita/4/emp/6) if you want to buy, it will be a [rubber] (ita/5). Do you know what we call ajyirigja? (ita/6/conv/1) Oh, debi [no] If you want to do something, you do it from your heart. Pray that your class will come on without dumsor. [light out] (ita/8/conv/3).

The lexical insertions were in the L1 of the tutor but inserted into the L2 of the speaker though the expected code as the medium of instruction should be the L2. The tutor did these insertions to enable the students to better appreciate import of the message he intends to send across.

On the other hand, there have been phrasal elements that form part of the intra sentential codes realized in the data. In an RME lesson, the tutor mixed code to cite an example of a kind gesture extended to a stranger;

And she was afraid. Man and a lady, who should be afraid? You know I'm an Asante. She observes me speak Twi. Then I asked: Sister, woho y! [how are you?] before she got calm a bit. (ita/13/id2)

It can be observed from the above extract that, the tutor mixed code in this context to show his identity and alleviate the fear that grips his conversant. This is to clear the doubt and fear that grip strangers. By this, there exist some level of membership and solidarity between them. He went further to show his identity and membership indicating clearly in the words,

Do you see? For me being hospitable, is very, very good.

...She said the father said I don't call. I don't want to be calling as if [pause]. Maybe, once a while, I can call and say wo ho te s!n, wo ba no y! [How are you? Are the children well?] (ita/16/id4)

Following the language policy in education, especially in colleges of education, this lesson should have been delivered purely in English. But for some reasons, such as the one below, tutors switch and mix code during their lesson delivery.

It has been observed that, in some instances, messages are better put across and understood when they are said in the L1. In this regard, bilingual speakers such as tutors, apply this knowledge when they engage in discourse. This is

observed below in the address of the Principal of the college to students concerning their misdemeanor towards tutors.
When teachers come to class and they say something, you rather get annoyed. You! ...obia 4boa wo no, someone helping you (ita/24/rep2)
[somebody helping you] you get annoyed with the person?]
 The above showed Twi/English pattern of code mixing. The Principal switched from English, interlacing it with Twi to present the message for better understanding. To amplify the intensity of their conduct, the speaker made repetition of the same message switching back to English.

Sample Code Switches and Code Mixing of Students

Mary: *What is decision making? Kabakaba! [hurry up] (ite/11/reqcm/1) What are the techniques for composite administrative decision making? Don't waste my time!*
 Sedi: *Decision making mev4a o lo! (ite/15/emp/7) Eli z7. Hurry up!*
 [Decision ...does never end. It is enormous.] (ite/16/reqcm/2)
 Deborah: *!h0! [yes] (emb/9/inj/9) Ne wonye ny4nu, ya `utsu va, wova le asi titi 2e e`u, e5e susu ava n4 nya bubu tsin1. You have to be careful! (ite/54/reqcm/4)* [If it is a woman and a man comes, rubbing his hand on the woman, her mind may give her wrong signal.]
 Interestingly, all the switches under this category are commands. This means that there were some forms of authority being assumed by the various students as and

when each wanted to address the colleague. One would expect some request or polite way of presenting issues to each other since they are all of the same academic level.

- Joyce: *Why should these be intentions? Ne wobe [if they say] ends la, meaning, after coming out with all your decisions; you end up making [stammering]*
- Regina: *That is the end.*
- Mary: *!h0!*
- Regina: *So, what do you intend doing?*
- Mary: *Efia be 2e [meaning], the thing is like, I am writing this book: my final purpose is that at the end of the day mate nu anl4 agbal8ke. (est/1/clar/1) Me' sigbe oa? [...I can write the book. Is that not it?]*
- *That is the end! The end product enye be ma2a banku nebi. (ita11/clar/3) Gake nye intention nye be ma2a Banku. (ita/12/clar/4) So, you are considering the endproduct as your intention like your objective; your goal.*
- *[...is that, I should cook banku well, but my intention is to just cook banku.]*

The table below presents the summary of key findings on the audio recordings about the types and factors of code switching and code mixing in all the four categories from which the data were collected. Table 1& 2 present the types of code switching and code mixing on teachers and student while table 3&4 dealt with the reasons identified in code switching and mixing among students and tutors.

Table 1: Types of Code Switching and Mixing among Teachers

Switch Types	Trs' Academic	Trs' Non Academic	Total
Inter-sentential (Ite)	20	9	29
Emblematic (Emb)	0	19	19
Establishing continuity	9	0	09
Mixing			
Intra-Sentential (Ita)	158	44	202
Intra-lexical (Inlex)	7	0	07
Total	194	72	266

The table above gives the indication that teachers' code switch/mix (CS/M) more in their classroom interactions than they do when they are out of the classroom. It is worth stating that, as high as one hundred and ninety four (194) code switches and mixing occurred in teachers' academic as against seventy two (72) of non-academic, giving a total of

two hundred and sixty six (266). This gives clear indication of the immensity of CS/M in the college community in academic discourse. For a more visual impression on the frequency of code-switching and mixing among teachers, the graph below illustrates.

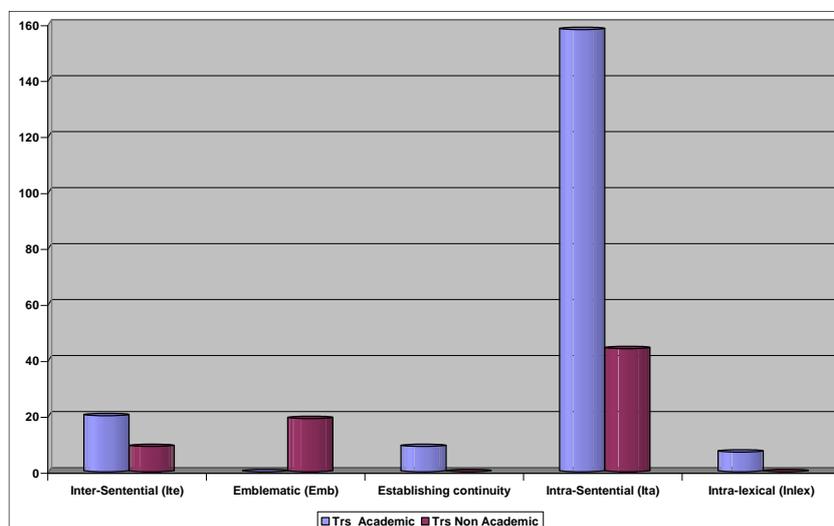


Fig 1: Frequency of Code Types among teachers in both academic and non-academic discourse.

Table 2: Types of Code Switching and Mixing among Students

Switch Types	Students' Academic	Students' Non Academic	Total
Inter-Sentential (Ite)	77	40	117
Emblematic (Emb)	21	32	53
Establishing continuity	13	0	13
Mixing			
Intra-Sentential (Ita)	206	180	386
Intra-lexical (Inlex)	3	8	11
Total	320	260	580

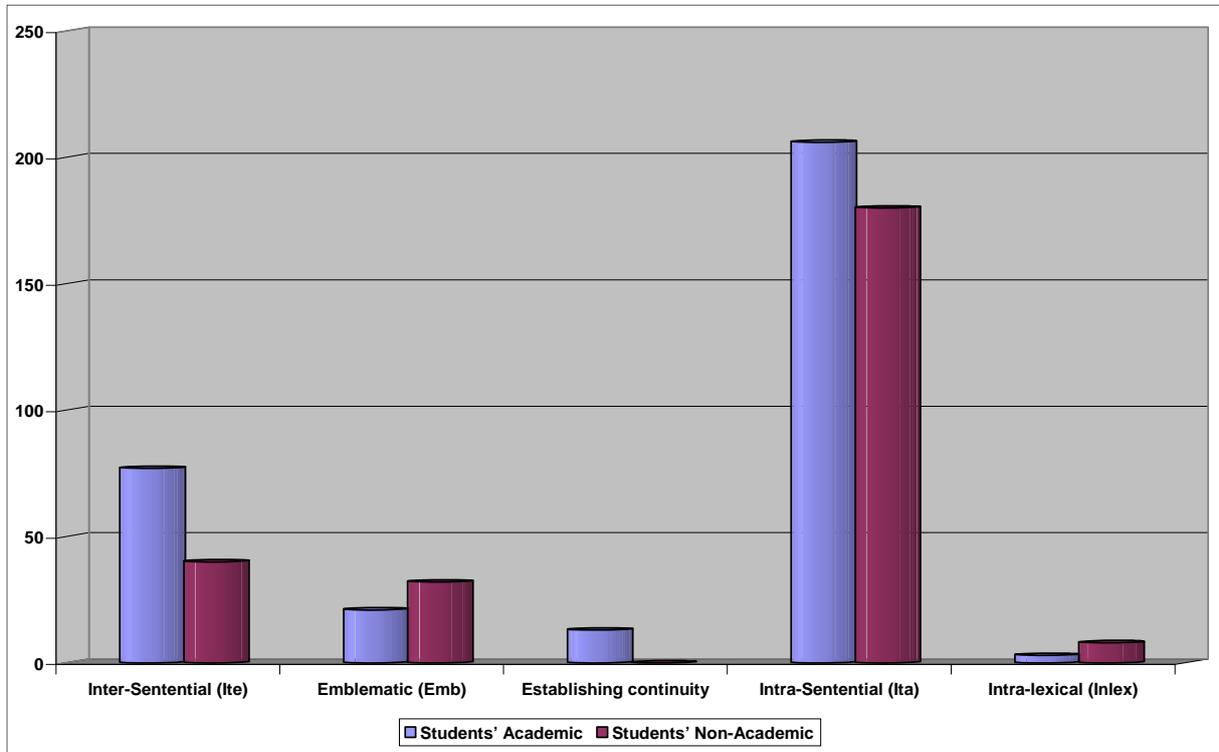
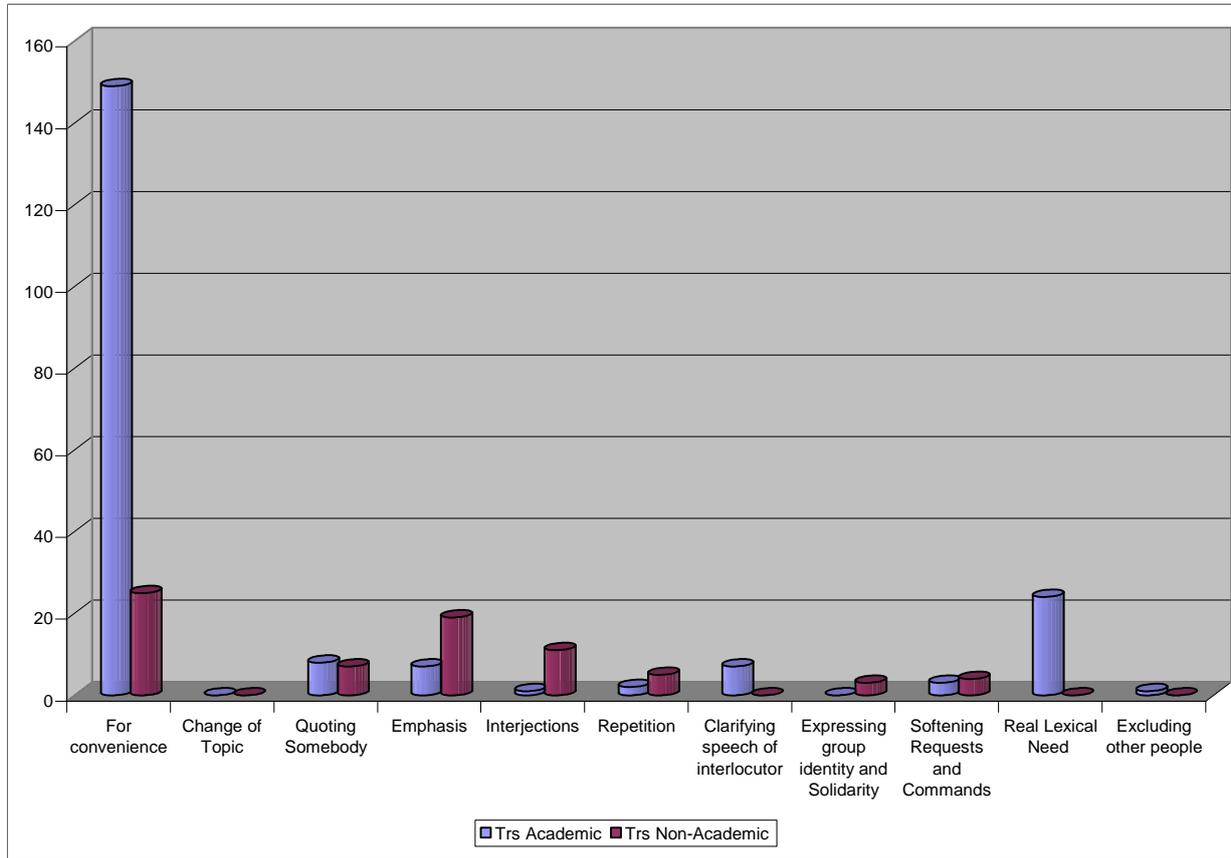


Table 3: Reasons for Code Switching and Code Mixing among Teachers

Reasons for Code-switching	Category of Audio Recordings		Total
	Trs Academic	Trs Non Academic	
Hoffman's Reasons			
For convenience	149	25	174
Change of Topic (p/top)	0	0	00
Quoting Somebody (Quo)	8	7	15
Emphasis (emp)	7	19	26
Interjections (inj)	1	11	12
Repetition (rep)	2	5	07
Clarifying speech of interlocutor (clar)	7	0	07
Expressing group identity and Solidarity(Id)	0	3	03
Saville-Troike's Reasons			
Softening Requests and Commands (reqcm)	3	4	07
Real Lexical Need (rel)	24	0	24
Excluding other people	1	0	1
Total	202	74	276

The information in table 3 above is illustrated in a graphical form below for a more visual impression.

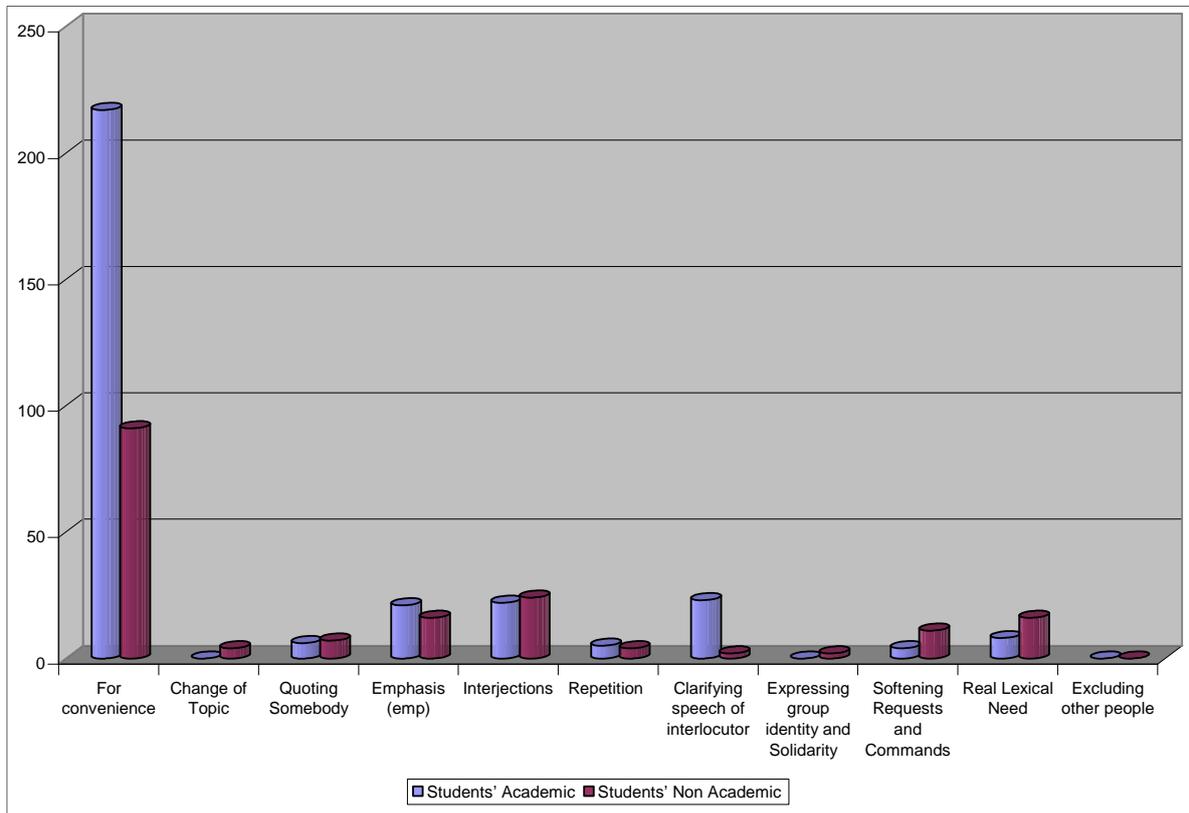


From the table above, teachers switch/mix code the more for the purpose of convenience and real lexical need. The real lexical need occurs mostly in Ghanaian Language (Ewe &Twi) lessons, where some words were alien in the

language of instruction. By this, speakers were compelled to switch to the target language. Some were also for the teacher to conveniently explain issues as they should be to their students.

Table 4: Reasons for Code Switching and Code Mixing among Students

Reasons for Switching/Mixing Hoffman’s Reasons	Category of Audio Recordings		Total
	Students’ Academic	Students’ Non Academic	
For convenience	217	91	308
Change of Topic (p/top)	0	4	04
Quoting Somebody (Quo)	6	7	13
Emphasis (emp)	21	16	37
Interjections (inj)	22	24	46
Repetition (rep)	5	4	09
Clarifying speech of interlocutor (clar)	23	2	25
Expressing group identity and Solidarity(Id)	0	2	02
Saville-Troike’s Reasons			
Softening Requests and Commands (reqcm)	4	11	15
Real Lexical Need (rel)	8	16	24
Excluding other people	0	0	00
Total	306	177	483



Summary of findings

It became clear from the study that, code switching (CS) and code mixing (CM) is dominant and has become a common phenomenon and a discourse strategy in the speech community of St. Teresa's College of Education, Hohoe. This was confirmed in the data analyzed when ninety-four (94%) percent of students agreed they switch/mix code in both academic and non-academic discussions. Majority of students who engage in code-switching/mixing are those in level 200; thus second year students; constituting 57.7% of the total student population. Two major languages emerged in which students switch/mix code in their discussions: these are Ewe and Twi, constituting 48.7% and 32.1% respectively.

It is worth noting from the study that, tutors' and students' code switch and code mix as a strategy but not incompetence in the use of language. This is done for many reasons and significant among them was to: emphasize a particular point (convenience); for real lexical need; to express a concept that has no equivalent in the culture of the language; to reinforce a request; to express identity and communicate friendship; to ease tension and inject humor into a conversation and introduce new topics.

It also became clear that code-switching/mixing among students exists mostly with English-Ewe, followed by English-Twi; constituting 61.5% and 30.8% respectively. For the sake of cultural solidarity (identity) and the fact that concepts are better understood when explained in first language, most students (64.1%) agreed that it is good and just to switch code in discussions. On academic grounds, most students (55.1%) stated that they switch/mix code because they find it difficult to explain some concepts in English, and also, when their friends cannot get the understanding of certain things being explained to them in English. It was also revealed that, most tutors during lectures in the classroom, switch/mix code in their bid to get concepts well explained to their students. This was revealed

by their students when they stated that 94.9% of their tutors switch code in academic discussions.

Suggestions and Recommendations

- Among students of the same ethnic background, code switching and mixing helps students to conveniently explain the points out to their colleagues as well as to their tutors, both in academic and non-academic discussions. In this regard, it is recommended that the classroom teacher should adopt a very humane and tolerant attitude towards learners' language, to aid learning.
- English being the medium of expression and instruction in Ghana and for the fact that teachers' language of instruction affects students, it would be proper and reasonable to expect the teachers themselves to have an intelligible language of instruction, if their students are to benefit from them.
- Since the second language learner automatically proceeds from his source language to learn the target/second language, code switching and code mixing are purposeful strategies/phenomenon in language and should not be regarded as language error, if the focus is intelligibility and to clarify speech content.
- Considering the reasons outlined earlier on code switching/mixing and also the assertion made by Asilevi (2008)^[3], I recommend that, code switching and code mixing should be considered as another medium of instruction in Ghanaian schools.

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