

BILINGUAL PRACTICES IN HIGHER EDUCATION: THE PEDAGOGIC RELEVANCE OF FRENCH-ENGLISH CODE-SWITCHING IN GHANA

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Abstract

Language contact is increasingly becoming a common occurrence worldwide, resulting in phenomena such as code-switching, Ghana being no exception. Although much research have been explored on code-switching in formal and informal settings in the country, the subject is least explored in higher education institutions. Therefore, this paper reports on a qualitative study of bilingual practices in French and Francophone Studies classrooms, under the Department of Language and Communication Sciences in a Ghanaian public university. The study employs recordings of classrooms discourse, interviews, and classroom observations. Drawing on Grosjean's Language Mode Continuum and Poplack's code-switching model, the study investigates the types of code-switching and the pedagogic relevance of French-English code-switching in French language classrooms. The data sets for the study consist of classroom recordings of five (5) lecturers with an average total of 60 students per lecturer. We found that all three types of code-switching (intra-sentential, inter-sentential and emblematic) were employed during classroom teaching of French courses. However, variances exist in the types of code-switching employed in the 1st year, 2nd year and 4th year classes. We found that the French lecturers codeswitched to achieve pedagogic functions such as explaining concepts, vocabulary acquisition, correction of students, and content comprehension while students also codeswitched to express themselves clearly and fill gaps in their vocabulary. The study concludes that code-switching enhances students' understanding of concepts in both languages

and encourages the active participation of students in the classroom. We recommend that a study be carried out on how code-switching contributes towards students' success or failure in learning French as a second language. The study contributes to research on bilingual practices, particularly in higher education.

Keywords: *Code-switching, Bilinguals, English language, French language, Multilingual,*

Résumé

L'avènement de la mondialisation a rendu le contact linguistique un phénomène courant dans le monde entier, entraînant des phénomènes tels que l'alternance codique, dont le Ghana n'est pas une exception. Bien qu'une pléthore de recherches ait été explorée sur l'alternance codique dans des contextes formels et informels, le sujet est le moins exploité au niveau des institutions d'enseignement supérieur. Cet article rapporte donc une étude qualitative des pratiques bilingues dans les classes d'Études Françaises et Francophones qui relèvent du Département des Sciences du Langage et de la Communication dans une université publique ghanéenne. Les données de la recherche sont des enregistrements de discours en classe, des entretiens et des observations en classe. En s'appuyant sur le Continuum du Mode de Langue de Grosjean et le modèle l'alternance codique de Poplack, l'étude vise à examiner les types d'alternance codique et la pertinence pédagogique de l'alternance codique français-anglais dans les classes de langue française. Les ensembles de données pour l'étude se composent d'enregistrements de cours de cinq (5) enseignants avec un total moyen de 60 étudiants par enseignant. Nous avons constaté que les trois types d'alternance codique (intra-phrastique, inter-phrastique et emblématique) étaient utilisés pendant l'enseignement des cours de français. Cependant, des variations existent dans les types d'alternance codique employés dans les classes de 1ère année, 2ème année et 4ème année. Nous avons constaté que les enseignants de

français utilisent l'alternance codique pour accomplir des fonctions pédagogiques telles que l'explication de concepts, l'acquisition de vocabulaire, la correction des étudiants et la compréhension du contenu, tandis que les étudiants alternent également les codes pour s'exprimer clairement et combler les lacunes de leur vocabulaire. L'étude conclut que l'alternance codique améliore la compréhension des concepts par les étudiants dans les deux langues et encourage la participation active des étudiants en classe. Nous recommandons qu'une étude soit menée sur la manière dont l'alternance codique contribue au succès ou à l'échec des étudiants dans l'apprentissage de la langue française. L'étude étend les recherches sur les pratiques bilingues, notamment dans l'enseignement supérieur.

Mots-clés : Alternance codique, Bilingues, Langue anglaise, Langue française, Multilingue

1. Introduction

Ghana, a British colony within the West African sub-region that attained self-government on 6th March 1957, is a multilingual and multi-ethnic country. Language educators and sociologists in Ghana are extensively exposed to more than two languages, which are either indigenous or foreign. Quarcoo, Amuzu, and Owusu (2014) assert that Ghana is a multilingual nation, therefore, people frequently switch between several languages in interactions. People communicate with one another using two or more languages. In most speech contexts or communities, such as churches, businesses, institutions, etc., people use more than one code to communicate with those around them. In institutions such as universities, it is not uncommon for educators such as tutors to use more than one code in teaching language programmes such as French, Spanish, Chinese, English, and Twi in classrooms, lecture halls, and other places (cf. Abban, Mensah & ResCue, 2023; Shalini, Lubna & Nithiyaroobi, 2019; Suganda, Leoneta & Zuraida, 2018; Jingxia, 2010; Nzwanga, 2000). Also, undergraduates in French classrooms may not comprehend fully lectures that are taught predominantly in the target language, French. Hence, some tutors and lecturers employ both the L1 and the target language in the classroom to facilitate comprehension. In educational system, using language for teaching and learning activities is crucial for effective communication (Mukti, 2016). The interlocutors involved in communication are key factors to consider before employing some codes in conversations (Yevudey, 2017, Nuworsu, 2015).

A code refers to is any kind of system that two or more people employ for communication (Wardhaugh, 2010). Wardhaugh asserts that the term is a more neutral term than the other related terms such as dialect, language, style, pidgin, and creole, which usually attract some emotional attachments. In a language contact situation, code choices take place. Code-switching and code-mixing have become subjects of research across disciplines such as sociolinguistics, language contact, education, and communication studies. Some scholars state that code-switching mostly occurs in informal situations (e.g., Quarcoo & Amuzu, 2016; Myers-Scotton, 1993; Forson, 1988;1979; Auer, 1984; Gumperz, 1972). Other studies (e.g., Abban, Mensah & ResCue, 2023; Tefeh, 2022; Temadonku, 2018; Atiemo 2015; Yevudey, 2013; Brew-Daniels, 2011; Amekor, 2009; Setati et al., 2002; Arthur, 1996; Asilevi, 1990), however, are of the view that it occurs in formal situations as well and is noticeable in the discourse, oration, utterances of educators such as teachers and students. Quarcoo and Amuzu (2016) look at it from a different angle by exploring how code-switching is used for academic purposes outside the classroom. Their findings revealed that code-switching between English and Akan facilitates understanding of topics students were taught in the classroom and maintains solidarity within their community of practice.

In Anglophone countries, such as Ghana, code-switching in peoples' daily conversations and classrooms has been investigated since the 1970s. Forson (1979) postulates that code-switching (CS) was not a code choice in Ghana until the early 1950s when English was introduced as a medium of instruction in elementary schools. Flamenbaum (2006), Yevudey (2009), Vanderpuije (2010) and Brobbey (2015) have conducted research on the use of code-switching in Ghanaian media. Amekor (2009), Ezuh (2009), Adjei (2010), Brew-Daniels (2011), Yevudey (2012), Atiemo (2015), Temadonku (2018), and Tefeh (2022) studied code-switching use at the basic and college level. However, there are rare studies on French-English code-switching at the university level of education in Ghana.

This study seeks to fill the gap in research by adopting Grosjean's (1998) Language Mode Continuum to offer insights into the pedagogic relevance of French-English code-switching by French lecturers using French and Francophone Studies classrooms in a public university in Ghana as a case study. The study also adopted Poplack's code-switching model in identifying the types of code-switching adopted in the classrooms. This study contributes to the existing literature on code-switching in Ghana, particularly in the classroom by exploring the pedagogic functions of code-switching between French and English. The remaining sections of the paper discuss the

review of related literature and theoretical frameworks, methodology, data analysis and results, and conclusions.

2. Literature Review

This section provides information on language in education and the theoretical framework adopted for the study.

2.1 Language in Education

Ghana, formerly the Gold Coast, became the first Sub-Saharan African country to gain its independence from European colonization. Ghana as a multilingual and multi-ethnic country adopted English as its official language after independence making English the language for all official correspondences. The country has about 79 indigenous languages and the indigenous languages fall within the Niger-Kordofanian group (Simons and Fenning, 2017; Yevudey, 2017). Nine out of the 79 indigenous languages are government-sponsored, and these languages are used as the medium of instruction at the lower primary, grades 1-3 with a transition to being used as subjects of study from upper primary grades 4 up to tertiary levels (Eberhard, Simons & Fennig, 2023). These languages include Akan (which has three dialects Akuapem Twi, Asante Twi and Fante), Ewe, Dagaare, Dagbani, Adangme, Ga, Gonja, Kasem, and Nzema. These indigenous languages are approved by government to be used in parliament, media, and schools. In addition to these indigenous languages being used in Ghana's educational system, English occupies the highest and most prestigious position in the country. According to Ameyaw-Akumfi (2002), the language policy in Ghana has changed from the use of the local dialect in the lower primary to that of English right from crèche. As a result, it is prevalent to have children whose L1 is English because they are exposed to the language right from childhood. In urban areas, it is not uncommon to hear children speaking English before entering into formal education. English has been officially recognized and adopted as the medium of instruction in Ghana's educational system. English is consistently and predominantly used in television, radio broadcasts, daily newspapers, and magazines as well. The prestige and status of English in the country, Ghana is well summarized by a Ghanaian journalist,

‘who claims that English enjoys great prestige in the country because the people of Ghana have seen it to be the language of power and security. Those who are

competent in the language have the power to exercise authority, it is a key to one's advancement in society. It enhances one's chances of getting a good job. A person who wants to feel secure learn English as it is one of the requirements for employment in many areas' (Saah, 1986:370).

French, the other dominant foreign language in Ghana, is the focus of this study in addition to English. The country also has several foreign languages taught at the university level including French, Chinese, Spanish, Russian, German, and Swahili. The teaching and learning of French began as early as 1879, even though Ghana's official language is English (Amonoo, 1988; Bangnia, 2020). The studies report that it began in the Central Region at Mfantipim and Adisadel College in Cape Coast when the colonial school authorities deemed it necessary to introduce French as a second foreign language, and the teaching of French was later introduced in other schools, colleges and universities across the country. Teaching and learning of the French language in Ghana have been influenced by the geographical location of the country. Ghana shares borders with three Francophone countries namely Burkina Faso, which lies north; Togo, in the east, and Cote d'Ivoire in the west. Therefore, it is expedient to teach and learn French in the country.

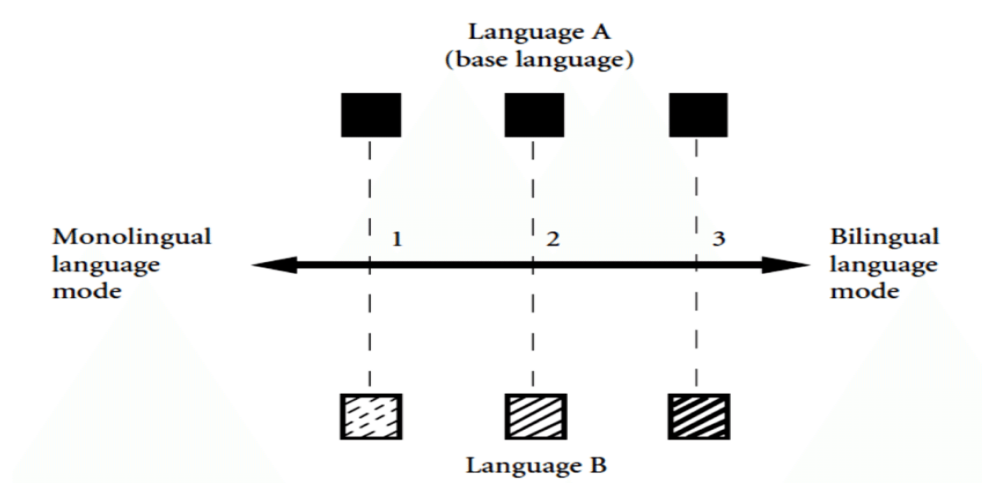
A lot of efforts have been put in place by the French government to encourage and ensure that French is beneficial and relevant to Ghanaians. According to the President of the Republic of Ghana, His Excellency Nana A. D. A. Addo at La Francophonie Summit in 2017, "Notre objectif est de vivre un jour dans un Ghana bilingue, C' est à dire l'anglais et le français ainsi que nos propres langues autochtones", translated as 'Our goal is to live, one day, in a bilingual Ghana, that is English and French, together with our indigenous languages'. In support of this, the foreign affairs minister, Shirley Ayorker Botchwey, posits that the promotion of the French language is a major education priority (Aseidu, 2019).

Consequently, the French language has been accepted as an elective and compulsory subject in Ghana's educational system for both Basic and Senior High school students. It is even a major programme in universities in Ghana such as Kwame Nkrumah University of Science and Technology; University of Cape Coast; University of Ghana, Legon and other tertiary institutions.

2.2 Theoretical Framework

This study explores the functions of French-English code-switching during French classroom discussions. With this in mind, this study adopts Grosjean's Language Mode Continuum as its theoretical and analytical framework. Below is a visual representation of the language mode continuum.

Figure 1: Grosjean's Language Mode Continuum



(Grosjean 1998: p. 136)

The position of bilinguals on the continuum is represented by the discontinuous vertical lines and the level of language activation by the degree of darkness of the squares. Here, the black is active and the white is inactive. According to Grosjean (2013, 2001, 1998), Language Mode Continuum provides social and linguistic parameters for exploring bilingual and multilingual language use. This framework opines that the use of languages is based on certain linguistic and sociolinguistic factors, speakers can either adopt monolingual or bilingual codes when communicating. Language mode is the state of activation of the bilinguals' languages and language processing mechanisms at a given point in time. The state of activation of two languages is said to be in a continuum during interactions. On this continuum, a bilingual may be in a monolingual mode, intermediate mode, and bilingual mode. Monolingual mode is when a speaker finds him or herself in a speech situation that requires the use of one language. Here, the speakers are monolingual in just one language. If the speaker is bilingual and finds him or herself in a monolingual mode, such a speaker must interact with only one language that he/she knows. Here, one language is active and the other is deactivated.

At position 2, the speaker is in an intermediate mode. Language A is the most active language, the language of communication, but language B is also partly activated. This kind of mode arises when a bilingual is speaking to another bilingual who does not wish to use the other language (language B) or when a bilingual is interacting with a person who has limited knowledge of the other language. Here, the linguistic setting or the participants permit limited use of two languages and also there is an expected code for the interaction with limited use of other shared languages.

In position 3, the speaker is at the bilingual end of the continuum. Both languages are active, but language B is slightly less active than language A as it is not currently the language of communication. Here, the bilinguals are competent speakers of the languages. Also, the bilingual speaker feels comfortable mixing languages. They first adopt a base language to use together (language A) but the other language referred to as guest language is available in case it is needed for a word, phrase, or sentence.

Grosjean (1998) describes factors that may condition the language mode of speakers. These factors are the participants, the situation, the form and content of the message, and the function of the language. The factors are well explained and contextualized in the study, even though the primary focus is on the function of the language act in reference to the theoretical framework.

3. Methodology

Bhattacharjee (2012) posits that a research design is a comprehensive plan for data collection in an empirical research project, and it is a blueprint for empirical research aimed at answering specific research questions. This study is situated within the qualitative research design with data consisting of classroom recordings of five (5) lecturers with an average total of 60 students per lecturer in the first, second, and fourth years. A simple random sampling strategy was used for the selection of the participants (lecturers) for the study. This was done to ensure that each lecturer had an equal chance of being selected. Also, the French lecturers were selected based on the fact that they were French lecturers who had acquired a minimum of ten years of teaching. The 3rd year students were not available for the study because they left Ghana to Benin or France during the data collection periods in 2022. It is crucial to note that the absence of third-year students did not adversely affect the sufficiency and credibility of the data.

The selection of these participants from French and Francophone Studies under the Department of Language and Communication Sciences is the defining boundary of the study. This was because it provides the data and data sources needed to achieve the objectives of the study. French and Francophone Studies classrooms provide data for exploring French-English code-switching in the classroom and in ascertaining the pedagogic functions of such code choices in the classroom context. The main data collection instruments used were recordings of classroom interactions, interviews and classrooms observations. We employed semi-structured interviews (audio-recorded and transcribed) with French lecturers on the perspectives and practice of French-English code-switching in the French language classrooms. The interviews were conducted in English and were transcribed by the team. We observed 10 lessons and each lecture was approximately 2 hours. The research team translated the selection of the audio-recorded lectures.

Participation in the research was voluntary across all year groups: 1st year, 2nd year and 4th year. Permission letter was submitted to the Head of Department of Language and Communication Sciences, and lecturers who were to be involved in the study. An approval letter was given after a few questions for clarification from the participants (lecturers and students). Ethical procedures were followed including obtaining informed consent, the right to withdraw, and anonymity. The data collected were kept on a password-protected computer for confidentiality. For ethical considerations and anonymity, **LT**, **ST** and **TL** are used for the lecturers, students and translation, respectively. We ensured confidentiality and anonymity in handling the data.

4. Result and Discussion

This section presents a detailed analysis and presentation of findings from the study. It discusses the types of code-switching employed by French lecturers and the functions of French-English code-switching during classroom discussions. The abbreviations LT and TL are used to represent lecturer and translation, respectively.

4.1 Types of Code-Switching (CS) Employed by Participants during French and Francophone Classroom Interaction.

A. Intra-sentential CS

Poplack (1980) defines intra-sentential CS as a switch type that occurs within a single sentence. Intra-sentential code-switching is said to be a ‘more intimate type’ because the code-switched segments and other words around must conform to the underlying syntactic rules that govern the

two languages involved. Below are examples of intra-sentential CS observed during teaching and learning.

Example 1

LT: You have to go and Google and look at **la correspondance**.

TL: (You have to go and Google and look at **letter writing**).

Example 2

LT: I'm not interested in **le contenu**.

TL: (I am not interested in **the content**)

Example 3

LT: Who doesn't understand **incendie**?

TL: (Who doesn't understand **fire outbreak**?)

Example 4

LT: Everybody can write fire outbreak **dans la cité**.

TL: (Everybody can write fire outbreak **in the hall**.)

Example 5

LT: You can say **j'ai entendu un bruit fort**.

TL: (You can say **I heard a loud noise**.)

Example 6

LT: **J'ai vu des sapeur pompiers** standing there holding fire extinguisher.

TL: (**I saw firefighters** standing there holding fire extinguishers.)

B. Emblematic or Tag CS

Emblematic or tag CS involves inserting a tag or short phrase from one language into an utterance in another language. This switch type is characterised by the insertion of interjections, tags, idiomatic expressions, and individual noun switches from a guest language into a base language. These switches are also known as emblematic or extra-sentential CS (Poplack, 1980).

Example 8

LT: **Non!**, no you did it.

TL: (**No!**, no you did it.)

Example 9

LT: **Yes**, je suis sorti pour de la maison pour vérifier.

TL: (**Yes**, I went out of the house to check.)

Example 10

LT: Oh!, cité, c'est comme résidence. **OK**

TL: (Oh! hall, it is like a residence. **OK**.)

Example 11

LT: **Now**, alors je ne vois que des personnes dans leurs uniformes.

TL: (**Now**, then I only see people in their uniforms.)

Example 12

LT: **D'accord**, that is good.

TL: (**OK**, that is good.)

The participant (lecturer) in the classroom used these interjections: **now**, **ok**, **d'accord**, **yes**, **bon**, **oh!**, and **non!**. These interjections add emotional emphasis and agreement within sentences, irrespective of their position, either at the beginning, middle, or end. They serve to express emotions, agreement, or disagreement without altering the fundamental meaning of the sentence.

C. Inter-sentential CS

This type of switch occurs between sentences and clause boundaries. The alternation takes the form of two independent sentences where a speaker uses the second language to reiterate his message or to give a response to his addressee's statement (Gumperz, 1982, p.59). The speaker must follow the rules of both languages that they use. Examples 13 and 14 are excerpts from the data.

Example 13

LT: Today, we are going to look at something interesting. **Voyons peut être ... on nous allons voir comment rédiger... décrire un événement.**

TL: Today, we are going to look at something interesting. **Maybe let's see ... we will see how to write... describe an event.**

Example 14

LT: **Qu'est-ce qui ne va pas?** What is wrong?

TL: **What is wrong?** What is wrong?

Example 15

LT: **Je fête mon anniversaire de mariage chaque 2 Janvier en famille.** That is how you introduce this topic.

TL: **I celebrate my wedding anniversary every 2nd of January with my family.** That is how you introduce this topic.

Table 1: Code-switching phenomenon in some of the classes observed.

CLASS	Intra-sentential	Tag switches	Inter-sentential	Total
1 ST	41	28	47	116
2 ND	37	25	42	104
4 TH	8	23	4	35

Table 1 presents the level of switches that happened during the teaching and learning process in some of the observed classes such as French Language Structure I & II (FREF 155;156); Listening Comprehension and Oral Production I & II (FREF 251;252), Advanced French Linguistics I & II

(FREF 455;456) and so on. The lower frequency of code-switching observed in the 4th year classes may be attributed to the advanced language proficiency and increased immersion of students who have completed extensive studies abroad in French-speaking countries like France or Benin. Having spent significant time in an immersive French-speaking environment, these students (4th year) have developed a stronger command of the language and are more adept at expressing themselves solely in French without relying on code-switching as frequently as students in earlier years who may still be developing their language skills. The lecturer, therefore, hardly code switch during classroom interactions with the 4th years.

4.2 The pedagogic relevance of code choices in the classrooms

This section primarily aims to explore the various functions that code choices are used to achieve in French and Francophone classrooms. We analyzed the functions based on the participants, the situation, the form, and contents of the message, and the functions of the language act as put forward by Grosjean's (2013, 2001, 1998) Language Mode Continuum.

4.2.1. The participants

The participants within interactive events play a significant role in determining code choices to use in their activities. Within a monolingual situation, participants would be using a single language common to them and in a bilingual situation, speakers will likely alternate when communicating with each other. During the analysis of the data, we noticed two main types of participant-related code choices during classroom discussions. These are lecturer-initiated and student-initiated.

French and Francophone Classroom

The participants are multilingual speakers. All of them speak French, English, and other indigenous Ghanaian languages. Some students speak languages such as Akan (Asante Twi, Akuapem Twi or Fante), Dagbani, Ewe, Dagaare, and Ga. The participants consist of five (5) lecturers with an average total of 60 students per lecturer.

In one of the classes observed, the topic of the lesson was '**la démonstration**'. The students watched a video that was played in the classroom on 'demonstration' and were asked to relate the events to what had happened in KNUST, some years ago. During the teaching and learning session, the lecturer started the lesson in French and paused it at a point using English to ask questions. The lecturer's decision to switch languages was intentional, as she noticed that the students were

having difficulty understanding her communication. The lecturer used inter-sentential CS. Here, the lecturer switched between sentences to solicit responses from students. The lecturer with the pseudonym FREN A initiated an inter-sentential switch by saying ‘**Vous êtes d’accord? So students do demonstrations because of what?**’ The lecturer called one of the students with the pseudonym ST2 saying ‘**have you seen some in KNUST before? and what was it about?**’. The ST2 was then able to contribute in class by answering in English.

Similarly, the lecturer asked another student with the pseudonym ST3 a question in French whether ST3 had experienced any demonstration in life. The FREN A said ‘**monsieur, as-tu vécu cette expérience dans ta vie?**’ The ST3 replied in English to answer the question. The ST3 initiated a switch from French to English by saying ‘**in KNUST, that was when they wanted to change the halls from all males to male and female**’. This caused the FREN A also to switch from replying in French to English. The FREN A answered ‘**And what happened?**’ This supports Gumperz’s (1982, p.59) statement that speakers code-switched inter-sententially to respond to their addressees’ statements. Based on these switches, the researchers noted that the switch pattern in the French and Francophone classrooms was initiated by the students and these switches from French and English and vice versa were conditioned by the bilingual practice of the pupils. The activation of both French and English codes in the classroom showed that participants were on the bilingual end of the continuum.

Excerpt 4.1: Student-initiated switch

SPEAKERS	SPEECH	TRANSLATION
LT1	as-tu vécu cette expérience dans ta vie?	have you had this experience in your life?
ST2	In KNUST that was when they wanted to change the halls from all-male to male and female	In KNUST that was when they wanted to change the halls from all-male to male and female
LT1	And what happened?	And what happened?
ST2	They destroyed the administration.	They destroyed the administration.

A. Lecturer- initiated

Within the same classroom interaction, there were instances of teacher-initiated CS. The lecturer was talking about the demonstration after asking the students to give comments on the video they had watched concerning it. The lecturer asked them to give their views on what happened during the demonstration in KNUST. The lecturer asked them to state in French how to say ‘**they destroyed properties and also what are properties in French**’.

Extract 4.1.2: Lecturer-initiated CS

SPEAKERS	SPEECH	TRANSLATION
LT2	Ce que nous allons faire aujourd'hui c'est que nous allons voir les incendies dans la cité. Est-ce qu'on a vu ça? Have we looked at it? Incendie dans la cité, ok. C'est un évènement qui c'est produite un jour. Vous allez d'écrire ce qui c'est produit. Est-ce que vous comprenez le titre? Who doesn't understand incendie?	What we are going to do today is we are going to look at the fire outbreak in the city. Have we seen that? Have we looked at it? Fire outbreak in the hostel, ok. It is an event that happened one day. You are going to describe what happened. Do you understand the title? Who doesn't understand fire outbreak?
ST4	Fire	Fire

4.2.2. Situation

The situation of activity determines the type of codes to be used in communication. Therefore, the setting can determine the code choices among bilingual and multilingual speakers. These refer to the physical location of the interaction, the presence of a monolingual, the degree of formality and intimacy among the speakers, etc. (Grosjean, 2008). With that in mind, bilinguals and multilingual speakers switch between codes because of the situation they find themselves. The physical location is the French and Francophone classrooms.

French and Francophone Classroom

In the French and Francophone classroom discussions, the course to be studied determines the code choice to use. During French ‘Listening Comprehension and Oral Production’, a monolingual code choice is the expected medium of communication. The low linguistic background of the students conditioned the lecturer to result in bilingual mode, French-English. The lecturer and

students were both conversant in French and English and other Ghanaian languages such as Akan (Twi, Fante), etc. We observed three stages at which lecturers taught their students. Sometimes, they start in monolingual code, move to bilingual and end in either both or one of them. During Listening Comprehension and Oral Production period, three stages of the lesson can be identified: the start of the lesson, the transition stage from French to English session and the end. At the preliminary stage of the lesson, the students were made to watch a French video in class. The expected medium of instruction during this lesson is French. This is not what transpired during the delivery of the lesson. The table below presents a conversation exchange between the lecturer and the students. The topic of the lesson was ‘La manifestation’, which is translated into English as ‘demonstration’. The lecturer started the lectures in French for over 30 minutes. At a point in time, the lecturer asked the students to give other synonyms for the topic under discussion in French. In the course of the students giving synonyms, the lecturer switched the lesson to bilingual French-English. The participant code-switching in the class indicated that French and English are activated. The lecturer and students share the same linguistic repertoires, which helped in the delivery of the lesson. Since the expected code choice for the lecturer to use was monolingual French but the lecturer used French and partly English in teaching and learning in French and Francophone, then it can be ascertained that both participants were in intermediate mode.

Excerpt 4.3: CS at the beginning of FREF 251 ‘Listening Comprehension and Oral Production’

SPEAKERS	SPEECH	TRANSLATION
LT1	Qu’est ce que vous avez constater de la vidéo? Sans le son, qu’est ce que vous avez constater.... Oui, est ce que vous avez pu prenote quelque chose? Ok alors je vais jouer la vidéo sans le son, observer très bien et après vous allez me dire ce que vous avez constater. Video playing... Est ce que quelqu’un est mort? Dans la vidéo,	What did you see from the video? Without the sound, what did you notice.... Yes, were you able to catch something? Ok then I will play the video without the sound, observe very well and then you will tell me what you have noticed. Video playing... Is someone dead? In the video, someone is dead, what is his name? Basiru, Yes, what caused his death? Basiru is

	quelqu'un est mort. il s'appelle comment? Basiru, Oui, qu'est ce que a causé sa mort? Basiru est mort, qu'est ce que a causé sa mort? ... Something happened from the (crisé) - démonstration. I want another word instead of ... , We are looking for more vocabularies	dead, what caused his death? ...Something happened from the (crisis) - demonstration. I want another word instead of ... , We are looking for more vocabularies
ST	Démonstration, la violence, la manifestation	Demonstration, violence, demonstration

In addition, the extract below presents conversation exchanges during French and Francophone classroom discussions. The lecturer at this point shifted to monolingual French in the classroom with students also responding in French. The lecturer queried them about the cause and casualties of a demonstration at KNUST. During this phase, both the lecturer and the students engaged in monolingual communication, predominantly in French. The use of English at the start of the lectures can be viewed as a marked code choice, diverging from the expected language norm in the classroom. Subsequently, the adoption of monolingual French becomes the unmarked code choice due to its prevalence in classroom discussions. This shift suggests that students have the opportunity to enhance their French listening and speaking skills. Embracing French as the primary language fosters a habit of sustained French communication among peers, both within and outside the classroom, contributing significantly to their language proficiency development.

Excerpt 4.4: Exclusive use of French at the middle of the lesson

SPEAKERS	SPEECH	TRANSLATION
LT1	Alors, quelles sont les causes de ces développements? Par exemple, ce qui c'est passé à KNUST, ils ont bloqué les routes, ils ont marché vers l'administration, ils ont détruit les choses même les voitures des professeurs. Alors, quelles sont les causes de ce développement ?	So what are the incidences that led to this chaos? For example what happened at KNUST, they blocked the roads, they marched towards the administration, they destroyed things even the teachers' cars. So what are the incidences that led to this chaos?
ST7	C'est quand l'autorité fait des actions que les élèves ne sont pas d'accord.	It is when the authority does things that the students don't agree with.
LT1	Mais si moi, c'est moi, je suis l'autorité. Je dis non, cette cité c'est pour les garçons mais j'aimerais ajouter aussi les filles, ça n'a rien avec toi l'étudiant.	But if I, it's me, I'm the head. I say no, this hall is for boys but I would also like to add girls, it has nothing to do with you, the student.
ST8	C'est pas bon, c'est une tradition.	It is not good, it is a tradition.
LT1	Tradition de quoi ?	What tradition?
ST8	On continue avec la tradition. On détruit pas la tradition.	Let's continue with the tradition. We don't destroy tradition.
LT1	Ok, on continue, lisez s'il vous plait	Ok, let's continue, please read
ST8	Students reading in French	Students reading in French

LT1	Qu'est-ce qui se passé... Tout le monde va nous donner quelque chose, une phrase, on va commencer où ? Quand il y a une manifestation par exemple à KNUST, qu'est-ce qui ce passe ? Oui... Prenons l'affaire de Katanga Hall et puis même Unity Hall....	What's going on... Everyone is going to give us something, a sentence, where are we going to start? When there is a demonstration for example at KNUST, what happens? YYes... Let's take the case of Katanga Hall and even Unity Hall...
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Excerpt 4.5 depicts a conversation between the lecturer and students at the end of the lesson. The lecturer shifted to English to recount her experience as a former student of KNUST, affiliated with Africa Hall. She described how the girls used to cheer the boys during 'Proce', a clipped term by Ghanaians for 'procession'. As the lesson neared its end, English became the predominant language. Based on this, the lecturer and the students were in monolingual mode as there was less activation of French.

Excerpt 4.5: Exclusive use of English

SPEAKERS	SPEECH	TRANSLATION
LT1	Have you seen some before? I lived in Africa Hall for three years. In our time, in fact school is no more nice. School is not interesting at all. When Katanga Hall would be coming with their (inaudible speech....) I'm a big woman, when they are doing 'proce' we will meet them and we will just stand in front of our floors and then we will be cheering them on. And they would be doing their stuff. It's nice, in fact it's interesting but no lady will do it.	Have you seen some before? I live in Africa Hall for three years. In our time in fact school is no more nice. School is not interesting at all. When Katanga Hall would be coming with their....now I'm a big woman, when they are doing 'proce' we will meet them and we will just stand in front of our floors and then we will be cheering them on. And they would be doing their stuff. It's nice, in fact it's interesting but no lady will do it.

ST9	But UCC, the ladies do some, Oguaa Hall.	But UCC, the ladies do some, Oguaa Hall.
LT1	I know we had a group of ladies that were so interested in the ‘ jama ’ and things. They would join them and all that but they would not go nu , never.	I know we had a group of ladies that were so interested in the ‘procession’ and things. They would join them and all that but they would not go naked , never.

However, the participants then reverted back to French. At this point, the lecturer instructed the students to read a text written in French on the whiteboard and respond, using the incident at KNUST as an example. Following a discussion on her experience, the medium of communication remained in French throughout. The lecturer encouraged the students to discuss the effects of demonstrations and the measures taken by the school to maintain order.

Excerpt 4.6: The use of French at the end of the lesson.

SPEAKERS	SPEECH	TRANSLATION
LT1	Les policiers tirent des coups de semonce pour faire quoi ? Pour disperser effrayer la foule. Quand il y a des manifestations étudiante et puis on invite les policiers. Ils essaient d'amener le calme. En faisant quoi? En tirant des couples de semonce, c'est quoi le coup de semonce?	The police are firing warning shots to do what? To disperse and frighten the crowd. When, there are student demonstrations and then we invite the police. They try to bring calm. Doing what? Pulling warning shots, what's the warning shot?
ST10	Tear gas, pepper spray	Tear gas, pepper spray
LT1	On tire les coups de semonce, les policiers tirent même des balles en caoutchouc et des balles réelles dans la foule. Alors on cherche des mots pour semonce, balles en caoutchouc, balle réelle et puis la policier lance des grenades, gaz lacrymogène.	Warning shots are fired, the police even fire rubber bullets and real bullets into the crowd. So, we are looking for words for warning shots, rubber bullets, real bullets, and then the police throw grenades, tear gas.

In French and Francophone classrooms, instruction primarily occurs in French. However, English is introduced during ‘Translation Periods’, which cover courses such as FREF 153, FREF 154, FREF 253, FREF 254, FREF 453, and FREF 454. Despite this, observations during classroom sessions revealed that all participants used both French and English during teaching. Lecturers resort to the concurrent use of these languages due to the students’ limited linguistic background in French. Most of the students are from Ghana and few are from any of the Francophone countries in West Africa. Even though French is the expected mode of communication in the classroom, the participants switch to English when the need arises. Pedagogically, this dual use of French and English facilitates comprehension of concepts in class.

4.2.3 THE FORM AND CONTENT OF THE MESSAGE

The form and content of the message are other factors that determine the kind of code choices to use in classrooms. The conditions under this section are the language (s) used topic, the type of vocabulary needed, and the amount of mixed language.

French and Francophone Classroom

In all the classrooms observed, every discussion was carried both in French and English. The topics that were taught included la correspondance, la démonstration, le conditionnel présent, demande poli, phonétique and phonologie, le marathon, c’est bon pour la santé, comment décrire un évènement, and others. Except for the ‘Translation Period’ where both languages are used concurrently, the rest of the courses were taught differently; either there was dominant use of French-English or English dominant-French less dominant or vice versa. During the discussion on how to describe an event, the lecturers and the students adopted both French and English. There were instances of inter-sentential, tag, or emblematic and intra-sentential code-switching during his delivery. The topic under discussion may condition code-switching as well as the vocabulary needed. However, in all the French and Francophone classrooms observed, the low level of the students’ competence caused the use of mixed languages. During a French grammar session, the lecturer employed a blend of French and English in teaching. The lecturer initially presented the lesson in English, referring to the previous discussion on ‘la correspondance’ or ‘letter writing’. Throughout the session, the lecturer alternated between English and French, particularly when discussing various topics. Noticing some students’ silence when questioned in French, the lecturer incorporated both languages to ensure comprehension, especially when describing events like a fire outbreak. While some Francophone students responded promptly, the lecturer recognized the

need to support those less proficient in French by using both languages. This pedagogical approach, including asking students to translate French expressions into English, aims to enhance their vocabulary. Teaching in both French and English benefits both Francophone and Anglophone students, indicating a bilingual mode of instruction. This concurrent use of languages serves as an unmarked code, which facilitated understanding in the classroom.

Excerpt 4.7: CS for the acquisition of vocabularies

SPEAKERS	SPEECH	TRANSLATION
LT2	Est-ce que vous comprenez le titre? Who doesn't understand incendie ?	Do you understand the title? Who doesn't understand fire outbreak ?
ST11	Fire outbreak	Fire outbreak
LT2	How do you call fire service in French?	How do you call fire service in French?
ST11	Sapeur pompiers	Firefighters

4.2.4 Functions of the Language Act: Pedagogic Relevance of Code Choices in French and Francophone Classrooms

In French and Francophone classrooms, the participants who were involved in classroom interactions used inter-sentential and intra-sentential code-switching to achieve academic, management, and socializing functions. The various pedagogic functions of code-switching are explored through a qualitative analysis of the classroom data.

A. Vocabulary acquisition.

In one of the classes observed, the lecturer asked students to give synonyms to some of the French words and their English equivalents. The teaching period was ‘Listening Comprehension and Oral Production’ FREF 251. The topic of the lesson was ‘**la manifestation**’. The students were told at the preliminary stage of the lesson to watch a video about the demonstration that happened in Dakar, Senegal. Having watched the video, they were asked to relate it to the unforgettable demonstration that happened in KNUST. During the discussion, there were instances of vocabulary acquisition by translating words from French to English and vice versa. The lecturer

asked the students to look for more vocabulary that can be used in place of ‘**la démonstration**’. The students replied with **la violence** and **la manifestation et la protestation**. In the course of teaching and making a comparison with what happened in the video to what had happened in KNUST, the lecturer asked them to give the French expression for ‘**they shout**’. A student with the pseudonym ST6 provided the French expression ‘**Ils font de cri**’ and another ST7 said ‘**ils crient**’. At the end of the lesson, the lecturer asked the students what they had learned throughout the lesson. Another student with ST8 replied with vocabulary such as ‘brimer’, malmener, tabasser, blessure. Students were asked to give English version of these words and this helps those who are not familiar with these expressions to learn them.

Excerpt 4.3: Vocabulary acquisition

SPEAKERS	SPEECH	TRANSLATION
LT1	Something happened from crise . I want another word instead of la démonstration	Something happened from the crisis . I want another word instead of demonstration .
ST13	Another word, la violence, la manifestation, la protestation	Another word, violence, démonstration, protestation
LT1	How do you say ‘they shout’ en français .	How do you say they shout " in French
ST13	‘they shout’ ils crient .	‘they shout’ they shout
LT1	They destroyed properties. How do they say it en français .	They destroyed properties. How do they say it in French
ST13	Ils détruit les	They destroy the ...
LT1	What are properties in French, brimer, malmener, tabasser, blessure in English	What are properties in French?
ST13	Propriété , bully, mishandle, beat up, injury	Property, bully, mishandle, beat up, injury

B. Switching as corrective feedback strategy

During the ‘FREF 251 - Listening Comprehension and Oral Production’ lesson, the lecturer adeptly switched languages to correct students’ pronunciation of French words. The topic of discussion centred around ‘le marathon, c’est bon pour la santé’. Despite the adoption of bilingual practices during this teaching and learning period, the incidence of code-switching to English was minimal. Initially, students were tasked with watching a video in class and answering a series of questions based on printed documents provided. The video portrayed the story of Harriet

Thompson, an elderly woman who, despite battling cancer, remarkably won a marathon. As the discussion progressed, the lecturer transitioned to using monolingual English to correct students' pronunciation errors, notably when they mispronounced /PORTent/. The lecturer intervened by providing the French phonetic transcription as /pɔʁt/ to guide them. The lecturer told the students not to forget that with conjugated verbs, it is incorrect to stress the last syllable. The lecturer warned the students not to repeat such a mistake because such mistakes are unacceptable at their second year and could cost them points during oral exams. Overall, in this classroom discussion, English was the marked code since it is not the primary code used in teaching topics under Listening Comprehension and Oral Production.

Excerpt 4.3: Use of English during FREF 251 teaching and learning period for correction

SPEAKERS	SPEECH	TRANSLATION
ST9	Les participants portent un numéro sur leur dossard.	The participants wear a number on their bib.
LT3	If you are a French student and you say / por tent /, I'll pinch you. It's these (inaudible speech....) people that we can pardon them but we can't. You're in the second year already and you know that when you're conjugating a verb we don't pronounce the e-n - t alors portent .	If you are a French student and you say wear I'll pinch you. It's these people... that can pardon them, but we can't.... you, you're in the second year already and you know that when you're conjugating a verb, we don't pronounce the e-n-t then (wear)
ST10	Les participants portent un numéro sur leur dossard	The participants wear a number on their bib.
	Continue	Continue

C. Switching for explanation

Switching to explain concepts to students was another pedagogic function of code choices in French and Francophone classrooms. The topic under discussion was '**le marathon, c'est bon pour la santé**'. One of the sub-topics was the use of '**comparatif et superlatif**'. In the course of the lesson, the lecturer used intra-sentential and inter-sentential code-switching to explain concepts. The lecturer used intra-sentential to give an example. She said '**Kukua was the gagnante l'année passée and then this person has come to briser le record alors elle est qui?** After the question, the lecturer asked the students to provide answers. A student with the pseudonym ST9 answered with the word 'champion' even though the spelling for the English word champion is the same as

the French word champion, they pronounced it in English. In the course of explaining to the students the use of comparative and superlative, the lecturer used French and English concurrently. Theoretically, code-switch is considered an unmarked choice. According to Myers-Scotton (1993, p.117), speakers engage in a continuous pattern. Here, the speakers use two or more languages within the conversation. The lecturer explained to the students that in the formation of comparative, words such as ‘**plus que**’ ‘**moins que**’, and ‘**aussi que**’ are used. The lecturer explained to them that with comparative adjectives, it must agree in gender and number with the noun. The lecturer initially used monolingual French to introduce the sub-topic and whatever they had to know in French. After, the lecturer switched to using monolingual English to explain the same expression in French to the students. The lecturer then moved on to explain the degree of irregular comparison in French. At this point, both languages were activated.

The pedagogic relevance of using both languages was to increase understanding of the lessons under discussion and not a sign of lack of competence in French on the part of the lecturer. The lecturer during the discussion realised that using monolingual French throughout the teaching does not increase understanding and, therefore, the need to use English at some point to help facilitate students’ understanding and participation. Additionally, not all students are proficient in French, which sometimes necessitates the use of English. Also, French is a minor for some of the students. Similarly, the lecturer asked the students a few questions in French at one point throughout the discussion. The lecturer instructed the class to play the audio once more. Later, one of the students with the pseudonym ST10 was called to respond to the question. The student gave an incorrect response. The lecturer then asked the students for the English word for ‘**survécu**’ before switching to English. The lecturer noticed that the students did not understand what she said. At this point, the situation propelled her to switch to English to explain concepts to the students. Unequivocally, the use of English at that point shows the importance of English in aiding understanding and explaining concepts to students.

Extract 4.4: Switching for explanation

SPEAKERS	SPEECH	TRANSLATION
LT 1	Kukua was the gagnante l'année passée and then this person has come to briser le record alors elle est qui?	Kukua was the winner last year and then this person has come to break the record so who is she?
ST12	Champion	Champion

LT 1	Champion? So what are the kind of words used to describe these things? Ce sont des adjectifs et maintenant nous voulons regarder les adjectifs comparatif et superlatifs. Qu'est-ce que l'adjectif comparatif? L'adjectif comparatif, c'est quoi?	Champion? So what are the kind of words used to describe these things? These are adjectives and now we want to look at comparative and superlative adjectives. What is the comparative adjective? What is the comparative adjective?
ST13	Inaudible speech	Inaudible speech
LT1	Alors, pour l'adjectif comparatif, on utilise quel mots ... Ok en anglais si vous pouvez...	So, for the comparative adjective, we use which words... ok we in English if you can...
ST13	More	More
LT 1	More than. Kukua est plus grande que moi. Alors on utilise le mot 'plus que', 'moins que'.... Et quand on utilise meilleur et mieux ? When do we use meilleur and then mieux.	More than. Kukua is taller than me. So we use the word "more than" less than.... And when do we use better and better? When do we use better and then better.
ST13	Inaudible speech	Inaudible speech
LT 1	Alors, Harriet Thompson est meilleur que son fils, on peut aussi dire, Kukua est aussi rapide que Mavis. Ou bien Kukua est plus belle que Chloé, non tout le monde ici est belle ou beau.... Alors l'adjectif avec le comparatif, l'adjectif aussi d'accord normalement en genre et aussi en nombre avec le nom le qui se rapporte, au quelle qui se rapporte. (Repeat the explanation). If I say kukua is taller than Mavis, the taller should agree with the gender and number of the subject Kukua. And I said with the comparative, nous avons plus que moins que, aussi que, au temps que so we will do some examples here but I just wanted us to wait so let's look at the superlatif. Ça aussi exprimé le plus haut degré " the highest degree" d'une qualité ou d'une défaut, so the highest degree of equality or defect so that is what we have. La meilleure dans la classe. Kukua est la meilleure dans la classe. Lawrence est le meilleur ou bien nous sommes les meilleures	So, Harriet Thompson is better than her son, we can also say, Kukua is as fast as Mavis. Either Kukua is more beautiful than Chloé, not everyone here is beautiful or handsome.... So the adjective with the comparative, the adjective also normally agrees in gender and also in number with the noun which it relates. (Repeat the explanation). If I say kukua is taller than Mavis, the taller should agree with the gender and number of the subject Kukua. And I said with the comparative, we have more than less than, also that, at the time so we will do some examples here but I just wanted us to wait so let's look at the superlative. It also expresses the highest degree of a quality or defect, so the highest degree of equality or defect so that is what we have. The best in the class. Kukua is the best in the class. Lawrence is the best or we are the best class. If we have better and better, that is for the superlative. And here too, it agrees to the gender

	classes. Si we have meilleur et mieux , that is for the superlatif . And here too, it agrees to the gender and the number of the noun or the subject	and the number of the noun or the subject
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D. Switching to teach pronunciation during a French lesson

These are some of the construction students were asked to read individually.

Papa boit dans les pins. Papa peint dans les bois

Dans les bois, papa boit et peint

J'examine cet axiome de Xénophon sur les exigences, les excès et l'expiation

Les chaussettes de l'archiduchesse sont – elles sèches ou archiseches?

During the teaching and learning process, the lecturer code switches to help the students with pronunciation. This took place during '**Practicing French**'- FREF 151. During the lesson, a student with the pseudonym ST11 pronounced a word wrongly. The student mispronounced the words 'je rentre' / ʒə ʁɑ̃tʁ/ as 'je rentrer' /ʒə ʁɑ̃tʁe/. The lecturer used English to correct the student by reminding her that /e/ is silent because there is no accent (ˈ) on it. Moreover, the (r) should be removed because the verb has been conjugated. The lecturer expressed disappointment and reminded the class to remember their basic French. Both the lecturer and students were in bilingual mode during the lesson.

Moreover, audio was played for the students to listen and answer some questions from a printed document given. During this stage, the participants employed both inter-sentential and intra-sentential code-switching. The students struggled with pronouncing the French name 'Frédérique' which has the French transcription as / fʁedɛʁik/ which the lecturer helped them with, along with pronunciation of other words related to countries, names, and places. Getting to the latter part of the lesson, the lecturer introduced a technique during the reading period. He called it '**la technique du stylo**'. The students were asked to put a pen in between their upper lip and lower lip and read a passage. At first, the students read the passage without any instruments in their mouths. The students were then asked to compare the two techniques. The insertion of the pen in their mouth continued till the end of the lesson. The technique introduced was purposely to help them in pronunciation and reading. The researchers during the interview session asked for the reason for applying '**la technique du stylo**' and this was the reply from the lecturer '

Biologically, the articulation of language is supported by our human organs such as the tongue, the lips, the mouth, and other organs to produce some sounds. The majority of our students are not used to pronouncing some words. Putting the pens in their mouth would make them focus on what we are doing. As a lecturer, you will hear strange and unfamiliar sounds because the students are not exposed to these pronunciations. I was using that approach so that they can pronounce the words I asked them, and this technique helps a lot.

Extract 4.5: Teaching pronunciation.

SPEAKERS	SPEECH	TRANSLATION
LT4	Now, apart from reading aloud, there is what we call ' la technique du stylo '. Take your pen and if you have pencil take it and put it in between your teeth like this (lecturer showing them) and then you will mention this sentence for me	Now, apart from reading aloud, there is what we call ' the pen technique '. Take your pen and if you have pencil take it and put it in between your teeth like this (lecturer showing them) and then you will mention this sentence for me
ST7	Laughing	Laughing
LT4	Okay now, Je veux parler bien français.	Okay now, I want to speak good French.
ST10	Je veux parler bien français	I want to speak French well
LT4	Je ne veux pas faire des fautes.	I don't want to make mistakes.
STs	Je ne veux pas faire des fautes.	I don't want to make mistakes.
LT4	I've selected a few sentences...ummm for this exercise. ok let me write a sentence. Ok this is a sentence ok, put the pen back in between your teeth. Read the first one. J'examine cet axiome de xénophon sur les exigences, les excès et l'expiation.	I've selected a few sentences...ummm for this exercise. ok let me write a sentence. Ok this is a sentence ok, put the pen back in between your teeth. Read the first one. I examine this axiom of xenophon on demands, excesses and atonement.
STs	Eeeeh laughter	Eeeeh laughter
LT4	Slowly, j'examine cet axiome de xénophon eerm this word xénophon(xéno - phon)	Slowly, I examine this axiom of xenophon eerm this word xenophon(xeno - phon)
STs	Xéno phon	Xéno phon
LT 4	Ahhh... Cet axiome de xénophon sur les exigences, les excès et l'expiation. Repeat it.	Ahhh... this axiom on the demands, excesses and atonement. Repeat it.
STs	J'examine cet axiome de xénophon sur les exigences, les excès et l'expiation.	I examine this axiom of xenophon on demands, excesses and atonement
LT 4	Ok... Now remove it and say it.	Ok... Now remove it and say it.

STs	J'examine cet axiome de xénophon sur les exigences, les excès et l'expiation.	I examine this axiom of xenophon on demands, excesses and atonement
LT 4	Ok, now one by one	Ok, now one by one
STs	Eeeei	Eeeeei

E. Switching to acknowledge and call on students.

In all the classes observed, the lecturers code-switched to call students to either answer a question or read a passage. The lecturers used an emblematic switch, which is in the form of a tag to signal to students that it was their turn to speak, often calling on them by their first or surname. This practice was aimed at encouraging all students, especially the quiet and diffident type to cultivate the habit of speaking French. In cases where lecturers were unfamiliar with a student's name, they would use a generic term such as 'yes' type. Alternatively, others would identify students by the attire they put on, such as 'lady in red', 'lady in blue' and also positions held either in class or in the association called FRENSEA.

Extract 4.6: Switching to acknowledge students

SPEAKERS	SPEECH	TRANSLATION
LT 5	À la fin c'est quoi? Les coups de semonce? (student name yes). Il faut nous expliquer les coups de semonce ? Les balles en caoutchouc et puis les balles réelles, la différence entre les deux? Les balles réelles, les balles en caoutchouc.	In the end what's it? Warning shots? (student name) Yes , you have to explain the warning shot to us? Rubber bullets and then real bullets, the difference between the two? Real bullets, rubber bullets.
ST13	Les balles en caoutchouc ne tus pas mais les balles réelles	Rubber bullets don't kill but real bullets do.
LT 5	Ça ne tue pas les gens , mais on a vu que au Ghana il y avait incident au stade, à Baba Yara.	It doesn't kill people, but we saw that in Ghana there was an incident at the stadium, in Baba Yara.

LT 5	And what happened?	And what happened?
ST12	They destroyed the administration	They destroyed the administration
LT 5	(mentioned a student name) tu as quelque chose ajouter? Alors que font les manifestants?	Mention a student's name . Do you have something to add? So what are the protesters doing?
ST15	(a student's name) what happened?	(a student's name) what happened?
LT 5	Les manifestants, qu'est-ce qu'ils font?	Protesters, what are they doing?
ST16	Madame the end product	Madame the end product

LT 5	No, Les étudiants qui sont en train de démontrer, faire la manifestation. What do they do?	No, the students who are demonstrating, doing the demonstration, what do they do?
ST17	They shout	They shout
LT 5	Who can help, I've forgotten her name (mention a student's name). How do you say "they shout" en français?	Who can help I have forgotten her name? Mention a student's name . How do you say they shout in French?

F. Switching to introduce a lesson

In another class observed, the lecturer was teaching ‘Phonétique and Phonologie’. The lecturer introduced the lesson using both French and English by adopting inter-sentential and tag code-switching. At the beginning of the lesson, both the lecturer and students were in intermediate mode. The expected code was monolingual French but the lecturer adopted both languages in delivering the lesson even though English was partially used. The use of English was to give examples to give insight into what they are yet to learn. However, in the middle part of the lesson, both participants switched to monolingual French throughout. The students were comfortable with the monolingual French and there was cooperation in the classroom. During this period, monolingual French was enormously activated. The reason was that the students were adept and proficient with speaking and listening to French. This class was made up of final-year students who have returned from the one-year abroad trip from France and Benin. Toward the end of the lesson, the participants switched to bilingual mode.

Extract 4.7 Switching to introduce a topic

SPEAKERS	SPEECH	TRANSLATION
LT 6	La transcription phonétique on met quoi? Le cochet okay. Nous avons vu. Quand on fait la transcription phonologie, on fait les deux <slash>. C'est le <forward slash> okay!. Good so it is the sound that brings the difference in meaning. You take two words or phonetic sentences, the meaning varies for example nominal pairs. If you take English fit and pit. Il y a une différence entre eux, fit and pit. With shot then you can also have	Phonetic transcription what do we put? The tick is okay. We saw. When we do the phonology transcription, we do the two <slash>. It's the <forward slash> okay! Good so it is the sound that bring the difference in meaning. You take two words or phonetic sentences, the meaning varies for example nominal pairs. If you take English fit and pit. There is a difference between them, fit and pit. With shot then you can also have kot. They are all phonemes. Are you okay?

	kot. They are all phonemes. Are you okay?	
STs	Kot	Kot
LT 6	Yes, you can have kot...	Yes , you can have kot...
STs	Oui, monsieur	Yes sir.

5. Conclusion

This paper examined the types of code-switching strategies employed in classrooms and their pedagogic functions in French and Francophone classrooms. Detailed analyses of the classroom data revealed that both participants, thus, lecturers and students, employ all of Poplack's (1980) three types of code-switching namely intra-sentential, tag or emblematic switch, and inter-sentential code-switching. An analysis of the classes observed also revealed that the code-switching phenomenon mostly takes place in first-year and second-year classes than the final-year classes as by the time the students are in their final year are hugely exposed to the French language and have returned from their year abroad programme in Benin or France.

An inductive qualitative analysis revealed that code-switching in the classrooms is used to achieve pedagogic goals such as explanation of concepts, correction of students, introduction of French lessons, vocabulary acquisition, acknowledgement and calling of pupils, as well as teaching pronunciation during French lessons and to facilitate understanding. All lecturers in the study code-switched to perform academic-related functions to meet the linguistic needs of their respective students. In addition to the pedagogic functions stipulated, the primary aim of the lecturers, according to the interview session, was to aid students' understanding of concepts and to ensure that the students understand whatever is discussed in the classroom (cf.. Abban, Mensah & ResCue, 2023). The students also codeswitch to express themselves clearly and fill gaps in their vocabulary

Moreover, since most of the students have been hugely exposed to the official language of Ghana, English than the foreign language, French, CS is, therefore, an important tool in language acquisition and content comprehension. The amount of code-switching, the type of vocabulary needed, the topic, and the languages used, play a role when describing the language behaviour of bilinguals and multilinguals. In French and Francophone classrooms, the medium of classroom instruction is French. The use of English comes along during the 'Translation Period' which are **FREF 153, FREF 154, FREF 253, FREF 254, FREF 453 and FREF 454**. However, during the classroom observations, all the participants chosen for the study used both French and English

during teaching. The use of code-switching by lecturers in French and Francophone classrooms in Anglophone countries may not be associated with inadequate competence and proficiency on the part of the lecturers, but such code choices are employed to meet the linguistic needs of their students.

Finally, it is worthy of note for foreign language tutors to realize that code-switching is not a sign of linguistic deficiency but a code that can be used effectively in the acquisition of a target language. Notwithstanding, there is a need for French tutors to be informed about the effects of the pervasive use of code-switching in the learning process. The findings of this study have similar results to other studies conducted in educational settings by scholars (cf. Abban et al., 2023; Tefeh, 2020; Atiemo, 2015; Yevudey, 2013; Brew-Daniels, 2011; Amekor, 2009; Ezuh, 2009; Arthur, 2001; Nzwanga, 2000). The findings revealed that CS plays significant roles in teaching and learning French as a second language in Ghana, and it is used to achieve pedagogic goals in the classroom. It is, therefore, recommended that a study be carried out on how code-switching contribute to students' success or failure in learning the French language.

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