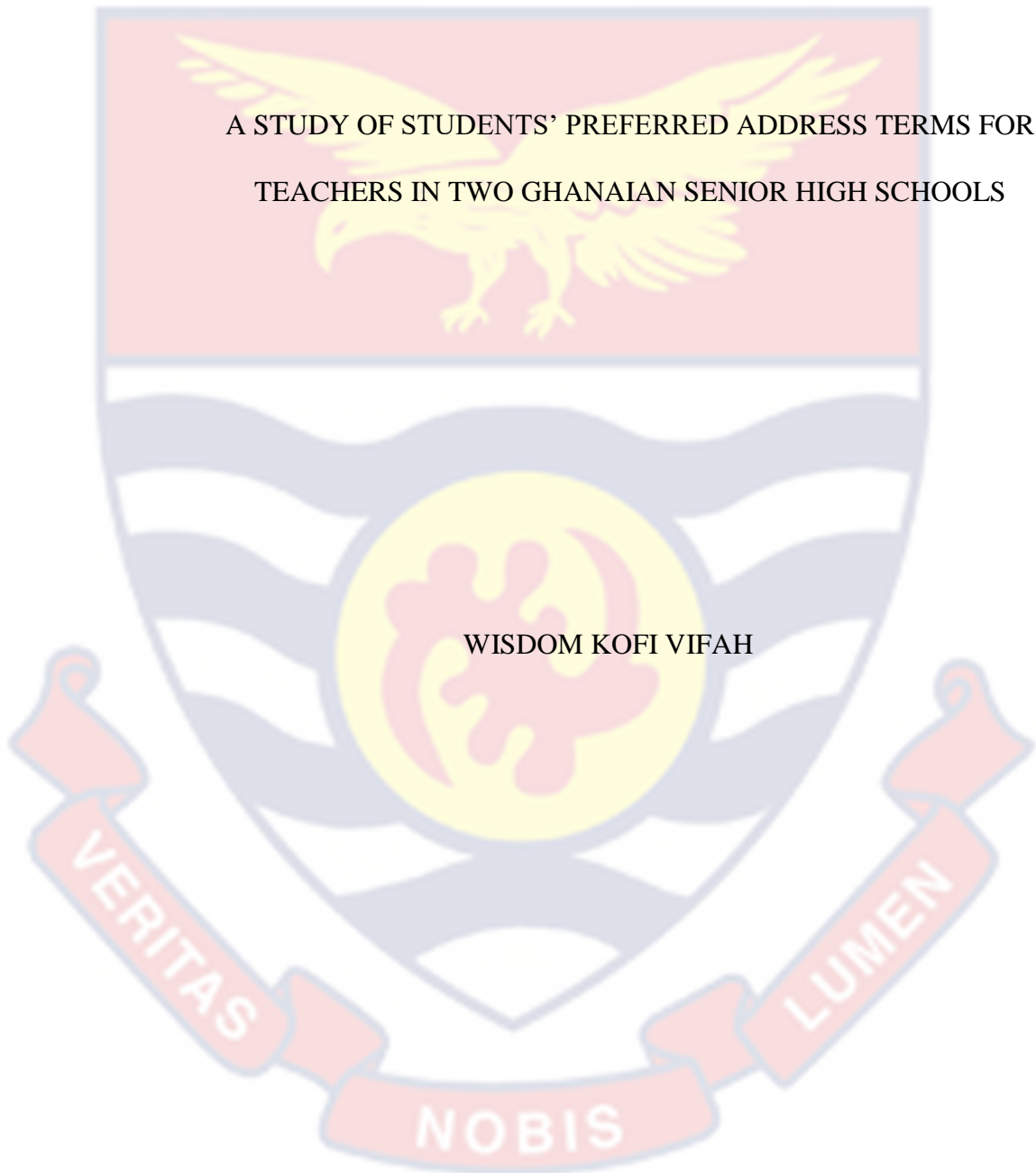UNIVERSITY OF CAPE COAST

A STUDY OF STUDENTS' PREFERRED ADDRESS TERMS FOR

TEACHERS IN TWO GHANAIAN SENIOR HIGH SCHOOLS

WISDOM KOFI VIFAH

2023

UNIVERSITY OF CAPE COAST

A STUDY OF STUDENTS' PREFERRED ADDRESS TERMS FOR

TEACHERS IN TWO GHANAIAN SENIOR HIGH SCHOOLS

BY

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Thesis submitted to the Department of English of the Faculty of Arts, College

of Humanities and Legal Studies, in partial fulfilment of the requirements for

the award of Master of Philosophy degree in English Language

JANUARY 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………………… Date ………………

Name: Wisdom Kofi Vifah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature …………………… Date ………………

Name: Prof Joseph Benjamin Archibald Afful

ABSTRACT

Address terms are key verbal behaviours in communication that establish social relationships between interlocutors; thereby, reflecting the norms and practices of society. This communicative act has gained considerable attention in sociolinguistics research; however, the use of address terms in Senior High Schools (SHSs) appears under-studied. The study, therefore, aimed to investigate address terms students use for teachers in selected SHSs in Ghana. This study is underpinned by *Interactional Sociolinguistics* (IS) and *Community of Practice* (CoP). The study used an ethnographic approach, which consisted of participant and non-participant observations of naturally occurring interactions and semi-structured interview which were recorded. The study identified six major categories of address terms: Title plus Personal Names (TPNs), Nicknames (Ns), Titles (Ts), Kinship Terms (KTs), Zero Address Terms (ZATs), and Acronyms/Abbreviations/Initialisms (ACs/ABs/INs) as the key lexicon of address forms used by students for teachers in their interactions. The students' choice of address terms for teachers was determined by social variables such as formality, context of situation, religion, power, degree of acquaintanceship, and different levels of salience, socio-pragmatic variables of age, gender, and social status. Address terms provide mechanisms for students to bond socially and academically with their teachers in the SHSs environments. The study has some implications for concept, address terms scholarship and further studies.

KEYWORDS

Address terms

Contexts

Interaction

Practice

 Senior High School

Teachers

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Above all, I am grateful to God Almighty who has made everything possible.

DEDICATION

This work is dedicated to all my family members.
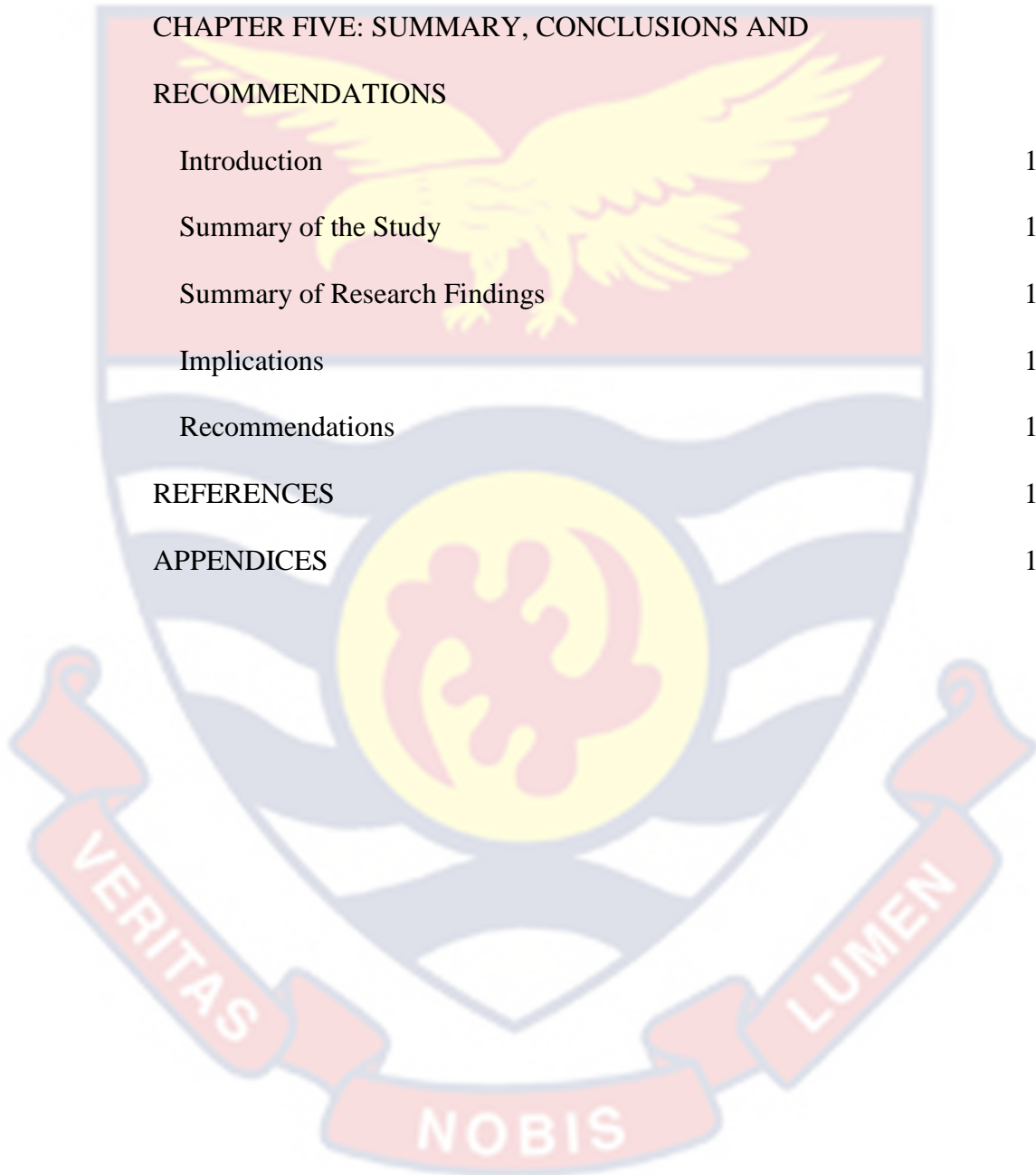
TABLE OF CONTENTS

ix

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Introduction

This chapter provides a synopsis of the entire work. It includes the study's background, problem statement, research questions, significance of the study, delimitation of the study, and thesis organizational structure.

Background to the Study

Humans use language to communicate with one another in their daily lives. They communicate their ideas, feelings, and emotions to others through language. Language use in interaction entails more than simply communicating thoughts and facts among people. Language is a means of conveying meaning in context (Halliday, 1985). The meaning of the words spoken alone is not conveyed by the language employed in a conversation. Other contextual details such as the background of the speakers, their types of relationships, and the conversation's specific or immediate situational contexts are reflected in the interactants' communicative encounter.

An important aspect of studying communication and establishing social relationships between people is understanding how people address one another in a particular language. According to Holmes (1992: 1), "examining how people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community."

The verbal practices that people use in initiating social interaction—more formally and frequently known as "address terms" is an important component of human verbal behaviour. According to the sociolinguistics literature, an

1

"address term" is a linguistic device that speakers use to approach or avoid other people. Usually nominal in structure, address terms are used in shared, dyadic, or face-to-face interactions to refer to or designate the persons in interactions (Oyetade, 1995). Thus, address terms are used when the interactants are present, though this need not be face-to-face due to the availability of technology in the form of the telephone, facsimile, or internet (Afful & Mwinlaaru, 2012).

According to Braun (1988), from a sociolinguistic perspective, address behaviour is significant whenever speakers must select from a number of variants, all of which are grammatically acceptable in a particular conversational context. It is subsequently assumed that extra-linguistic factors govern the choice of grammatically equivalent forms, and the variant selected expresses social characteristics of the dyad.

The address term a person uses reveals how language and society interact as well as how a person perceives his or her relationship to the addressee in a speech community. As a result, address terms provide additional linguistic information about the language used as well as rich sociolinguistic information about the interlocutors and pragmatic information about the contexts. It is important to look into a community's address system because different cultures have very complicated rules governing address usage, and it can be challenging to determine what factors influence the choice of linguistic resources for addressing (Coulmas, 1979; Mehrotra, 1981).

The most influential study on address terms and social relationships was put forth by Brown and Gilman in 1960. They suggested two uses of pronoun namely *Tu (T)* and *Vous (V)*, both driven by two semantics: power and solidarity. The presence of power and solidarity within a speech community will

2

affect the kinds of address terms used. Several studies have been conducted on the subject of address terms ranging from academia (Afful, 2006b, 2007a; Afful & Mwinlaaru, 2012) and non-academia (Afful, 2006a; Edu-Buandoh, 1999; Oyetade, 1995). The present study is situated in academic domain, specifically in senior high school settings in Ghana. This work is motivated by my observations at my place of work regarding how students choose and use address terms for teachers in the school which caught my attention. Again, another factor that motivates this study is based on the readings I have done on the subject of address terms. From the readings, I identified a gap in the literature regarding limited work on address terms in second-cycle institutions especially in Ghanaian contexts.

Statement of the Problem

Address terms reflect social relationships, power dynamics, and cultural norms. Although the complexity of address practices has been well-documented since the 1960 ground-breaking publication of Brown and Gilman, this pervasive verbal phenomenon still poses a challenging issue for researchers. The power-solidarity assumption in the choice of address terms in social interactions was validated in earlier studies by Brown and Ford (1961), Ervin-Tripp (1972), and Brown and Levinson (1987) in non-African contexts, setting the stage for numerous other studies in both Western and Non-Western contexts.

There have been numerous studies in the tertiary level of education (Chamo, 2019; Formenteli, 2009; Mensah, 2021; Parkinson, 2020; Unuabonah, 2018) reporting similar and different findings which informed our understanding of how key factors and various cultures influence the verbal behaviours of people. Most of these studies focus on tertiary students who choose to pursue higher

3

education. In Ghana, most of the studies on address terms used by students and lecturers (Afful, 2006a; 2010, Afful & Mwinlaaru, 2012; Awoonor-Aziaku, 2021; Dornyo, 2010) have focused on the universities, leaving Secondary Schools, the exception being Kuranchie (2012) who investigate the impact of nicknames on students' learning outcomes in some SHSs in Ghana. Basically researchers have paid little attention to address practices of SHS students.

The Senior High School environment differs significantly from tertiary education in terms of structure and student-teacher interactions. SHSs have more consistent rules, dress codes, and disciplinary procedures that shape the student-teacher dynamics. Address terms may be formalized or standardized at SHSs compared to universities with more relaxed cultures. Simply, the gap between teachers and students appears to be big compared to the tertiary level where the students are considered as adults; hence, establishes close relationships with the lecturers.

Therefore, examining SHSs will capture address terms used by adolescents who may or may not continue studies after senior high schools. This provides a more representative picture of adolescents address norms, not just those who attend university. Deducing from these discussions, the present research addresses an empirical, contextual, and practical gaps that adds to the scholarship on address practices.

The study, therefore, aims to explore the address terms Senior High School students use for teachers in Ghana, and the factors that determine the choice of these address terms using two SHSs as case studies. This could inform pedagogical practices, social awareness, and identity formation at the SHS level

4

and establish a benchmark for future research on the subject in order to produce an up-to-date description of address practices in the Ghanaian pre-university setting in general.

Research Questions

The study is guided by the following research questions:

a. What types of address terms do students use for their teachers in the two selected Senior High Schools?

b. What factors are responsible for the choice of these address terms used by the students for their teachers in the selected Senior High Schools?

Significance of the Study

The study adds to the growing body of sociolinguistics research in sociolinguistics on address terms in academic contexts in particular, and on naming practices in general.

This study lays the groundwork for further research into students' use of address terms for teachers in Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School, as well as other second cycle institutions in Ghana. It is also important to investigate address terms in various contexts since "different speech communities are likely to be different because different languages have distinct linguistic tools to describe what is culturally permitted and meaningful" (Afful, 2006b: 276). Following this caveat, it is worthwhile to investigate address terms in Senior High Schools in Ghana from speech communities other than Anglo-American, Asian, or Latin American setting in order to add to the growing body of sociolinguistics studies of address terms from different speech communities worldwide. Scholars on address terms

5

in Ghana will be informed about the new dimensions of address system in the senior high school settings. Again the maturity level of the students in SHSs could affect their ways of addressing teachers thereby revealing new insights.

The present study is relevant in the field of sociolinguistics since it will add to a more in-depth understanding of the relationship between language, society, and language users' social traits. It will demonstrate how students utilise language in educational contexts to address their teachers.

The study also serves as a reference material for sociolinguists who are interested in the study of verbal behaviour, specifically, address terms. Scholars who have conducted studies on the use of address terms in academic context (e.g. Afful, 2006, 2010: Awoonor-Aziaku, 2021) may find this helpful because most of the previous studies focused on terms of address and reference terms in university settings (Afful & Mwinlaaru, 2012; Dickey; 1996). It will be helpful to other scholars since they will get to know more about address system in a different academic contexts which at a lower level.

Delimitations of the Study

The following are some delimitation necessary to situate the present study in a particular context and to establish the study's boundaries to avoid misunderstanding.

There are many public and private Senior High Schools (SHSs) in Ghana. However, this study is limited to the students of the two public Senior High Schools: Ekumfi T.I Ahmadiyya Senior High School and Mankessim Senior High Technical School. The choice of these schools is based on proximity to the researcher and accessibility of data. Ekumfi T.I Ahmadiyya Senior High

6

school is where the researcher teaches, so collecting data is more accessible, and Mankessim Senior High School Technical is also nearer the researcher's location. These two selected schools are government-assisted institutions in Ghana and are controlled by the Ghana Education Service (GES) under the Ministry of Education (MOE). Also, Ekumfi T.I Ahmadiyya Senior High school and Mankessim Senior High Technical School are selected because both are mixed schools where we have both male and female students; the former is a missionary school under Ahmadiyya Muslim Mission in Ghana, and the latter has no religious affiliation.

This study is also limited to the verbal behaviour of students in the two schools. Communication is made up of both verbal and non-verbal behaviours. Non-verbal behaviour is not included in the present study since it has many diverse components, such as paralinguistics, proxemics, haptics, and kinesics that are difficult to describe (Hymes & Gumperz, 1972). Non-verbal behaviour cannot be considered here due to its complex nature. Moreover, I do not have expertise in non-verbal communication.

Also, the study only considers the lexical level of verbal behaviour and the linguistic items used as address terms. The study does not include linguistic items used solely as reference terms.

The research is limited to face-to-face interactions where the interlocutors address each other using English Language as the medium of communication. English is the official language used as a medium of instruction in all educational institutions in Ghana, so the researcher will focus on interactions in English in both inside and outside the classroom settings. The study is restricted

7

to a dialogue since it provides valuable insight into the relationship between language and culture (Hymes & Gumperz, 1972), so virtual communication is excluded.

The Organisation of the Study

The study is organised into five chapters. Chapter one discusses the background of the study, statement of the problem, research questions, significance of the study and delimitations of the study. Chapter two pays attention to related literature. The related literature critically evaluates the previous studies on address terms in non-academic and academic settings in non-African, African including Ghanaian communities. The conceptual framework for the study is discussed here; it consists of Interactional Sociolinguistic (IS) and Lave and Wenger's (1991) Community of Practice. In chapter three, the methodology used for the present study is discussed. The research design is explained here. The selected research sites (Ekumfi T. I Ahmadiyya Senior High School and Mankessim Senior High Technical School) are described. This chapter also describes the population, sampling procedure, instruments, data collection procedures and data processing and analysis. Chapter four concentrates on the analysis and discussions of data in order to provide answers to the two research questions. Chapter five includes the conclusion, implications and recommendations for future studies.

Summary of Chapter

Chapter one serves as an introduction to the work. The chapter discusses essential ideas in the study. The present study forms part of the scholarship on address terms as a linguistic variable and how they correlate with socio-cultural pragmatic indices. I discussed the relationship between language and society

8

where I look at a verbal behaviour specifically, address terms. I established the gap and formulated research questions that will aid in filling the gap. The chapter also presents statement of the problem, significance of the study, delimitations of the study, and the organisation of the study.

9

CHAPTER TWO

LITERATURE REVIEW

Introduction

As the main concern of the present study is to present a detailed description and interpretation of the terms of address used by students for teachers in two selected Senior High Schools, the literature review sheds light on the conceptual background that underpins this study and empirical studies on address terms in non-academic and academic settings. This is to enable the researcher to identify the similarities and differences between the previous studies and the present study and identify the lacuna in the literature.

Conceptual Background

The present research adopts Gumperz's (1972) Interactional Sociolinguistics (IS) and Lave and Wenger's (1991) Community of Practice (CoP) as its conceptual background.

Interactional Sociolinguistics (IS)

Interactional Sociolinguistics is a branch of sociolinguistics that studies how language users create meaning through social interaction using discourse analysis. Theoretically and methodologically, Interactional Sociolinguistics is an anthropological, sociological, and linguistic approach to language use. It shares the concerns of all three disciplines with regard to language, society, and culture as a result of its disciplinary roots. Gumperz and Hymes' seminal 1972 collection, *Directions in Sociolinguistics: The Ethnography of Communication* articulated several issues crucial to Interactional Sociolinguistics by building on connections made in the 1960s.

Interactional Sociolinguistics, based primarily on the works of John Joseph Gumperz, is a theory and methodology aimed at understanding how interactants signal and interpret meaning in interaction through an analysis of social interactions that integrates linguistic, anthropological, and sociological perspectives (Gordon, 2011; Schiffrin, 1996; Tannen, 1992) in order to construct a single qualitative, interpretive approach and develop the analytical procedures for it. Interactional Sociolinguistics, thus, provides powerful insights into how (intercultural) communication occurs and how differences in expectations and interpretations can lead to successful interactions or, more importantly, communication breakdowns.

Interactional Sociolinguistics (IS) primarily focuses on face-to-face interactions in which there are substantial differences in the sociolinguistic resources and/or institutional power of the participants. With a wide range of methodological foundations, including ethnography, dialectology, pragmatics, and conversation analysis, IS generally looks for the most comprehensive dataset on in-person interaction it can find.

The process of gathering data entails the audio- and/or video recording of situated interaction from particular events, people, and groups, as well as participant observation and retrospective commentary from local participants to the highest extent possible. Analysis spans a wide range of organizational levels, from the phonetic to the institutional. Gordon (2011) asserts that the main components of IS are participant observations of speakers in naturally occurring contexts and audio- and/or video recording of interaction. Along with post-recording interviews, it also includes the meticulous linguistic transcription of the conversations that were recorded, allowing careful micro-analysis of

11

conversational features in the context of the knowledge obtained through ethnography.

The interactive nature of a conversation is a central concern of IS. The model of language as produced solely by a speaker is questioned; rather, listening, adjacency pairs, interruption, overlaps, pre-closing, closing and speaking are seen as inextricably linked. As a result, any utterance made by any participant in a conversation is a collaborative effort influenced by the speaker, listener, and audience. As a result, research has focused on listenership behaviour.

Interactional Sociolinguistics (IS) is a significant area of study at the nexus of linguistics and anthropology. This is because it frequently links discourse strategies to speakers who can be identified by their culture and analyzes how the various discourse strategies of culturally diverse speakers affect interaction. The students and teachers in the selected schools have different culture background which may affect their discourse strategies.

This study employs Interactional Sociolinguistics (IS) to examine how students behave in their various interactions or encounters with teachers in the SHSs that were chosen. From an interactional standpoint, the current study aims to analyze and explain how students use the linguistic resources at their disposal to address their teachers inside and outside the classrooms, convey social meanings, and reflect the type of relationship—whether one of power and distance or solidarity and intimacy—they have with them. The analysis will demonstrate how students use various linguistic address term variants to communicate with teachers in various contexts in the schools.

Community of Practice (CoP)

In the interpretation of the data, the study gains insights from the Community of Practice (CoP) framework as a sociolinguistic analytical tool. The concept of a Community of Practice (CoP) is essentially a very old and well-practised concept that has grown in popularity owing to the study and publications of Lave and Wenger (1991), Wenger (1998), and Wenger-Trayner (2001).

In their foundational text, *Situated Learning: Legitimate Peripheral Participation*, Lave and Wenger (1991) coined the term 'community of practice.' This was centered on what they termed 'situated learning' and developed out of the work of several social theorists, including Vygotsky's (1978) theories of social learning. According to Wenger (1998), a community of practice defines itself along three dimensions:

What it is about – its joint enterprise as understood and continually renegotiated by its members.

How it functions - mutual engagement that binds members together into a social entity.

What capability it has produced – the shared repertoire of communal resources (routines, sensibilities, artefacts, vocabulary, styles, etc.) that members have developed over time.

The term 'Community of Practice' is strikingly similar to the terms "community" and "discourse community", which have proven to be fruitful and valuable for research into the ordered variability of language in its social context. According to Hymes and Gumperz (1972), speech community is speech a group of people who share common linguistic features and rules that govern the basic communicative strategies so that speakers can decode the social meanings

13

carried by alternative modes of communication. The term discourse community was developed by Swales. Swales (2011) defined a 'discourse community' as a group of people with common goals who engage in communication to achieve these goals. It refers to a group of people who share certain goals as practitioners of a trade or a profession and communicate among themselves in order to realise or achieve the goals they have. According to Swales, discourse community has six features. A discourse community:

a. has a broadly agreed set of common public goals.

b. has mechanisms of intercommunication among its members.

c. uses its participatory mechanisms primarily to provide information and feedback.

d. utilizes and hence possesses one or more genres in the communicative furtherance of its aims.

e. in addition to owning genres, it has acquired some specific lexis.

f. has a threshold level of members with a suitable degree of relevant content and discoursal expertise.

The theory behind a community of practice can be found in social psychology. It can be used in various fields, including business, industry, health care, and education. This term was introduced to language and gender studies by Eckert and McConnell-Ginet (1992). The term has become very popular because it is cited in research on language and gender by Eckert and McConnell-Ginet (1998, 1999). They define a Community of Practice as:

> an aggregate of people who come together around mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values,

14

power relations – in short, practices – emerge in this mutual endeavour (Eckert & McConnell-Ginet, 1998: 490).

As a social construct, Community of Practice is different from the traditional community primarily because it is defined simultaneously by its membership and by the practice in which that membership engages (Eckert & McConnell-Ginet, 1992). A community of practice might emerge from a formally or informally formed activity, such as a choir, gang, secretarial pool, family, garage band, friendship group, or academic department (Eckert & McConnell-Ginet, 1999). A community of practice must produce and adopt a shared repertory of ideas, commitments, and memories to function. It must also create various resources, such as tools, documents, procedures, vocabulary, and symbols that somehow carry the community's collective knowledge. As the members make sense of their joint venture and themselves about it, shared behaviours arise.

Senior High School students form a homogeneous group of people in terms of their reason to become members of the school to learn and acquire knowledge, and they are also likely to be involved in a "joint negotiated enterprise; and a shared repertoire of negotiable resources accumulated over time" (Wenger, 1998: 76). Many activities, such as committee meetings, classroom interactions, seminars, health talks, and general assembly meetings, are coordinated for the benefit of students. Identity is defined and negotiated within the context of shared repertoire. The students in both schools are likely to build linguistic resources (in this case, a lexicon of address terms) that will set them apart from other SHS community members, including teaching and non-teaching staff. The use of address terms is an important component of this shared linguistic practice

15

in schools that "reveals the various levels of affinity and familiarity with an addressee" (Norrby & Wide 2015: 2). This suggests that the school community is a social system with a dynamic edge in which interpersonal interactions are negotiated and various modes of belonging are established.

Naming Practices

Naming is a basic and universal process that people use to identify their environment and interact with one another. People's names have been found to be given and used in every known society (Alford, 1988). Every culture has naming, and names are very important to the bearer and giver. Names are assigned according to certain rules in some societies. Children are given names in various African societies through an elaborate ritual performance (Oyetade, 1995).

Naming Practices investigate the myriad of African indigenous names and naming practices in Sub-Saharan Africa in an attempt to trace their origins and significance on the African continent. Naming practices demonstrate the important and diverse roles that names and naming play in the lives of Africans across the continent.

The Yoruba people of Nigeria name babies at a naming ceremony seven days after the birth. During this time, the name of the child is carefully chosen based on the circumstances of the birth (Fitzpatrick, 2012).

According to Fitzpatrick (2012), a person's name hold immense spiritual power among Northern Sotho-, Southern Sotho-, and Batswana-speaking people in South Africa, so much that it was extremely important to conceal your true name until tremendous trust was built between yourself and another person, and then

16

and only then would your true name be revealed. It was assumed that if an opponent wished to hurt you, they only needed to reverse your name.

Agyekum (2006) examines naming as an important component of Akan civilization and covers personal names among the Akan of Ghana. The study examines Akan names through the lens of linguistics and ethnography. It views names as social tags with sociocultural purposes and meanings, rather than arbitrary labels. The typology of Akan names discussed in this work includes day names, family names, circumstantial names, theophorous names, flora and fauna names, odd and reincarnate names, achievement names, stool names, religious, occupational names, insinuating and proverbial names, bodily structure, and kinship, among other things. Also, among the Ewes in Ghana, children's names are derived from their parents' totems and family trees (Atakpa, 1987).

The Akans of Ghana name their children after the day of the week on which they are born, i.e. the day the 'soul' incarnates the body. For example, a boy born on Monday is given the name Kwadwo/Kojo, and a girl born on that day, is given the name Adwoa, where each day has its unique qualities. A child born on a Monday, for example, would show nurturing tendencies, be protective of the household, and be considered reliable.

Sekyi-Baidoo (2019) conducted a linguistic analysis of Akan personal name from the point of view of its construction. The work looked at the cognitive resources from which names are conceptualized, the syntactic and morphological strategies through which the cognitive construct are turned into personal names, and the phonological processes involved in the construction of names in the proto forms and their subsequent variant manifestations. He takes

17

a midpoint between linguistics and anthropology, often using the simplified description of linguistic processes with basic terminology and diagram in representing culture through linguistic description.

Bisilki (2018) investigated traditional personal names among the Bikpakpaam (Konkomba), a Gur ethnolinguistic group in northern Ghana. The study describes Likpakpaln traditional personal names using a mixed-method approach (including both qualitative and quantitative analyses) within the context of the general theoretical notion(s) of language-culture interaction. The study argued that indigenous Likpakpaln personal names can be divided into six types, with insinuating/proverbial names being the most common. Also, there is a recent shift toward what he calls bearer-oriented insinuating/proverbial personal names. This shift in personal name preference is based on the Bikpakpaam's relatively new cultural philosophical notion that names have the capacity to de/construct the individual's personality and life trajectory. Importantly, the work indicates that Likpakpaln personal names are largely clausal structures, while there are also names in phrasal and word forms.

Abubakri (2020) studied personal names among Ghana's Kusaas, focusing on the sociolinguistics and semantics of these names. The study shows important socio-cultural and religious beliefs and practices of the Kusaas as manifested in their naming patterns. It contends that human names in Kusaal have semantic content and comprise a collection of meaningful 'linguistics forms' rather than being assumed or categorized as 'mere forms' (Kripke, 1980). This is represented in Kusaal by a typology of personal names: day-names, family names, nicknames, shrine names, etc. It is also asserted that Kusaal names have a direct relationship to both societal functions and meanings. Personal names

18

among the Kusaas convey the people's cultural beliefs as well as the event surrounding the name-bearer's birth, not to mention the predicted impact of the name on the bearer.

Generally, studies among the various ethnolinguistic groups in Ghana, including the Akan (Afful, 1998; Agyekum, 2003; Mensah, 2005; Obeng-Gyasi, 1997, 1998), Ga (Dakubu, 1981), Ewe (Egblewogbe, 1983), Nzema (Arde-Kwodwo, 2006), and Kokomba (Bisilki, 2011), have shown that a number of socio-cultural factors have an influence on naming practices (Afful & Awoonor-Aziaku, 2017).

Address Terms

It is important to note that address terms are typically derived from the naming practices of a speech community. In daily conversation, people are named, referred to, or addressed when spoken or written to (Afful & Awoonor-Aziaku 2017). Since 'address' is the primary element in address theory, it is appropriate to begin with the linguistic meaning of address terms as a basic step in the description of the subject under investigation. Braun (1988: 7), for instance, defines 'address' as a speaker's verbal reference to his or her interlocutors.

Braun (1988: 7) indicates that while forms of address can be used to initiate a conversation, other forms are commonly utilized, such as "Hey! Excuse me," in English, and "Pardon!" in French. The definition of address excludes all of this, as well as verbal and non-verbal greetings. The forms of address under consideration in this study include words and phrases used for addressing and referring to the interlocutor.

It is important to emphasize that in the present study, nominal 'terms of address' are differentiated from 'reference terms.' This distinction is key in light of

Afful's (2006b) contention that, while the same linguistic form can be used to designate a person in a communicative interaction, there is evidence that this is not always the case (Lorente, 2002, cited in Afful 2006b).

In this study, I adopt Afful's (2006b) definition of address terms to refer to the verbal expression through which a speaker designates an addressee in a face-to-face interaction. I also follow Keshavarz's (2001: 6) definition of the terms of address as "linguistic forms employed in addressing people to attract their attention or to refer to them in the course of a conversation."

People choose or avoid the use of address terms to establish social distance, show admiration, respect, and affection for the interlocutor, or encode hatred, aggressiveness, and enmity.

Reference Terms

In a communicative encounter, a reference term is used to refer to a human referent who is either present or not; it is typically nominative rather than vocative. Dickey (1997) asserts that the linguistic item used to refer to someone while they are not present (i.e., a reference term) is not always the same as the one used to address them in a one-on-one conversation (that is, address term). According to Dickey (1997), "reference term" is frequently used when the person being designated is not present. Also, Afful (2007) observed that reference terms and address terms may have the same human referent.

Reference terms are chosen based on how a term is currently employed in situations other than address. Terms of reference reveal the relationship between the addressee and the addresser. In the social context, the third person's relationship to the addresser is described using these terms of reference.

Previous Studies on Address Terms

There is a considerable body of sociolinguistic literature on address terms in various languages and communities. The following related works demonstrate how scholars and researchers have paid close attention to terms of address from various theoretical perspectives. I first of all review studies on address terms in non-academic environment in different speech communities. I then review studies on address terms in academic contexts in non-African and African (including Ghanaian) settings.

Address Terms in Non-Academic Contexts

Though the main focus of the present study is to investigate address forms students use for teachers in academic environments, it is important to review some earlier studies on address terms that emerged in non-academic environments as a result of Brown and Gilman's (1960) power and solidarity theory on address term. This is because the theory serves as a model for most of these studies so it is worth reviewing some of these studies.

Following Brown and Gilman (1960), very early studies on address forms in various cultures have developed, contributing to the development of address theory. Among these studies is an article by Ervin-Tripp (1972) that used flow charts to describe American English (AE) forms of address, a study of pronominal address in Italian by Bates and Benigni (1975), and a study of children's pronominal address system in French and Spanish Lambert and Tucker's (1976), Hymes (1967) researched social distance, Pride (1971) addressed formality and informality, and Moles (1974) investigated the importance of confidence and respect in address phrase selection. It is worth

21

noting that later research has followed the example of Brown and Gilman (1960) and produced results that do not stray too far from their findings.

Though address research began in American and European contexts, subsequent studies on address terms focused on other languages in Asia and Africa, among others, and supported the view that address forms identify and construct cultural beliefs in addition to being governed by the community's social rules (Afful, 2006b; Evans-Pritchard, 1964; Keshavarz 2001; Koul 1995; Manjulakshi 2004; Mehrotra 1981; Oyetade 1995; Parkinson 1985).

Alrabaa (1985) used a questionnaire to survey 87 people of various ages, sexes, and social classes about their use of Egyptian pronominal terms of address. Brown and Gilman's (1960) power/solidarity theory was applied to the study's collected data. Age and social status were discovered to be important factors in deciding between 'inta/'inti 'you' and hadritak and hadritik "you," which correlate with T and V pronouns in Brown and Gilman (1960) respectively. Among the other sociolinguistic factors, however, sex had the least impact.

Non-kinship modes of address in Hindi were earlier described by Mehrotra (1981) in relation to the socio-cultural context of the dyads that use them. Variation in the use of address terms, he observes, is a tool or a means of expressing interlocutors' social background or qualities, as they define and validate both the speakers and addressee's identity and status. He adds that address forms are an important part of face-to-face communication and that they are a unique aspect of relational language because "they serve not only as a bridge between individuals, but also as a kind of "emotional capital" that can be invested and manipulated to achieve a specific result." (1981: 235) He finds that

22

address forms and their sociolinguistic characteristics reveal a lot about the dyad's social structure.

In his sociolinguistic research of personal names in Kashmiri, Koul (1995) highlights the need to study terms of address in any language. He continues that certain aspects such as social structure, cultural pattern, and geographical environment influence these concepts. He admits that socioeconomic status, literacy level, caste, age, and sex influence the choice and use of modes of address.

Takahara (1992) uses a descriptive framework to investigate the use of the second person pronoun (anata) as the prototypical address form in Japanese. When he compares the conclusions of his investigation to the findings of Brown and Gilman (1960), he discovers that the variable of power is fundamentally sensitive to the description of Japanese pronouns of address. Furthermore, the findings illustrate the complexities of the second person pronoun, revealing that "a single utterance of anata may carry a number of interpretations depending on contextual circumstances." This 'may result in both intercultural and intracultural communication failures' (Takahara, 1992: 126).

Fasold's (1990) study of address terms holds the view that people generally address each other using two main kinds of address forms: 1) using their first name (FN) or 2) using their title and last name (TLN). These terms of address could be either a reciprocal exchange of FN or TLN or a non-reciprocal usage of either term in which one person gives FN and receives TLN. The point is that despite being variable, these patterns of usage are rule-governed and systematic and are governed by some factors like age, sex, and social class.

Kashavarz (2001) investigated the choice of address forms in Tahran, Persia, as an addition to the literature of non-Western study on address forms. The importance of this study lies in the fact that it focuses on the role of social context, intimacy, and distance in the choice of address forms; a factor that has received less attention in the literature of address terms research than variation in address forms based on the social characteristics of language users and interlocutors' relationships. The study also looked at how address forms were used differently depending on the interlocutors' social traits such as age, sex, and social class. According to the findings of the data analysis, the use of intimate forms of address is inversely proportional to social distance and situational formality. As "social distance and degree of formality of context rise, the frequency of familiar terms diminishes," Kashavarz (2001: 16) observed. The findings also show that age, rather than sex or social class, is more important in defining forms of address in informal familial relationships. However, the data analysis revealed that in formal situations, sex is a more important factor in the use of address forms.

Cao (2007) investigates the use of Chinese terms of address in personal letters. The Chinese terms of address are examined in relation to characteristics such as age, gender, power/solidarity, and intimacy/distance. The data was from 259 letters sent by 124 female and 135 male Chinese speakers aged 18 to 60. The findings of the study reveal that age influences the choice of Chinese written discourse. Among writers of various eras, there is a completely asymmetrical usage of terms of address. Personal letters from same-generation speakers, on the other hand, indicate both symmetrical and asymmetrical address practices, depending on whether they are close or distant. Gender influences the choice of

24

Chinese forms of address. Males prefer "status-oriented" address terms to emphasize role-relationships, whereas female addressers prefer to use "intimacy-oriented" address terms to emphasize their emotional bond with their addressees. In short, the study demonstrates that Chinese writers are mindful of their society's social surroundings and systems.

African languages have not been studied systematically and are reported in the literature of address terms research less than European languages. Parkinson (1985) is among the first studies of address behaviour in Africa. He conducted a study about terms of address in Egyptian Arabic (EA) where he gathered naturally occurring data for more than a year from diverse speech occurrences in Cairo, as one of the few studies that explored address behaviour in Arabic-speaking settings. The study team, which consisted of the researcher and his Egyptian colleagues, obtained this information from a wide range of scenarios including all possible combinations of speakers and addressees in terms of sex, age, social class, and other characteristics. These data include samples of speakers and addressees of all ages, sexes, and social group, as well as speakers and addressees from various regions and towns.

Parkinson's study is significant because it is one of the few that has looked at address in an Arabic-speaking community, and it did not just look for traditional "linguistic structure or form," but also described the EA term of address system from a sociolinguistic perspective, looking for the social structure of the terms as a linguistic sub-system. It was more concerned with how a speaker utilizing these terms of address would be able to function effectively in a larger communicative environment than with grammatical sentence production (Parkinson, 1985). Interestingly, the two axes of "solidarity and power"

25

proposed by Brown and Gilman (1960) in their study were found to be strongly evident in the structure and usage of various EA address terms.

Oyetade (1995) gave a descriptive analysis of the full system of address forms in Yoruba. Oyetade discovered that interlocutors' decisions are influenced by their perceived social relationship, based on data from short radio and TV plays, discreet observation of actual usage, and introspection. He also discovered that among the Yoruba, age, social status, and kinship are the most important indicators. When it comes to Yoruba familial forms of address, for example, Brown and Gilman's (1960) dichotomy of power vs. solidarity is blurred; as a result, he concludes that solidarity does not guarantee equality among the Yoruba.

De Klerk & Bosch (1996) conducted a survey on address terms among the three main language groups in South Africa's Eastern Cape Province (Xhosa, Afrikaans, and English). The study revealed notable disparities in the naming of babies and the namegivers, as well as signs of ongoing change and cross-cultural influence among the groups. Based on these trends, we propose that in a post-apartheid South Africa that affords increased opportunities for interaction across cultures and languages, naming patterns are changing in ways that are still being decided.

Egblewogbe (1987) conducted an exploratory survey among Ghana's major ethnic groups namely Ewe, Ga, Damgme, Nzema, Gonja, Dagbani, Waale/Dagaare, and Kasem, to investigate the structure and functions of personal names as forms of address. His study is useful in that it demonstrates the common thread that runs across the use of personal names such as day

26

names, clan and lineage names, serial names, pregnancy names, circumstantial names, allusive names, praise names, and nicknames. This study serves as a guide for Ghanaian address phrases.

Afful (2006b) conducted a socio-linguistic study of non-kinship address terms among the Akans of postcolonial Ghana, bringing to the literature of address behaviour a little-studied speech community, the Fantes of Ghana, to fill the gap of the paucity of materials of address terms in African languages. The researcher identified nine major terms of address, using observation as the main research instrument in addition to interviews and introspection. Afful discovered that the influence of Westernism and modernism was evident in the usage of personal names and catchphrases in his study. Afful's (2006b) study and previous studies elsewhere have proven the socio-cultural situatedness of address terms, which is consistent with the findings of other sociolinguistic studies on address terms in non-African contexts.

The importance of address terms is recognized, according to Afful (2006b), because they permeate essential social organizations such as politics (Jaworski & Galasinski, 2000), religion (Dzameshie, 1997; Squeira, 1993), the media (Edu-Buandoh, 1999), and academia (Afful, 1998; Dickey, 1997). In this context, Hudson (1980) points out that cultural pattern that persists for a particular community in general because to their social values, beliefs, and habits are a major dimension of variation in address terms.

The literature overview above not only summarizes the research on address theory and terms in general but it also sets the stage for this present study. In

27

line with previous studies on address terms, the primary goal of this study is to contribute to the growing scholarship on address terms in academic context.

Address terms in academic contexts

I critique studies on address terms in the academic context as this is the area of focus for the present study. This section is divided into two main parts: address terms in non-African and African (including Ghanaian) communities.

Address Terms in Non-Africa

Address terms are used in educational settings, mostly between students/learners and their lecturers/teachers. Many studies have been conducted on the use of address terms in academic context, focusing on universities in Anglo-American (Burt, 2015; Dickey, 1997; Formentelli, 2009, 2018; McIntire, 1972; Murphy, 1988; Parkinson, 2020). These studies investigated address terms used in student-lecturer interactions, student-student interactions and lecturer-lecturer interactions. Many sociolinguistic scholars examined the use of address terms in academic contexts in non-African communities.

In academic contexts, Dickey (1997) explored the disjuncture between address and reference terms among interlocutors in academic and family interactions in the United Kingdom (UK). She found that students use nicknames, first names (FN) and last names (LN) in informal settings on the one hand, and among themselves, title plus last name (TLN) in relatively informal settings. According to her, the linguistic item used to refer to a person when he or she is not there (reference terms) is not always the same as the one used to address him or her in a one-on-one conversation (address term). Address strategies toward teaching

28

faculty were more variable and significantly influenced by the teacher's position and the student's year level at the university as well as by institutional conventions and personal choice. Undergraduate students were found to use first names while addressing graduate student lecturers, but less frequently when addressing professors, for whom a title plus last name (TLN) was deemed more suitable. On the other side, graduate students were more inclined to address a lecturer by his or her first name (FN).

Formentelli (2009) investigated the use of address terms by lecturers and students in a British university, University of Reading. His data was gathered through observation, semi-structured interviews, and video-recordings. The study's findings confirmed some of the findings in the previous studies. However, the study showed that the presence of power, for example, vertical relationships such as student-lecturer interaction, significantly influences the choice of the address terms. Students mostly used Title + Last Name (TLN) as address terms for faculty members and First Name (FN) minimally as a reference term or what he describes as usage in delayed time.

Clyne, Norrby and Warren (2009) discuss the conventional approach of addressing academic staff and students in English universities, stating that the interactants' first names are used symmetrically: students and teachers would use their first names to address one another. The interactants' use of reciprocal addresses is comparable to how Swedish addresses are used in schools and universities. From before the late twentieth century, when both students and academic staff reciprocally used honorifics, the English system of address has experienced a fundamental transformation.

Formentelli and Hajek (2016) describe address practices in English-speaking academic settings with two primary goals: to profile address patterns in academic interactions in Australian English and to compare address practices in higher education across three dominant varieties of English, namely American English, Australian English, and British English. The findings indicate a high informality and familiarity in Australian student-teacher relationships, where reciprocal first names are the default address pattern at all levels. In American academic context, on the other hand, the hierarchical arrangement of duties and distinct professional positions is emphasised and reinforced by an asymmetrical use of titles, honorifics, and first names. Finally, the British university system demonstrates a non-reciprocal use of First Names (FNs) and Titles (Ts) between lecturers and students that progressively develops into a more generalised reciprocal use of FNs, typically following extended contact and collaboration.

Formentelli (2018) investigates the address practices reported by students and lecturers from three English-taught master's degrees offered at a small Italian university where English is used as a Communication Lingua Franca (CLF). The study's primary objective was to determine whether and how the multilingual and multicultural character of the CLF classroom affected participants' choice of English address strategies. The findings indicate two distinct patterns of address in CLF courses: an asymmetrical, non-reciprocal use of address strategies in which lecturers adopt an informal and familiar tone (T-forms) while students express deference and respect (V-forms); and a reciprocal, symmetrical use of V-forms that creates formality and mutual respect. While lecturers emphasize informality as part of their master's program

30

policies, some students and lecturers object to the usage of familiar address terms and prefer formal strategies for conveying respect to the interlocutor.

In a very recent study, Parkinson (2020) investigated the use of address terms' mate' and 'guys' in a corpus of classroom discourse in a vocational institution in New Zealand. His study focused on how tutors address their students in the classroom to enhance academic work. The study revealed that 'mate' is employed to address one person, and guys are employed to address many people. He states that 'guys' was used to attract students' attention to indicate the start of, end of, or change task and emphasise important content while mate functioned largely in mitigating face threats and affective functions, such as encouragement and praise.

These above studies pay attention to the address terms used by students and lecturers in their interactions in academic settings. The studies reveal that lecturers and students use different address terms, depending on different factors such as culture, familiarity, power, and the context of the interactions.

The use of address terms among students has also received major attention from many scholars in non-African communities. These studies explored how students address one another in interactions in academic settings.

 In Asia, Wong and Leung (2004) studied address forms among Hong Kong undergraduate students. Wong and Leung found that, while students are more likely to address one another in Chinese now than in the past, their choice of English forms reflects an identity shaped by their subject of study, the nature of secondary school, and peer group pressure. They conclude that the use of

address forms among Hong Kong undergraduates is influenced by a variety of sociolinguistic indices and/or factors.

Similarly, Li (1997) investigated the use of address forms among Hong Kong university students and found that their use of address forms revealed a bicultural identity of Hong Kongers. Anwar (1997) examined the address forms used by Malay undergraduate students and discovered that their use of address terms reflects their Islamic identity.

In an earlier study in USA, Kiesling (1997) conducted a study on verbal practices in American College fraternities. The study revealed that male students commonly used jokes and insults more than their female counterparts to reinforce heterosexuality. Nicknames were employed as a term of solidarity and an in-group identity maker.

Ozcan (2016) investigated the address terms used by schoolchildren in a reciprocal study to see if age, gender, and monolingualism or bilingualism had an impact. The findings revealed that monolingual children use a wide range of address terms, whereas bilingual children focus more on first names. Also, politeness, as well as positive and negative face, influences the choice of address forms.

One aspect of address terms explored by many scholars in academic contexts is nicknames. These studies investigated the use of nicknames among students. Crozier and Dimmock (1999) examine the prevalence of nicknames and name-calling as reported by a sample of British primary school students and the impact these nicknames have on children. In this study, children reported that being called names and (negative) nicknames were unpleasant experiences that caused

32

distress and the researchers concluded that name-calling and negative nicknames are common and harmful aspects of school life because they threaten the child's identity and cognitive capacity. Similarly, Starks et al. (2013) investigate adolescent nicknaming practices in Australian secondary schools in order to fully understand how name bearers feel about themselves and other nickname bearers. The study finds that nicknames can be utilized to help high school students develop linguistic and cultural sensitivity. They develop their creative instincts while also preserving cultural traditions and customs.

Jamalvandia and Jamalvandib (2016) explored the nature of nicknames in the context of Islamic Kurdish High Schools. Their study indicates that the most popular nicknames among Ilami Kurdish High School students were neutrally appraised, followed by positive and negative evaluations. Physical traits were the most important factors in determining how High School students' nicknames were formed for male and female students. Another similar study by Koehn (2015), shows that Kuwaiti female students who have nicknames outperform those who do not have such nicknames in class. This claim demonstrates that nicknaming improves participation and persistence in classroom activities. As a result, it has a good impact on self-concept development and learning morale.

Lytra (2003) observed that children use nicknames in combination with overlapping speech and paralinguistic cues like laughter, stress, and pitch shift to create a comic effect and co-construct teasing sequences in order to establish shared alignments, enhance interpersonal relationships, and express mutual friendship and peer group membership. Nicknames are used in this way to maintain peer solidarity and playfulness. Given the hierarchical structure of the school, it can be stated that the use of nicknames in the classroom reflects the

33

socio-academic relationship between the named and the namer in either established symmetrical (student-student) or asymmetrical (student-lecturer) relationships. As a result, nicknaming in the classroom has evaluative repercussions for both the named and the namer.

Notable studies investigated address terms used by students for their lecturers in academic environments. These studies examined the various forms of address used by students for their faculty.

McIntire's (1972) work is one of the earliest studies that investigated address terms students use for faculty. The study examined terms of address students used when addressing faculty. She found that students preferred zero address terms when addressing lecturers, with only a few instances where students use Title + Last Name (TLN) for the lecturers. She explained zero address terms as symptomatic of confusion of norms.

Unlike McIntire, Murphy (1988) used questionnaires to elicit the reference terms used by undergraduate students at Brown University for faculty members and college students. He found that the speakers' choice of address terms was significantly influenced by speaker-referent relationships, addressee-referent relationships, and the presence of bystanders. He observed that a speaker would often shift from his or her original choice of reference term in order to adopt a term used by his/her addressee. In another study relating to nicknames for teachers, Morgan & Harré (1979) observed that teachers are rarely called by their nicknames to their faces because the nicknames that students use for teachers typically establish the 'we and them' aspect of relationship in schools. This may be due to power dynamics and the teachers' social status.

34

Bargiela, Boz, Gokzadze, Hamza, Mills, and Rukhadze (2002) investigated naming practices in intercultural business encounters, with a focus on the frequent use of first names and the informality with which English native speakers approach strangers. For many British and American speakers, such politeness strategies of involvement are "an indicator of ease of contact with strangers" (2002: 1), according to the authors. These strategies, however, can be disrespectful when used in relationships with persons from different linguistic and cultural backgrounds. They argue in this research that the increased informality of address in institutional encounters is a recent development in the United Kingdom and is part of the British culture's Americanization trend. They claim that while lecturers' use of reciprocal First Names (FNs) is typical in British universities, some students are uncomfortable with them and find them too familiar. As a result, students have expressed some aversion to and opposition to the use of informality in the classroom.

By focusing on an American college in California, Wright (2009) examines students' reported strategies of address toward their lecturers in a variety of communication modes in order to determine whether the process of informalisation of address in American society (cf. Murray, 2002) also applies to academic relations. In relation to Dickey (1997), the results indicate that students prefer V-forms in email, phone messages, and face-to-face interaction, with professors as the default option, followed by generic titles (Mr/Mrs/Ms) and the academic title 'doctor'. Only a minority of students prefer to address lecturers by their First Names (FNs), and almost exclusively to academics with whom they are familiar or who they perceive to have an open and friendly personality. Students appear to hold diametrically opposed views on the use of

35

FNs. Some view this practice favourably as a sign of increased equality in the classroom; others view it negatively, believing it implies inappropriate intimacy. Despite this practice, the majority of informants state that they address a professor by his or her FN sometimes throughout their academic careers, which may reflect a progressive change toward more informal relationships over time.

A study on a state university in the American Midwest provides a similar composite image of address in American tertiary education (Burt, 2015). Data from direct observation and focus group interviews show that V-forms (academic or generic Titles plus Last Name) are likely to be students' only option when addressing lecturers and lecturers themselves encourage this formal address practice to establish and maintain the appropriate social distance and acknowledge the power difference, particularly with undergraduates. Graduate students represent an intermediate status in the academic hierarchy and may be urged to use FNs by lecturers, despite the fact that not all of them claim to be comfortable with the T-form. The study also explores how many undergraduate students struggled to determine the right V-form to employ with graduate Teaching Assistants (TAs) and faculty members due to a lack of precise instructions as well as the range of available forms and their various meanings. Professors, on the other hand, often address both undergraduate and graduate students by their FNs. When more formal options, such as 'Mr/Ms plus Last Name', are employed by the teaching staff, students perceive them as awkward and potentially offensive.

In a recent study, Gabrielsson (2019) focuses on the sociolinguistic features of the chosen languages and how they influence what address terms and reference

36

terms are used in Sweden and the United Kingdom, particularly in schools. The goal of this research was to see how norms for modes of address and reference terms changed between the two nations and whether statements based on past research adequately accounted for any discrepancies that might occur. According to the study, less formal ways of addressing in schools and other institutions are preferred in Sweden, but stricter forms of address are preferred in the UK with hierarchical inequalities visible within the same organizations.

Formentelli and Hajek (2015) conducted a detailed examination of address practices in Italian academic interactions based on questionnaire responses from students and lecturers. The statistics indicated that the primary approach for conveying respect and distance is through the reciprocal use of the V form 'Lei'. However, they also showed that frequent practice is the non-reciprocal use of pronouns (Lei-tu) and the combination of lexical forms encoding various degrees of social distance (names, titles, honorifics). Address non-reciprocity is viewed positively by most students as a natural reflection of various responsibilities and relative ages, with the increased familiarity putting students at ease both inside and outside of class.

Nicodemus, Formentelli, Cagle and Pittman (2021) examine the use of address terms (direct address, reference, and introductions) at a bilingual university that primarily uses American Sign Language (ASL) for instruction and socialisation and English for instructional materials, email correspondence, and written announcements. The findings indicate that Deaf students and faculty have expectations concerning addressing both on and off-campus behaviours and adhere to a complicated combination of ASL and written English conventions.

37

Additionally, the findings shed light on how individuals of the Deaf community navigate linguistic interaction between signed and spoken/written languages.

Address Terms in Africa

Address terms have been investigated in academic contexts in many African speech communities. This section reviews address terms among lecturers/teachers, address terms among students, and address terms students used for lecturers in African.

There are studies on address terms in Africa among lecturers in university settings. In a southwestern Nigerian, Unuabonah (2018) examined the forms and functions of address terms employed among staff members and the language ideologies that informed these address forms. The study revealed that forms of address used in the university included academic titles, official titles, kinship terms, social titles, nicknames, first names, surnames, and different combinations of these address forms. English, Yoruba, Nigerian Pidgin, and other indigenous Nigerian languages are used to create address terms. Postmodernist and functionalist language ideologies inform the address forms, which are influenced by cultural ideologies in which interactants' cultures play a key role in the choice of address terms.

Also, Chamo (2019) investigates the use of address forms among the Faculty of Arts and Islamic Studies academic staff at the Bayero University, Kano, Nigeria. Three categories of address forms are presented in detail: namely titles, nicknames, and kinship terms. Emphasis is placed on the title *Malam*, which originally denoted a teacher or someone skilled in Islamic knowledge but is today used more frequently than any other form of salutation. The research

38

shows that age, gender, social status, degree of intimacy, and context of communication determine the use of the address forms among academic staff. The results demonstrate that the Faculty's staff members prefer traditional Hausa address terms over professional rank-related terms. Furthermore, these address forms are culturally distinct, with Hausa being the predominant language.

Mensah (2021) explores the sociopragmatic functions of address terms in social interactions at the University of Calabar Senior Staff Club. The study considers the metalinguistic categories of address terms, their motivations, and the cultural and sociolinguistic parameters that determine their choice among Club members. His study identifies nicknames, titles, acronyms, formulaic appellations, clipped personal names and extended personal names as the primary types of address terms in the Club and articulates that the use of address terms is a social construction of identity that enacts intimacy, fosters collective belonging, and enhances solidarity. The study concluded that address terms are a site of highly creative language use that is reflexively structured through humour, cutting, extending, language play, and other linguistic strategies. Address terms, in general, enable club members to form social bonds and adapt flexibly to the Club's socio-academic environment.

The above studies from the Nigerian educational contexts indicate the various address terms employed by faculty members among themselves. These studies are conducted from different perspectives with a common goal of exploring forms of address term used by lecturers. Their choice of address terms is influenced by different factors such as that age, gender, social status, degree of intimacy, and context of communication, cultural ideologies etc.

39

There are notable studies that investigated address terms among students in some universities. Kajee's (2005) research, conducted among undergraduate students at a South African university and involved an online discussion within a foundation course rather than a face-to-face interaction, highlights the impact of formality on students' varying use of address forms in constructing their "virtual identity."

Salami (2006) investigates the relationship between gender and religion on the one hand and the use and attitude of Nigerian university students towards six selected English taboo words on the other. The study focuses on the differences in the use and attitudes toward these English words based on gender and religious inclination. The study found that while a speaker's gender influences their use and views toward English taboo terms, religion plays no major role. Religion plays a major role in students' choice of address term.

A similar study was conducted by Kolawole et al. (2009) on nicknames and name-calling among Nigerian schoolchildren. They discovered that these occurrences are widespread in (Nigerian) schools and have negative consequences, some of which may be appearance-related. They argue, however, that (Nigerian) schoolchildren seem unconcerned about these nicknames or labels and that their identities are not jeopardised as a result.

Atolagbe, Abegunde and Morofonfoye (2015) study the extent to which secondary school students in North-central Nigeria invent and attribute nicknames. The study demonstrates that the use of nicknames is a result of language creativity, which is driven in part by the interaction of Yoruba and English. This research shows that nicknaming not only provides a prominent

40

site for teaching literature and culture at that level of school, but it also exposes students to the creative features of language use, particularly in the expression of the bearers' social and cultural selves.

De Klerk and Bosch (1997) investigated the nicknames of English-speaking adolescents in South Africa. According to the study, certain nicknames are clearly reserved for specific people, with affectionate nicknames reserved only for close family and/or friends, and critical and derogatory nicknames reserved only for small groups who confirm their own bonds by using the nicknames in the absence of the bearers. The study also revealed that English adolescents have a highly sensitive knowledge and acute comprehension of the intricate social interactions that underpin nickname selection and use.

In the African contexts, some researchers investigated nicknames students use for lecturers. Studies by Mensah and Ndimele (2020) and Sabone (2008) explore nicknames students use for faculty in the university environments. Mensah and Ndimele (2020) explored the nicknames students designate their lecturers in two Nigerian universities, using Leslie and Skippers' (1990) socio-onomastic theory of nicknames. The study discovers that students discreetly appropriate nicknames to their lecturers to lampoon their lecturers in a way that the school context does not overtly permit, to capture the classroom identity of the lecturers, and to create humour, either in stigmatising or extolling their lecturers' teaching behaviour, appearance or habits of speech. The students nickname their lecturers to bestow social personalities on their lecturers; they also act as a discrete internal evaluation mechanisms for their teachers in the lived everyday experience of the school setting.

41

Okafor (2022) explored the address terms used by WhatsApp group members to communicate birthday greetings to one another. The WhatsApp consists of undergraduates' WhatsApp platform and the College of Education Academic Staff Union (COEASU) WhatsApp platform, all in Nwafor Orizu College of Education in Nsugbe, Anambra State. The address terms are classified as follows: first name (FN), last name (LN), title (T), special nickname (SN), pet name (PN), and without address term (WAT). The study discovered that combining two or more address terms neutralizes the original meaning of one address term or the other. The "without address term" conveys more unity than degree of intimacy and acquaintance.

Sabone (2008) explored nicknames used for lecturers by students at NUL, in terms of their origin and why they are coined, and looked at the pragmatics of the nicknames and the implications that they have about student-lecturer relationships in the institution. The study found that lecturer nicknaming at the NUL has a lot to do with student-lecturer relationships. Students generally nickname their lecturers because they have a negative attitude towards them. Of particular interest in this matter is the fact that students seem to hate lecturers who expect them to focus on their studies and perfect their skills.

These studies pay attention to an aspect of address terms which is nicknames. They investigate the kind of nicknames students use for their lecturers in their academic settings.

In Ghana, many studies have been conducted on address terms used among students (Afful, 2006a, 2006b, 2007a, 2010; Dornyo, 2010), how students

42

address their lecturers (Afful & Mwinlaaru, 2012; Awoonor-Aziaku, 2021) and members of a university (Afful & Edjah, 2001).

Afful pays considerable attention to address terms used among students in university settings (2006a, 2006b, 2007a, 2007b, 2007c, 2010). Afful (2006) studied address terms used among undergraduates in an English-medium university in Ghana. The students used personal names, titles, descriptive terms, and catchphrases to reflect and construct student individual and social identities. Finally, the usage of these forms of address reflects a vibrant and warm society. In the same university environment, Afful (2007a) examined how university students express their identities through address forms. The study identified three key findings: Ghanaian students use three major categories of address forms (personal names, descriptive terms, and titles). Second, the university students' use of address forms constitutes an isogloss, and thirdly, students use these three modes of address to express their multiple identities.

Also, Afful (2007b) examined descriptive phrases as an address term among undergraduate university students. Three significant results emerged from the investigation. In the fieldwork, four groups of descriptive phrases were identified. Second, the context and socio-cultural indices such as solidarity, gender, age, and pragmatic variables influenced the use of these address terms. Even in an institution, the outcome implies that Africans are warm and sociable.

Afful (2007c) showed how students at a Ghanaian university address each other in various language styles. The study has revealed three major findings. The first finding is that students' primary address strategies are personal name, descriptive phrase, and title. Second, these address practices are constrained by

socio-cultural and other environmental variables. The third aspect is the show of creativity and playfulness in the choice of address forms, particularly in spontaneous exchanges.

On the use of address terms in relation to gendered identity, Afful's (2010) study shows how students in a Ghanaian university construct their gendered identities through address forms. His study has three major categories of address forms: personal names, descriptive phrases, and titles. Students constantly use these three modes of address to express, negotiate or resist their gendered identities.

Combining both address and reference terms, Afful and Mwinlaaru (2012) investigated address terms and reference terms students used for faculty in a public university in Ghana, utilising Scott's (1990) sociological theory on resistance to domination. The study identified three major findings; firstly, students used three principal forms of address: titles, kinship terms, and nicknames for faculty; secondly, students used titles, personal names, and nickna2mes as the major reference terms for faculty. Another key finding was that address terms and reference terms worked as signs of dominance and opposition to dominance and markers of student identities.

From the above review, it is observed that Afful's studies have paid attention to the range of forms of address terms, the influence of social variables such as age, gender, formality, and the construction of multiple identities. His studies focused on address terms among Ghanaian students at a specific university.

Also in the university context, Awoonor-Aziaku (2021) examined address terms in classroom interactions at the University of Cape Coast. The study looked at how students and lecturers utilized address terms in real situation. The study

44

shows that students usually used Title + Last Names (TLN), Honorifics (Hs), and sometimes Avoidance Strategies (ASs) when addressing lecturers in class and, on the other hand, lecturers usually use First Names (FNs), Nicknames (Ns), and sometimes ASs when addressing students. The T/V distinction argued by Brown and Gilman (1960) is present in address terms usage in Ghana, according to the study.

Considering the use of address terms among members of a university, Afful and Edjah (2001) investigated and described the system of address terms used by members of the University of Cape Coast. Though they established that nine categories of linguistic form comprised the repertoire of address of the subject through observation of actual usage, interview, and reflection, the study only reports on four, namely titles, personal names, descriptive epithets, and slogans. The use of these address terms were largely determined by social indices such as interpersonal relationships, gender, position, and age.

One notable study was conducted by Kuranchie (2012), where he investigates the impact of students' nicknames on their learning output. According to the study, negative nicknames have a significant psychological influence on the named, which may deter such students from actively participating in class activities; hence, influencing learning outcomes. Kuranchie proposes that instructors and educational authorities suppress the use of nicknames and name-calling in the school system in order for the 'oppressed or bullied' students to function efficiently in school by participating actively in class activities.

In conclusion, the sociolinguistics literature on address terms in Ghana indicates two major issues. First, research into address terms in both academic and non-

academic settings has aided our understanding of the Ghanaian culture and essential factors that drive human behaviour, in general, and linguistic behaviour in particular. Second, no major research has been done in Ghana on address terms used by Senior High School students for teachers except the study by Kuranchie (2012) which explores nicknames among students and nicknames' impact on students' learning.

Relationship between Previous Studies and Present Study

From the above review, it is clear that several studies have been conducted on address terms in academic (Burt, 2015; Dickey, 1997; Formentelli, 2009, 2018; McIntire, 1972; Murphy, 1988; Parkinson, 2020;) and non-academic (Afful, 2006b; Evans-Pritchard 1964; Keshavarz 2001; Koul 1995; Mehrotra 1981; Oyetade 1995; Parkinson 1985) contexts in both non-African communities and African (including Ghanaian) context. These studies explore address terms in academic settings at different academic levels, especially in the university environments. These studies have given us in-depth knowledge about factors that influence human behaviours in choosing these address terms we use to address people. Though it is obvious that many studies have been done on address terms in non-academic and academic settings, most of these studies focus on tertiary institutions with few studies conducted at the primary level, and much space has not been given to address terms used by students for teachers in Senior High Schools.

Again, while several studies examine the use of address terms in the university contexts, they focus on student-lecturer interactions (Dickey, 1997; Formenteli, 2009; Mensah & Ndimele, 2020; Parkinson, 2020; Sabone, 2008), student-student interactions (Afful, 2007, 2010; Kajee, 2005; Kiesling,1997; Li, 1997;

46

Salami, 2006; Wong & Leung, 2004) and lecturer-lecturer interactions (Chamo, 2019; Mensah, 2021; Unuabonah, 2018) without any of them addressing the use of address terms by students for their teachers in the Senior High Schools especially in Ghana. Few studies (Atolagbe et al. 2015; De Klerk & Bosch, 1997; Kuranchie, 2012) also pay attention to Senior High Schools where they explore the use of nicknames among students. As a result, the need for the present investigation is justified.

The SHSs provide unique context with a potential of contributing new findings. The senior high school environment differs significantly from tertiary education in terms of structure and student-teacher interactions. SHSs have more consistent rules, dress codes, and disciplinary procedures that shape the student-teacher dynamic. Address terms may be formalized or standardized at SHSs compared to universities with more relaxed cultures. Simply, the gap between teachers and students appears to be broad compared to the tertiary level where the students are considered as adults; hence, establishes close relationships with the lecturers.

This study, therefore, seeks to bridge the gap by investigating address terms students use for teachers in Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School. This study will help to provide a deeper understanding on how students address their teachers in Senior High School contexts. This becomes relevant in a multilingual environment where terms of address encode the kind of relationship that exists in Senior High Schools.

47

Summary of Chapter

This chapter of the study is limited not only to review of previous studies conducted on address terms but also the conceptual background that are adopted for the study. The chapter first introduced Gumperz's (1982) Interactional Sociolinguistics and Lave and Wenger's (1991) Community of Practice. The review of previous studies then followed, where I discussed address terms on three thematic areas. First, I reviewed studies on address terms in non-academic contexts; second, studies on address terms in non- African academic settings where I paid attention to student-lecturer interactions, lecturer-lecturer interactions, and student-student interactions; third, address terms in African (including Ghanaian) academic contexts.

48
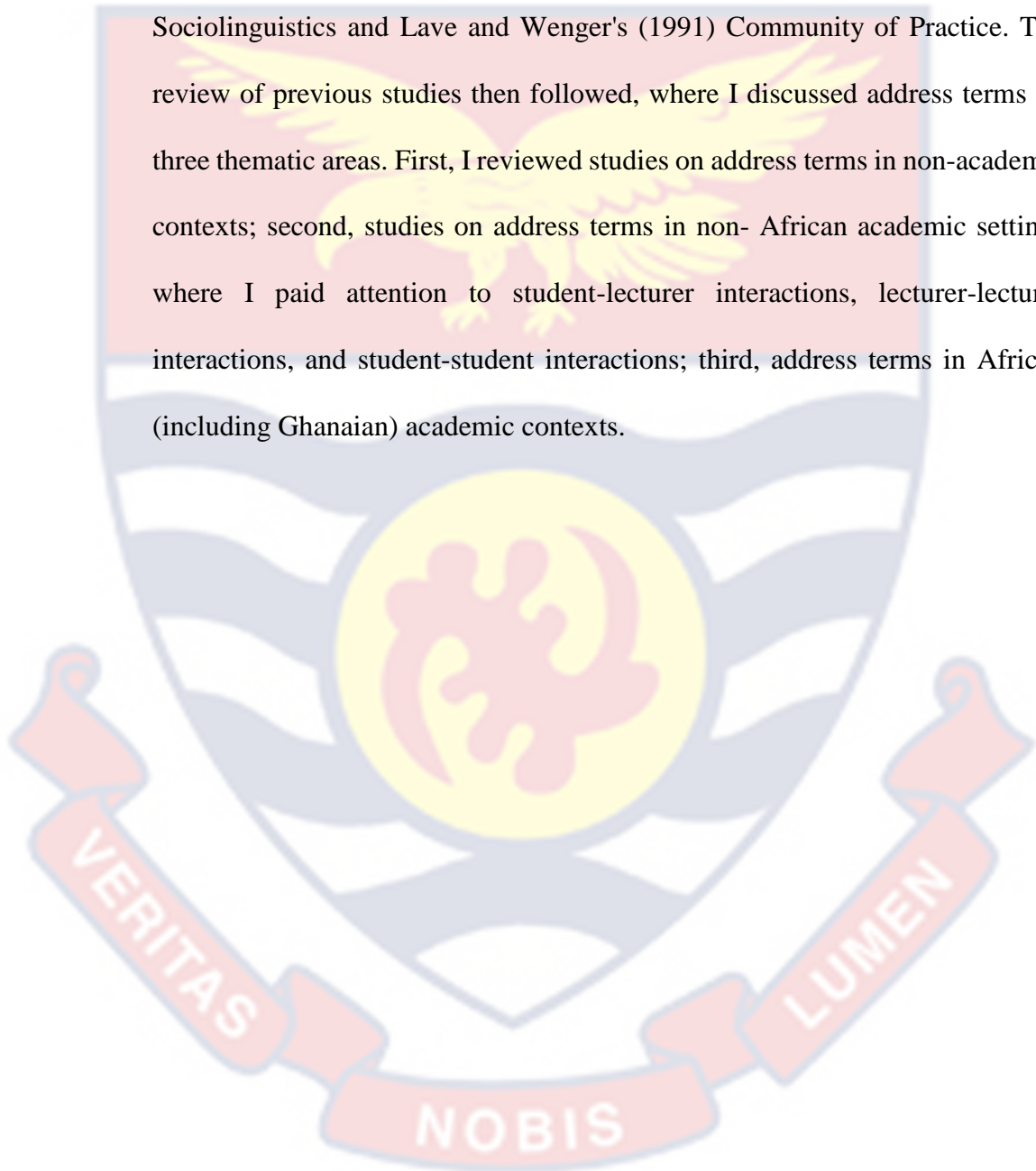
CHAPTER THREE
METHODOLOGY

Introduction

This chapter of the study presents and explains the research methodology employed to answer the research questions. I described the research design, the two selected schools, the population, the sampling procedure, the instruments designed for the data collection and the procedures for the data collection and data analysis procedure. The problems encountered in the present study were also discussed and how attempts were made to solve them.

Research Design

The study employs an ethnographic research approach. Ethnographic research is qualitative, allowing the researcher watch and interact with study participants in their natural surroundings.

The ethnographic research design has its roots in cultural anthropology, primarily from the contribution of Bronislaw Malinowski and Franz Boas (Jacob, 1987). It has been adopted by educational researchers (Borg & Gall, 1989). Ethnographic research aims to understand a particular social situation, event, role, group or interaction (Bell 1993; Locke, Spirduso & Silverman 1987). It is an investigative process in which the researcher gradually but steadily makes sense of a social phenomenon by comparing, replicating, cataloguing, and classifying the object of study (Miles & Huberman, 1984). Marshall and Rossman (1989) advise the researcher to immerse him or herself in everyday life of the setting chosen to enter the informant's world and, by ongoing interaction, obtain the informant's perspective and meaning. Thus, the ethnographic research design is social because the research subject

49

involves people; it is also scientific because the research is empirical; that is, it is based on observation mainly.

The central aim of ethnography is to provide rich, holistic insights into people's world views and actions as well as the nature of the location they inhabit (Hughes 1992). Participant observation and interviews are two of the specific approaches available in an ethnographic investigation. Denzin (1989: 215) defines participant observation as "a field strategy combining document analysis, interviewing of respondents and informants, direct participation and observation, and introspection". As a result, participant observation necessitates a more active involvement with research subjects, forcing the ethnographer to strike a balance between insider and outsider perspectives. This method allows for the observation and recording of the many levels of a group's cultural activities.

With the ethnographic approach, I could also source data through multiple data collection techniques and benefit from paying attention to ...the localized, microscopic, particular, context-bound features of given settings and cultures' (Baxter, 2003: 85). Since this study aims to investigate how students address their teachers in two Senior High Schools (SHSs) in various contexts, I believe that naturally occurring data has the advantage of representing actual language use rather than how individuals think they are using it. In other words, because informants' statements about their language behaviour are not always consistent with their actual behaviour and do not always reflect subconscious language use, collecting naturally-occurring data for this study is expected to eliminate the "possible discrepancy of reported behaviour and actual behaviour," as Braun (1988) put it.

50

Settings

There is a need to give a detailed description of the two research sites selected for the study. The description of the setting enables the context of situation and culture within which language is used to be captured. The description of the research sites relates to the view that "speech community is a necessary primary term in that it postulates the basis of description as a social group rather than a linguistic entity. One starts with a social group and considers all linguistic varieties in it rather than starting with anyone variety" (Gumperz & Hymes 1972: 54). Two Senior High Schools are selected for this study: Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School.

I chose two mixed-sex schools because they provide a wider range of address terms that may differ. Although both schools are not used for comparison, they help in generalising the results to other schools with similar demographics. This is because mixed-sex schools represent a large portion of SHSs in Ghana. These schools are geographically close to each other, with Mankessim Senior High Technical School located at Mankessim and Ekumfi T.I. Ahmadiyya Senior High School located at Essarkyir. Both schools are found in the same cultural setting in the Central Region of Ghana.

Ekumfi T.I. Ahmadiyya Senior High School
The establishment of Talim-ul-Islam schools in Ghana forms part of the Ahmadiyya Muslim Mission's humanitarian service aimed at providing secondary education to the underprivileged communities in Ghana. Ahmadiyya, a religious organization that promotes education and spiritual advancement within any community it enters, thrives on the principle of high moral standards and discipline. To fulfil this laudable objective, a scheme called Nusrat Jahan

51

Scheme (Service to Humanity) was formed to establish secondary schools in Ghana.

The Ekumfi T.I. Ahmadiyya Senior High School (E-Amass) was established on 23rd October 1972 after the visit to Ghana by the Supreme Head of the Ahmadiyya Muslim Mission, Hazrat Mirza Nasir Ahmad; the Khalifatul Masih III in 1970. The school is situated in the Ekumfi District of the Central Region of Ghana, occupying 74 acres. The land was provided by the Oduman family of Essarkyir and the Anona family of Gyinankoma. The school was established at the request of the late Omanhen Nana Akyen VI with cooperation from other prominent citizens from the Odumna family at Essarkyir and the Anona family at Gyinankoma.

The school started at Essarkyir in the personal building of the late Omanhen. The Omanhen made it mandatory for all citizens of the Ekumfi traditional area to send their children to school. In addition to catering to the school's needy but brilliant students, an education fund was established by the Ekumfi Traditional Council. The Ahmadiyya mission also provided scholarships for the poor and needy students of the Odumna family. Over the past 50 years, the school has undergone several transformations; its adoption as a government-assisted school and the addition of a boarding facility; thus, making it Day and Boarding, among others. In 1987, the Ghana Education Service (GES) absorbed the school into the public education system. According to the school's admission office, the school currently has a population of 2,015 students, which includes some international students. Most of these students are teenagers, and few are in their early 20s; the school has 105 teaching staff who teach across the departments namely General Arts Department, Department of Languages, Business

52

Department, Science Department, Technical Department and Mathematics Department.

The school has contributed greatly to the intellectual, moral and spiritual development of both Ghanaians and non-Ghanaians. The school's mission is to create a favourable environment for unlocking the hidden potentials of students using well-resourced and competent staff. The Ahmadiyya Muslim Mission in Ghana has a motto, *Love for All, Hatred for None,* which drives all the school's activities. The researcher chose this school because this is where he teaches and is very acquainted with the environment.

Ekumfi T.I. Ahmadiyya Senior High School is under Ahmadiyya Muslim Mission in Ghana. Nonetheless, the school admits students from any religion across the country. Two major religious groups can be identified on campus: Christianity and Islam. Within the Christian group, there are different denominations which include Pentecost Students Association (PENSA), Apostolic Students' Union (ASU), Catholic Students Union (CASU) and Ghana Methodist Students' Union (GHAMSU). All these church groups are not allowed to worship on campus as this is against the rules and regulations of the Ahmadiyya Muslim Mission. The Ahmadiyya Muslim Mission does not permit any form of church services or programmes to be organised on campus. The school's management allows students of these denominations to go to town (Ekrawfo) on Sundays to worship with their mother churches. Some of the students belong to other denominations which are not in the township, so they join and worship with the available churches mentioned above.

53

The Islamic students are allowed to worship on campus as the Ahmadiyya Muslim Mission permits this. Within the Islamic group, there are two main denominations: orthodox Muslims and Ahmadiyya Muslims. These two groups worship on campus in a huge mosque built by the mission to accommodate all Muslim students. These students pray five times daily, as required by the religion. There are also students on campus who neither belong to any of the two major religious groups.

Mankessim Senior High Technical School

Mankessim Senior High Technical School, Mankessim, situated along Mankessim-Dominase road in the Mfantseman Municipality, was established by the then Provisional National Defence Council (PNDC) Government of Ghana in January 1991 as a result of the 1987 Educational Reforms initiated by the government. Mankessim Senior High Technical School (Manstech) is the first, second-cycle institution established in the Nkusukum Traditional area of the people of Mfantseman West Constituency in the Central Region. The Municipal Assembly, some local personalities, and chiefs supplemented the government's efforts in setting up the school.

Notable among these were the two District Chief Executives who happened to be ladies – Miss Sarah Kuntu Arthur, who was instrumental in getting the District Assembly to release a grant of Four Million Cedis (¢4,000,000) or now Four Hundred Ghana Cedis (GH¢400.00) for the take-off of the school and Mrs Susan Des Bordes who organized the construction of the Home Economics and Visual Arts blocks.

The chiefs and people of Mankessim voluntarily and generally released the land to set up the school. Nana Kwaa Annan VII, the Nkyidomhene of Mankessim Traditional Area, the late Ebusuapanyin Ebo Imbeah of the Nsona Pakesedo family and Opanyin Kobina Ayew among them, donated sixty-four (64) acres of land on which the school now stands. The Omanhene of Mankessim Traditional Area, Nkusukum, Dominase and Ekumfi were all involved in establishing the school.

One unique feature in the establishment of Mankessim Senior High Technical School is the contribution of International Organizations like the Canadian High Commission, which built the Canada Block for classrooms and the JICA, which also put up the Science Block (Gunna Prefecture). The pioneer Headmaster of the school was the late Mr W.E Otchere. The school started with a student population of 32 (28 boys and 4 girls) in three departments/programmes: Agriculture, Technical and Vocational Skills. The school was originally established to run Technical and General Career programmes.

Mankessim Senior High Technical School is a mixed-sex institution that operates on a day and boarding residential basis. According to the school's admission office, the school currently has a population of 2560 students and 121 teachers. The school operates on a mission to provide an enabling environment and quality training for students to attain their full potential, develop knowledge and skills needed for survival, and function effectively in society.

Unlike Ekumfi T.I. Ahmadiyya Senior High School, Mankessim Senior High Technical School is not based on any particular religion, which makes it a

secular institution. This school also consists of two major religious groups like E-Amass: Christians and Muslims.

Among the Christian group, there are different denominations which include Pentecost Students' Association (PENSA), Apostolic Students' Union (ASU), Catholic Students' Union (CASU), Ghana Presbyterian Students' Union, Assemblies of God Students' Union, and Ghana Methodist Students' Union (GHAMSU). All these church groups are allowed to worship on campus as students are not permitted to go to town to worship with their mother churches. Church services or programmes are organised on campus. Some students belong to other denominations that do not have their associations on campus, so they are compelled to join other denominations on campus to worship. The Islamic students are allowed to worship on campus as the school built a mosque to enable Muslim students to worship equally. Within the Islamic group, there are two main denominations: Orthodox Muslims and Ahmadiyya Muslims. These two groups worship together on campus. These students pray five times daily, as required by all Muslims.

Students of the two selected schools are admitted through the same process. These students are admitted directly from junior high schools, who wrote and passed their Basic Education Certificate Examination (BECE) and are placed in these schools by the computer placement system. The selection of students for admission is based on a requirement set up by the Ghana Education Service: six passes from the BECE, which include passes in three core subjects (Mathematics, Integrated Science and English Language) and three passes in any of the elective subjects.

Ekumfi T.I. Ahmadiyya Senior High School comprises five (5) departments: General Art Department, Department of Languages, Business Department, Science Department, Technical Department and Mathematics Department. The school offers programmes such as General Arts, Business, Agricultural Science, General Science, Technical Skills, and Home Economics. E-AASS starts classes at 7:00 am and closes 3:30 pm. Mankessim Senior High Technical School also has five departments: General Art Department, Department of Languages, Business Department, Science Department, Technical Department and Mathematics Department. The school offers seven programmes: Agricultural Science, Business, Technical Skills, Home Economics, Visual Arts, General Arts and General Science. MANSTECH begins classes at 7:30am and closes at 4:00pm

The two schools selected run the double-track system introduced by the government of Ghana in September 2017. This system was introduced due to increased enrollment in the country's second-cycle institutions. This system allows one track to be in school while the other takes a break.

Language of the selected Schools

The two schools consist of students from all parts of the country and a few international students from the neighbouring countries like Ivory Coast, Burkina Faso and Togo. English is the major language for communication between students and teachers on campus. English is, thus, used in both academic and non-academic contexts. It should be noted that not all interactions on campus are carried out in English. Sometimes, Ghanaian languages are used in informal interaction, especially, when the participants share a common local dialect. Fante, an elective subject studied by some General Arts students, is used in

57

formal interactions like the classroom and blended with the English Language in other formal social gatherings such as morning assemblies. Sometimes, it was usual to see some students using Pidgin English, which they popularly called 'Broken English.' In the case of Ekumfi T.I. Ahmadiyya Senior High School, you could sometimes, hear some students communicating in Hausa; this could be a result of the school being an Islamic institution. It must be noted that the official language used as a medium of interaction in these two speech communities is the English language.

Population

The target subjects for the study are the students and teachers in Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School. These two schools are second-cycle institutions which are categorized as public schools. The Ghana Education Service (GES) controls the public second-cycle institutions in Ghana.

These two schools are made up of students who are given admission to offer academic courses, and teachers who form the teaching staff and other non-teaching staff. The government of Ghana has employed teaching and non-teaching staff members of these schools. Other private workers sell in the school's canteen, a form of service they render to these school communities. Though students of these selected schools interact with the non-teaching staff, they were not included in the study as they were not the researcher's focus. The students and teachers were the target subjects in Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School.

58

Sampling

Purposive non-probability sampling technique is used to select samples from the population. In purposive sampling, the characteristics of the population serve as a basis for selection. The data for this present study was obtained from the primary source, directly from the informants. According to (Scollon and Scollon, 1979), one important nature of ethnographic studies is that social reality is studied from the informant's point of view, from observation and interview.

Observation

In this study, systematic observation was used because of the following reasons: first, it was guided by a clearly stated question; secondly, I systematically recorded my observation in a way that makes the phenomenon under the study countable (Dixon Beverly R. et al. 1987: 76). The choice of systematic observation as the main research instrument was based on the fact that it provided an empirical basis for capturing language in its natural situation as it was obtained in the two selected Senior High Schools. Additionally, systematic observation ensures that both the obvious and unusual speech behaviours were accounted for (Gumperz & Hymes 1972: 104).

In this present study, it is important to note that the systematic observation consisted of both participant and non-participant observation, which helped to maximize both the quantity and quality of the data.

I administered the observation for the main study for four months, from 2nd April to 29th July, 2022. This period included the semester breaks in Senior High School's academic calendar. Because these schools run a double track system,

not all the tracks were found in the schools simultaneously. It would appear, therefore, that the period was rather a bit long.

To collect a large body of data, the study's principles and methods of data collection were one essential aspect of the research design. These methods were considered important, which I discussed under the following questions:

a. What should be addressed?

b. How should observation be recorded?

c. What procedures are to be used to ensure the accuracy of observation?

d. What relationships should exist between the observer and the observed, and how can such a relationship be established? (Selltiz et al. 1965: 205)

Some factors explain the need for orientation in the observation administration: to minimize individual idiosyncrasies likely to occur in the quality of data collected (Francis 1983); limited time, and the researcher's works.

I prepared an observation checklist with appropriate items to make the list more effective regarding what it sought to measure. The 'social setting or domain' was a relevant item on the checklist. I focused on specific settings that should be considered, such as classrooms, canteens, dining halls, football fields, common staff rooms, and assembly halls from which he could observe the expected address terms. This process helped to give me a sense of direction. The observation checklist consists of the name of school, place, date/time and participants. The observation checklist helped me to record appropriately and promptly. Refer to appendix IV

60

Interview

In this study, face-to-face, one-to-one interview mode was conducted with the help of a personal-designed interview guide and audio recorder. The interview guide indicated the content of questions associated with the main problem and the sequence in which the questions were asked.

The study employed semi-structured interviews. This interview mode was intended to discipline me to provide a systematic but flexible line of inquiry (Hoeper 1990). Semi-structured interviews are effective for gathering large amounts of attitudinal data or when it is impossible to generate a list of suitable pre-codes due to a lack of knowledge about the issue. The open-ended character of the question specifies the topic under inquiry in a semi-structured interview, but it also allows the interviewer and interviewee to discuss some issues in considerable depth. However, semi-structured interviews take much longer than structured interviews due to the need to create coding frames and conduct a content analysis on a large number of interviews. The interviewer can either tape-record or write down responses. Forty (40) participants were selected from the total population of all students in the two schools, 20 from each.

Interviews for the study were conducted over one month- 19th May to 20th July 2022- solely by me even though it was very hectic and tiring. The interviewees comprised 20 students each from the two selected schools. In all, forty students were interview from both schools. The students from the two schools are from different ethnic backgrounds. Also, to uphold the notion of variability, I used purposive non-probability sampling to select the interviewees based on their departments and forms.

61

I followed a specific procedure to obtain effective cooperation from the interviewees. In each school, I was given a teacher as an informant who helped in moving from one setting to the other to enable him to contact the respondents, establish a cordial relationship with them, and book appointments with the school authorities to meet the respondents, before finally administering the actual interview. The interview guide is divided into two parts: interviewee's biodata which contains participant's information such name, sex, age, ethnic background and class whilst the second part consists of the questions related to address terms.   Refer to appendix II

The interviews were conducted in an empty classroom provided by the schools. This made the interviewees relaxed and comfortable, which helped them to express themselves freely. This strategy was adopted because most students were shy to speak in front of their colleagues. Also, no particular time was scheduled for all the interviewees. The school authorities allowed the students to meet me at any time for the interview because official permission was sought from the school management. The most important thing considered was the departments and the forms of the participant.

Data Collection Procedures

I outlined two stages for the study: prefield work and fieldwork. I took an introductory letter from the Department of English, University of Cape Coast which I presented to each school for consent and ethical reasons. My position as a postgraduate student and teacher in one of the research sites greatly benefited me. I could easily relate with my students and colleague teachers in my school (Ekumfi T.I. Ahmadiyya Senior High School). The situation was a bit different in the second speech community (Mankessim Senior High

62

Technical School). I visited the school to familiarise myself with the teachers and students. As I was a teacher, it was easy for me to relate with the teachers and students of this school.

This exercise enabled me to learn more about the two speech communities, especially Mankessim Senior High Technical School, identify prospective key informants and design appropriate research instruments that helped collect data. The prefield work was not only an introduction to the fieldwork but also important to the present study's benefit. The actual fieldwork reported here took place over four months, from April 2022 to the end of July 2022.

The data for the study were obtained from the two selected public senior high schools in Ghana: Ekumfi T.I Ahmadiyya Senior High school (Mixed school), and Mankessim Senior High School (Mixed school), all in the Central Region of Ghana. The data collection was done through participant and non-participant observation during teaching and learning sessions in the classroom and interactions between students and their teachers outside the classroom. I used a documentation worksheet which encompasses three parts: the exact address term used for teachers, the linguistic context and setting/context of conversation. Refer to appendix IV. I recorded terms of address occurrences verbatim and wrote notes detailing the conversation and context in which they happened using participant and non-participant observation.

In participant observation, I collected data from various school locations, such as classrooms, assembly halls, dining halls, canteens, and football fields. I collected data through participant observation in the schools' jurisdiction. In

addition, I collected many occurrences of various forms of address from the students through participant observation.

I had a notebook and a pen with me, so it was simple for me to record the forms of address I heard verbatim. In the classroom settings where teaching and learning occur, I quickly documented it with contextual information whenever the students use a new form of address term. According to Miqdadi (2003), field workers may feel uncomfortable interrupting conversations to write down data during participant observation, but I preferred to document information as soon as possible in case I forgot the exact term of address, especially when there were more than two participants in the interaction. I added notes regarding the interaction between the teachers and students.

In non-participant observation, on the other hand, I gathered naturally-occurring forms of address in a variety of contexts in the schools, including classrooms, assembly halls, dining halls, and football fields. Because I was formally presented to the teachers and students of the two schools, it was natural for me to take a notebook and pen with me most of the time, so writing or using the notebook to record the address forms I heard was not difficult. Although naturally occurring forms of address are frequently assumed to be short and, hence, easy to remember, I recorded the address terms as soon as they occur to ensure that the data is appropriately recorded accurately.

Because this study aims to explore how students address their teachers in various school contexts, I believe that naturally occurring data have the advantage of representing actual language use rather than how students believe they are using language. In other words, because informants' statements about

64

their language behaviour are not always identical to their actual behaviour and do not always reflect subconscious language use, collecting naturally-occurring data for this study is expected to eliminate what Braun (1988) referred to as the "possible discrepancy of reported behaviour and actual behaviour."

Furthermore, Labov (1972) demonstrated that self-reported language usage frequently does not correspond to real usage. Hence, he advocated data collection in sociolinguistic research through participant observation. According to Labov (1972), data should be collected from an everyday speech in natural contexts because only unconscious speech conveys accurate interactional norms. Labov has stressed that authentic data is obtained by observing people use language when they are unaware they are being observed.

Data Processing and Analysis

Following the data collection, the reflective and cyclical analysis included the following procedures: transcribing interviews and coding interviews, coding field notes observations, and recognizing emergent patterns for themes and correlations in interview and observation data.

There was a need for assistance in coding the interview data, which had been obtained solely by me. I transcribed the interview and then had a colleague postgraduate student double-check it for accuracy. Emerging themes were then explored with my supervisor regularly. Further consultations were conducted with a small group of interviewees to confirm the meaning of the address terms.

Data coding took the following form: E-AMASS, FI 1 (Female Interviewee 1, E-AMASS), E-AMASS, MI 1 (Male Interviewee 1, E-AMASS), MANSTECH

FI, 1 (Female Interviewee 1, MANSTECH), MANSTECH MI, 1 (Male Interviewee 1, MANSTECH) etc.

Challenges

Even though I took many preventive measures during the prefield work, some challenges were encountered in the main study. The major problems were equipment failure, the weather, and a shift in the double-track system SHSs.

One of the major challenges I encountered in the field was equipment failure. It was very difficult for me to obtain recording equipment for the conduct of interviews. From the initial preparation stage, I obtained a tape recorder from a friend to be used for the interview session. This recording device was tested in one of the selected schools (Ekumfi T.I Ahmadiyya Senior High School) to check its effectiveness before the actual study. Unfortunately, on the second day of the interview session in the field, the recorder fell from my hand and got broken, so it could not work again. The only option left for me was to rely on my mobile phone (Tecno Spark 5), which has a recording component. With the use of the mobile phone on the first day, the researcher got distracted by calls interrupting the recording process, so the phone was later put on 'flight mode' to prevent incoming calls.

Also, I faced problems with the weather. The weather during the data collection was a great challenge to the researcher. The data collection for the research started in April 2022, which was in the rainy season. As a result of the rainy season, sometimes I was unable to observe and conduct the interviews as scheduled with the school authorities. The rain often disrupted the interview sections, making it difficult for me to attend the schools as scheduled. To deal

66

with this natural phenomenon, I sometimes discussed with the school authorities the need to visit these schools during shiny days to enable me collect the data. On two occasions, the researcher boarded a car to Mankessim Senior High School and could not collect data due to heavy downpours.

Lastly, the double track system run by the selected schools also affected the data collection process. Because these two schools are running the double track system, it was not easy to simultaneously meet all the school forms to participate in the data collection process. From the beginning of the data collection, I only met year three (3) and year one (1) students on campus as form two students were on semester break. I had no option but to also wait for the year two groups to return to school and participate in the study, which has prolonged the data collection process.

Reliability and Validity

For me to ensure the trustworthiness of the present research, I took few steps. Firstly, the schools under study, Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School were carefully described, to provide a clear and accurate picture of the settings of the schools. The data collecting procedure at various stages were also reported in detail here to clearly provide an accurate picture of the methods used in the study.

The long period of engagement at the various selected schools and persistent observation over a three-month period to provide for sufficiency and depth were undertaken to ensure validity. The orientation that was given to me by my supervisor was primarily motivated by the need to achieve a degree of validity.

Also, to ensure the reliability of the study, the data collected in interviews and observations- field notes, records of changes that took place from the writing of the research proposal to the take-off of the research were carefully kept. "A major check on the validity and reliability of all ethnographers' observation lies in the quality of his or her field notes" (Fraenkel & Wallen, 1990:380). Therefore, I paid due attention to documenting what I heard, saw, experienced and thought in the course of data collection.

Ethical Considerations

One key aspect of an ethnographic study is ethical considerations. Human subject protection requires the use of suitable ethical principles in all research activities.

After a full description of the research procedures, the school authorities gave their consent to allow students and teachers to participate in this study. To strictly comply with the ethical standards of the research, a clause was introduced in the introductory paragraph of a letter from the Department of English, which assured the school authorities and the participants of anonymity and confidentiality. Particularly, students and teachers who took part in the study were informed that if a paper is published from this research, no information about them supplied would be identifiable. The participants' anonymity and confidentiality were protected by not disclosing their names or identities during data collection, analysis, and reporting of study findings.

Also, the appropriate schedule for observing and interviewing students was mutually agreed on by the researcher and the school authorities, so the students

and teachers were pre-informed about the researcher's presence in the schools for the data collection.

Summary of Chapter

This chapter presented the methods adopted by the investigator to collect and analyse the data. An ethnographic research design was adopted as the methodological framework as it can unearth rich data about human behaviour, especially verbal behaviour-address terms. Using the purposive sampling method, the investigator used two instruments--observation and interview. The research sites were also vividly described to define the contexts of the study. Some challenges encountered in the data collection process were highlighted. The chapter also discussed the variability and validity of the data and ethical considerations for the study.
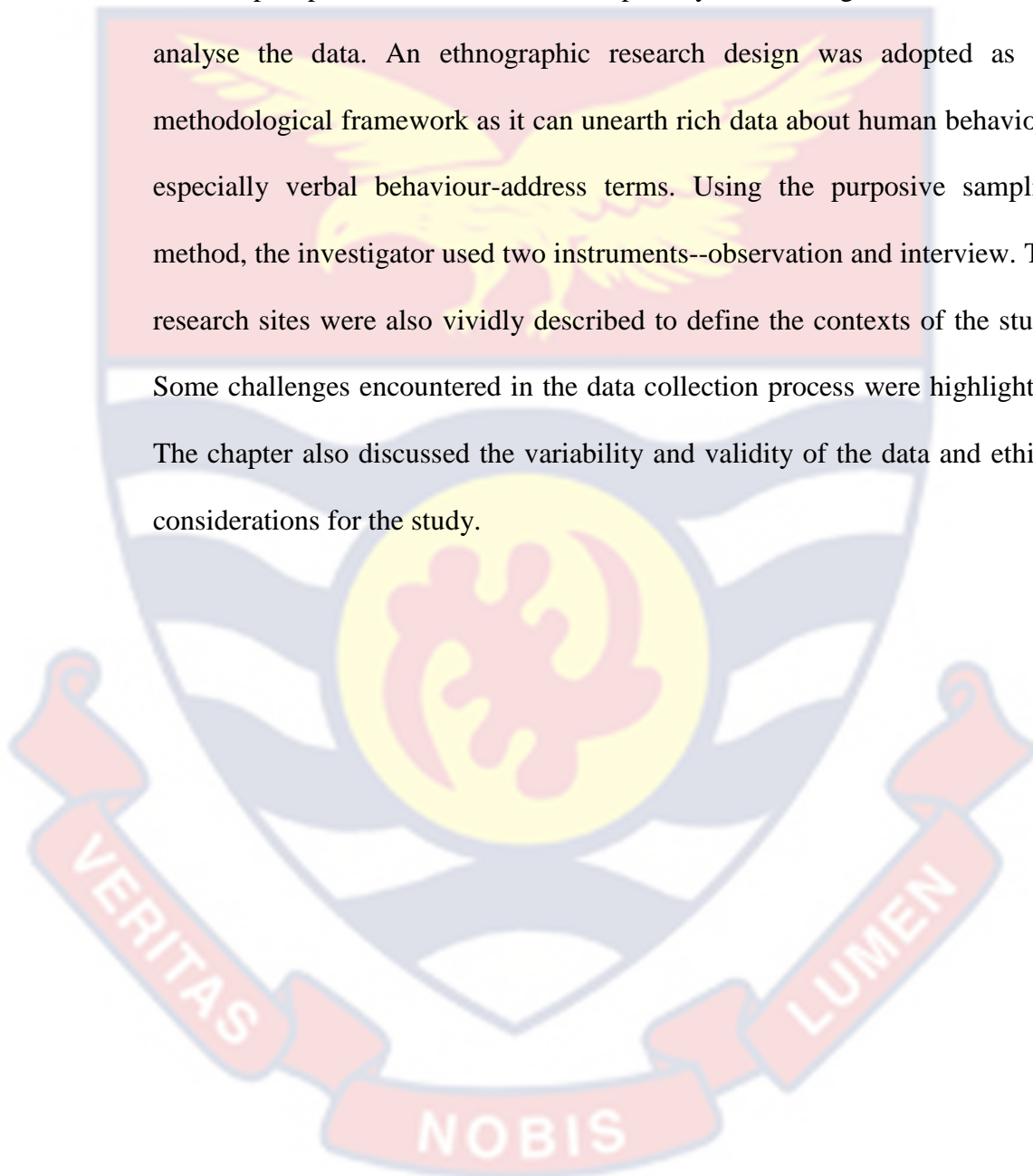
CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the results and discussion of the findings in relation to two research questions. The chapter is divided, thus, into two main sections: the first entails findings and discussion pertaining to research question one which seeks to investigate the types of address terms students use for their teachers in the two selected Senior High Schools; the second section reports on the factors responsible for the students' choice and use of these address terms for their teachers inside and outside the classroom.

Types of Address Terms Students Use for Teachers

From the data collected, the results of the study indicated that Ekumfi T.I. Ahmadiyya Senior High School (E-AMASS) and Mankessim Senior High Technical (MANSTECH) use various forms of address for their teachers. The broad categories of address terms identified in the selected schools are:

i.   Titles (Ts)

ii.   Title plus Personal Names (TPNs)

iii.   Nicknames (Ns)

iv.   Kinship Terms (KTs),

v.   Zero Address Terms (ZATs)

vi.   Acronyms/Abbreviations/Initialism (AC/AB/IN)

70

Titles (Ts)

In many societies over the world, a person's achievement or social status is demonstrated in titles given to him or her. Titles are conferred on people based on their achievement or social status. In my data set, one major category of address terms used by students for their teachers is the titles. Students of the two schools often address their teachers with titles. I observed that students addressed their teachers in different contexts using titles. Two forms of titles were identified in the data collected: western-oriented and non-western or indigenous titles.

The western-oriented titles comprise non-academic titles, academic title, and administrative titles while the non-western titles consisted of indigenous titles which were in existence before the advent of western education. In these schools, western-oriented titles were commonly used. The students often use non-academic titles to address their teachers in the classroom and anywhere on campus. Titles were the dominant address term used by students for the teachers in the classroom. These titles are presented in Figure 1 below followed by their analyses.

71

E-AMASS		MANSTECH	
Non-academic Titles	**Administrative Titles**	**Non-academic Titles**	**Administrative/ Academic Titles**
Sir	HOD (Head of Department)	Sir	Prof (Professor)
Madam	Admi (Assistant Headmaster of administration)	Madam	Acade (Assistant Headmaster of Academic)
Monsieur	Madam Counsellor	Reverend	
Reverend	Domestic (Assistant Headmaster of Domestic)	Reverend Sister	Senior Housemaster
Honourable	Mr Chairman	Reverend Father	-
Imam	-	Chairman	-
Alhaji	-	-	-
Sheik	-	-	-
Nana (Chief, Akan)	-	-	-
Togbe (Chief, Ewe)	-	-	-

Figure 1: Realisation of Academic and Non-Academic Titles

E-AMASS and MANSTECH recorded non-academic and administrative titles; meanwhile one academic title was identified in the data from MANSTECH.

Non-academic Titles

In academic environments, titles are decidedly formal; they are used to express different levels of formality in social interactions. The commonest titles students used to address their teachers in both schools comprise the general deferential forms *Sir* and *Madam.* In the use of these titles, it was observed that the ages of students do not really affect any strong influence. The use of these titles by the students in the schools is not limited to formal settings like classroom, general assembly and other social gatherings; they are used almost everywhere in the school. All these titles are used by students as name avoidance strategies. The students used this strategy in order not to address the

72

teachers with any name. The use of these titles is shown in the interactions below:

1. An interaction between students and a teacher in General Arts 4 (A4) class. (E-AMASS)

Student A:	Sir, you didn't tell us to read *The Lion and the Jewel* to any particular page.
Teacher:	Eeeii, is that so? I thought I asked you to read up to page 13?
Student B:	Sir, it means you forgot to inform us.
Teacher:	So we have to read it in the class now…

2. An exchange between a teacher and a student at the staff common room (E-AMASS)

Teacher: Nuriya, go to the canteen and buy me fried plantain. I want to use to eat beans

Student: How much should I buy? Sir

3. An exchange between students and a female teacher in Home Economics (3H1) class. (MANSTECH)

Teacher:	I hope you all know that you are starting your mock next week.
Student A:	Yes Madam
Teacher:	I told you the areas the questions are coming from already.
Student B:	Madam, please don't set difficult questions ooo, we know you ooo…
Student C:	We are well-prepared ooo, Madam.

4. An encounter between a teacher and a student on the classroom corridor (MANSTECH)

Student: Please, you did not come to our class today, Sir

Teacher: Yes I just came to school.

Student: But Sir we read the note you gave us last week.

73

Interactions *1*, 2 and 3 took place in a formal setting, classroom whilst interactions *4* occurred in informal setting, that is, outside the classroom. In both schools, using *Sir* and *Madam* was common in the classroom, especially when the students want to answer a question or contribute in class. Students normally raised their hands and addressed the teacher, using the title *Sir* (male teacher) or *Madam* (female teacher) to draw the teacher's attention to them so that the teacher can notice and call them to answer a question or make their contribution. The traditional student-teacher relationship is enacted by using the address terms *Sir* and *Madam*, which show great respect for teachers. This supports the earlier findings of power-oriented studies on address forms (Brown & Gilman 1960; Brown & Ford, 1961) as well as recent studies on the use of address terms in an academic setting (Afful 2007a, 2007b, 2007c; Afful & Mwinlaaru 2012; Awoonor-Aziaku 2021; Formentelli, 2009).

Under the non-academic titles, some religious-affiliated titles were identified. It could be observed that religion has a great impact on the address system in the Senior High Schools. These titles are used to address some teachers in these two schools who are religious leaders, so students affectionately address them with these titles.

In E-AMASS*, Imam* is used to address a teacher who also serves as the 'Chief Imam' of the school. This school is under Ahmadiyya Muslim Mission. In this school, it is mandatory to have an *Imam* who leads the students during their obligatory daily prayers. The title, *Imam*, is often used in the mosque, informal settings and sometimes in the classroom. This is the most appropriate way to address the mosque's Imam, or "prayer leader." It conveys politeness and regard for his position. In other instances, the same teacher is addressed by students

74

with *Malam* plus his clipped personal name as *Malam Zak.* This confirms an earlier study by Brown and Ford (1961) which states that a speaker may use more than one form of the proper name for the addressee. A particular teacher may, hence, receive more than one address form, depending on the contexts of the interaction.

Another teacher is called *Sheik* by students, especially those students he teaches. 'Sheikh' is an Arabic word that literally means "elder." In Islam, a sheikh is a man who is associated with a mosque in one of several ways. A sheikh, for example, is the person who performs the call to prayer, leads prayers, gives religious advice, teaches religious subjects, or recites the Quran. Aside teaching, this teacher serves as a Muslim missionary. He teaches Islamic Religious Studies, a course that focuses on the teachings of Islam. When he passes, you often hear students calling him *Sheik.* The terms *Imam*, *Sheik,* and *Malam* are often used by the Muslim students for their teachers.

Reverend is ascribed to a teacher who doubles as pastor for his church, so students always address him with the title. He is sometimes called *Osofo* (pastor). The use of these religious-affiliated titles are not very common in the classroom like how the general titles 'Sir' and 'Madam' are used by the students in the classroom.

Also in MANSTECH, the title *Reverend Sister* is used for a female teacher who is actually a reverend sister in the Roman Catholic Church. Aside her job as a teacher of English language, she also serves as a leader in her church so her students always address her with the title. Also, *Reverend Father* is used to address a male teacher who also doubles as a religious leader in his church.

From the analysis of the religious-oriented titles, it is obvious that the titles used in E-AMASS are Islamic-related titles while those used in MANSTECH are Christian-related titles. This could be as a result of the fact that E-AMASS is an Islamic mission school where there are more teachers who are Muslims so most of the titles used by students are related to Islam.

Some teachers in E-AMASS are also addressed with the title *Honourable*. 'Honourable' is a unisex general title used to address both male and female political leaders of certain political rank in Ghana. Honourable is used markedly as a title by the students in an academic setting. Three teachers (one female, two males) in this school are Assembly Members for their respective electoral areas so students simply call them *Honourable* in the classroom and anywhere on campus. One teacher who had contested parliamentary primaries on the ticket of one of the major political parties in Ghana is also addressed with the same *Honourable* title. Even though he did not win the election, his students passionately address him with the title. The use of the title *Honourable* reflects Ghana's political system where political leaders at all levels (constituency, district, municipal, metropolitan, region and national) are addressed with specific titles regarding the positions they hold in their political careers. It is not surprising that students use this title instead of using other formal address forms for their teachers in the academic environments.

Few indigenous titles were identified in E-AMASS. These titles were quite often used by students to address two teachers. These titles consist of 'Nana' (a title for a chief among the Akan or as a deferential title) and 'Togbe' (a title for a chief in Ewe or as a deferential title). These titles are 'markedly' used for these teachers because none of them is chief, but they both come from royal families

76

in the two ethnolinguistic groups: Akan and Ewe. The titles generally accord the teachers respect and honour. 'Nana' is used for a teacher who is an Akan and Togbe for a teacher who is an Ewe. These titles are used by other teachers to address the two individual teachers which extend to the students as they adopt these titles from the teachers. The use of *Nana* was recorded in the following exchange:

5. An exchange between a male teacher and male student in a shop in the school

> Student: Nana, please I will drink water.
>
> Teacher: Franklina, please give him one pure water and deduct it from my money.

This exchange took place in an informal context where the student used this 'marked' title. This reveals that aside the use of these titles among teachers; students also use these indigenous titles for teachers.

Administrative/Academic Titles

Data from both schools revealed administrative titles and academic titles. Administrative titles are quite common in the Senior High School setting where they are used as address terms for persons who occupy such positions. According to Parkinson (1985: 119), an occupation- or work-related term of address is one that a person receives or earns as a result of their academic degree or occupation. In the academic environments, these address terms are commonly used by Faculty academic staff members. These titles are somewhat more familiar and respectful than 'Sir' and 'Madam' in academic settings.

Students tend to use the short forms of these titles more frequently than the full forms of academic titles, perhaps to foster a greater familiarity with teachers.

In E-AMASS, administrative titles such as *HOD* (Head of Department), *Admi* (Assistant Headmaster of Administration) *Counsellor*, *Domestic* (Assistant Headmaster of Domestic) were used by the students to address top management members. Sometimes the students used only the truncated form of the most important word in the titles or a word from the full title. The bearers of these titles are rarely found teaching in the classroom because of their administrative roles, but they often have formal engagement with the students. For instance, students were often seen addressing the Assistant Headmaster of administration as *Admi*. This term is clipped from the word 'administration', Assistant Headmaster of Domestic is simply called *Domestic* and Counsellor of the school is also referred to as *Counsellor* or sometimes, *Madam Counsellor*. The following observation was recorded.

6. An interaction between Assistant Headmaster of Administration and a
   female student

   Student: <u>Admi</u>, I have finished paying my class's fee ooo…

   Teacher: When did you pay the rest?

   Student: Yesterday

This was an exchange between a top management member and a student. Throughout my observation, I noticed that student in this school in E-AMASS have a very familiar relationship with the Assistant Headmaster. The students' relationship with him is reflected in how the students address him. Most of the

78

students simply call him <u>Admi</u>. A student also revealed that among the management members, he is the one students are very close to.

Extract 1

As for <u>Admi</u> di3, we can go to him any time we like but the rest we are scared of approaching them. He's very free with us. (E-AMASS, FI 16)

This observation by the interviewee is shared by other students who think that the Assistant Headmaster relates well with them.

Similar to E-AMASS, MANSTECH also records some of these administrative titles. Assistant Headmaster of Academic is called *Acade* and the *Senior Housemaster* is also used. Unlike E–AMASS where these titles were commonly used in one-on-one interaction with the bearers, they are rarely used in one-on-one interaction with the bearers. These titles are limitedly used by Form Three students. This suggests that the longer the students know and relate with the teachers, the more familiarity is created. An exchange is illustrated below:

7. An exchange between Senior Housemaster and a Form 3 student in open place in the school

      Student: <u>Senior Housemaster</u>, I sacked the students from the dormitory but they refused to leave.

      Teacher: Go back and tell them that I asked you to sack them.

This exchange involved the Senior Housemaster and a Form Three student who came to give a report. The student avoided using the name of the teacher, but rather used the positional title to address the teacher.

79

Here in MANSTECH, *Prof*, (diminutive form of professor) which is an academic title is used to address a Mathematics teacher who, according to the students demonstrates a high level of intellectual prowess in teaching the subject. This title is markedly used by the student. This is because the teacher did not really earn or receive this title based on his academic qualification, but as a result of his intellectual display in the classroom. Students admire the way he comes to class without any book but is able to deliver very well. This title was mostly used by the students he teaches. Let us consider this interaction:

8. An interaction in the classroom between a teacher and his students

> Teacher: Everyone should try this example on the board let's see
> Student K: I am done <u>Prof</u>.
> Student: H: I am also done <u>Prof.</u>
> Teacher: Let me start from my right side.

In this exchange, students are seen using *Prof* to address the teacher since they consider him as someone who has advance academic competence just like a professor in higher academic institution. The title Prof was often used by Form Three students in MANSTECH and this is because the teacher teaches only the Third Year students. This finding is similar to Afful and Mwinlaaru (2012) who also observed that the use of 'Prof' in formal setting is more popular among postgraduate students than undergraduate students.

Title + Personal Names (TPNs)

Title plus Personal Names (TPNs) are used as address terms by students for the teachers. This address form is made up of different titles and personal names of the teachers. Students attached titles to the personal names of teachers. To

analyse this form of address, the researcher explains personal names. The personal names which are made up of primary names were recorded in the data.

In this study, I identified Titles plus Birth Names (TBNs) as address terms that are used by students for their teachers. Aceto (2002: 594) refers to primary names as "true names," which are acquired through a culturally accepted arrangement at birth. They often remain with a person, or they can be changed by a new status acquired through marriage or other circumstances.

Under this address category, Title plus the Primary Names of teachers were predominantly Title plus First Names (TFNs): English First Names, and Title plus Last Names (TLNs), whether English or local lineage name or a combination of FNs and LNs. The students add titles to these personal names of the teachers to show respect which indicated the asymmetrical relationship between teachers and students. This finding reflected the socio-cultural context of Ghana where respect for the elderly and those in high status prohibits a certain level of informality. Also, because the schools are western-oriented communities, there is the influence of western culture as titles are attached to these names. Formality is enacted through the addition of these titles.

In an earlier study by Afful and Mwinlaaru (2012) in a university, they identified that students used seven different forms of personal name for faculty, which include title plus last name (TLN) or less often title plus firs name (TFN), title plus full formal name (TFFN), last name (LN), first name (FN), full formal name (FFN), title plus initials and initials.   The use of these address forms are determined by a number of variables. The available evidence in this study finds space in Afful and Mwinlaaru's categorisation. The similar classification in

81

both studies includes Title plus First Name (TFN), Title plus Last Name (TLN) and Title plus Full Formal Name (TFFN). The present study discovered an additional category which is Title plus Clipped Personal Names (TCPN). Title plus personal names, as found in this research, take the following forms:

i.   Title+ First Name (TFN)

ii.   Title + Last Name (TLN)

iii.   Title + Clipped Personal Names (TCPN)

iv.   Title + Full Formal Name (TFFN)

Title+ First Name (TFN)

Title + First Name (TFN) is the most marked address terms used by the students for their teachers. TFN is used in both formal and informal contexts. In various settings of the schools, students often address their teachers using title+ first (TFN) often in the classroom. This confirms Awoonor-Aziaku (2021) as she observed that some students of University of Cape Coast use the honorific plus the first name, as in, 'Madam/Sir plus the first name' (Sir Francis) for their lecturers. This result shows that the practice of using titles or honorifics to address lecturers at UCC is a strategy that the students adopted from the Senior High Schools to the tertiary levels. Figure 2 highlights the use of Title plus First Names (TFNs) in both schools.

82

E-AMASS	MANSTECH
Sir Stanley	Madam Irene
Sir John	Sir Rockson
Sir Farouk	Sir Albert
Sir Smith	Madam Josephine
Madam Bertha	Madam Dorcas
Madam Beatrice	Sir Eric
Monsieur Smith	Sir Sadiq
Sir Justice	Sir Kennedy
Sir George	Sir Emmanuel
Madam Leticia	Madam Mercy
Madam Mariam	Sir Martin
-	Sir Noble
-	Sir Paul
-	Sir Jude

Figure 2: Realization of Title plus First Names in Both Schools

Figure 2 presents TFNs used by students in both schools to address their teachers in different contexts. The TFN was frequently employed, and students in both schools are accustomed to using this form of address when speaking to the young teaching staff; however, its use for older staff was limited. The youthful nature of the teaching staff of both schools could account for the choice of Title plus First Names (TFNs) by students for young teachers.

The use of TFN towards young teaching staff by students could be considered 'marked' as this form of address, though very common among Ghanaian students in Senior High Schools, is not an appropriate way of addressing teachers. With time and the development of the teacher-student relationship, this practice is realised.

In E-AMASS, it was found that Title plus First Names (TFNs) were frequently used by the students. The choice of this address form is influenced by certain variables: age of the teachers and familiarity determine the students' choice of title plus first names. As evidenced by the dramatic increase in preferences for TFNs, a higher degree of familiarity emerged as an inherent quality of students' relationships with young teachers. The use of TFN is illustrated in the following interactions:

9. An interaction between a teacher and his students in General Arts 2 class:

Student A:	Sir Stanley, please can you tell us the difference between adjective phrase and adjectival phrase?
Teacher:	That will be tomorrow's lesson. We shall look at that…
Student B:	Sir Stanley, we have submitted the assignment you gave to us yesterday.
Teacher:	Okay, I will go and mark them.

10. An interaction between a teacher and a student under a mango tree where teachers sit during breaks

Student A:	Sir John, did my mother send you the money for my Accounting textbook?
Teacher C:	No, she didn't send any money, you are in trouble.
Student B:	Sir Justice, can I use your phone to call my father?
Teacher D:	You can't make a call at this time, come back when school closes.

84

The above interactions between teachers and students took place in formal and informal contexts. Interaction 9 took place in the classroom, which is a formal setting. The students strictly conform to this address term to engage their teacher. Also, interaction 10 occurred in informal contexts. In this school, most of the young teachers are found seated under a mango tree during recess where students approach and interact with them. In their informal conversations, students used TFNs to address them. The use of these address form highlights the level of familiarity the teachers and the students share in the school environment.

In an interview, an interviewee confirmed that they use title with the personal names of the teachers:

> Extract 2
>
> *We use their normal names with sir or madam ooo, our Maths Teacher Sir Ibrahim, Elective Maths Teacher Sir Ferdinand, our Chemistry Teacher Sir Justice, Biology Teacher, Sir Johnson and our Physics Teacher Sir Ebenezer. (E-AMASS, MI 4)*

According to the students, this form of address (TFNs) is very convenient and easy to use. The students said they found it difficult to use the full names of the teacher as some are too long for them to pronounce. Both the observation and the interview data showed that the use of this address form seems to be associated with young teachers. This observation is not surprising as age is mostly a dominant social indicator of politeness in Ghana (Afful, 2006a). It is assumed that the students choose this polite address form in formal and informal contexts to show respect to their teachers, especially in their interactions with the teachers.

85

The use of Title plus First Names (TFNs) by students for teachers in MANSTECH does not differ from E-AMASS. Geographically, both schools are not far from each other and as a result of this, students share the same socio-cultural background which may affect their system and choice of address terms. It was very common to see students of MANSTECH shouting these names when they see the teachers passing by, especially when they want to make some enquiries from the teachers. Just like E-AMASS, the use of Title plus First Name in MANSTECH is very common among the young teachers. According to the students, most of the young staff members prefer this strategy of calling them with Title + First Names. As preferences for Title plus First Names increases, a much higher degree of familiarity emerges as an intrinsic quality of students' relationships with teachers. This could be explained by the fact that students are closer in age to these young teachers. The following observations were recorded in MANSTECH:

11. An interaction between students and a female teacher during a practical lesson in Home Economics department

Teacher:	Your time is up; everyone should stop cooking and prepare for inspection.
Student A:	Madam Dorcas, please give us some few minutes to finish everything.
Student B:	Yes, Madam Dorcas just some time for us to…
Teacher:	Ok, I am giving you people just 5 minutes to wrap up everything so that I can inspect your meals.
Student B:	Thank you, Madam

12. An exchange between a teacher and a female student on the classroom corridor

Student:	Sir Albert, Sir Albert, please wait for me errh..

| Teacher: | What is it? |
| Student: | I am hungry. |

13. An interaction between a student and a teacher in the classroom

Teacher:	I will give an assignment to you after the class.
Student:	<u>Sir Sadiq</u>, our assignment books are with you. You gave us some work last week so our books are with you.
Teacher:	I have finished marking ooo. I thought I have given them back to you. Class prefect, kor fa bra (go and bring it)
Student:	I will follow you to take them when you are going, <u>Sir.</u>
Teacher:	Okay….

Interaction 11 above was observed during a practical section in Food and Nutrition class, where the teacher engaged the students to cook as a practical lesson. This was a formal setting and the students were using this strategy coupled with title only. Interaction 11 and 13 also recorded two forms of address terms for the teachers: Title plus First Names (TFNs) and Title (T) Only. This indicates that in some contexts, the students used more than one address term for a teacher. In interaction 12, the exchange took place in an informal setting, yet the student addressed the teacher with Title plus First Names to show politeness and respect.

In a similar study conducted in Ghana. Awoonor-Aziaku (2021) avers that because it is frowned upon in Ghanaian culture for a younger person to call an elder by their first name, the use of first names for lecturers in the university is limited. Also, according to Bargiela et al. (2002), the practice of addressing people by their first names, particularly strangers, is frowned upon in the United Kingdom because many people deem it impolite. For the students in Senior

87

High Schools to mitigate or to avoid being impolite, as observed by Bargiela et al. (2002) and Awoonor-Aziaku (2021), the students attached title to the first names of the teachers. As indicated by Awoonor-Aziaku (2021), the culture of most ethnic groups does not permit a younger person to address an older person with their names so students in Senior High Schools conform to this socio-cultural norm as they do not just address the teachers by their first names. Also, the choice of Title plus First Names sometimes depends on how the teacher introduces himself or herself to the students. This was stated by an interviewee through his response in an interview:

> Extract 3
>
> *Most of our teachers, when they come to class for the first time, they introduce themselves with their full name but sometimes say we should just call them 'sir' this or that so we are comfortable calling them with those names. Our social studies teacher told us to call him 'Sir Sadiq' or 'Kilo' but we the students prefer 'Sir Sadiq'.* **(MANSTECH, MI 4)**

The above extract 3 reveals that sometimes the choice of this address form by students depends on how the teachers introduce themselves to the students.

In both schools, it was observed that students used TFNs to address their teachers mostly in informal settings. 'In first and second cycle institutions, teachers are called 'Sir', and the most common use 'Sir' would be Sir Moses or Sir Aggrey' (Sekyi-Baidoo, 2020: 385). This observation by Sekyi-Baidoo could be considered confirmed in this present study as this practice is very common in the SHSs chosen for this study.

88

Title + Last Name (TLN)

Students from both schools address their teachers using Title + Last Name (TLN). This address form used by students in the Senior High Schools (SHSs) is more formal than Title plus First Name (TFN), as this finding is similar to Wong (2000) who reports that Chinese students use very formal address forms such as TFNs with a professional or academic title to address their teachers. In an earlier study in an American context, Brown and Ford (1961) discovered that the most commonly used terms of address in American English are the First Name (FN), which is used alternately by interlocutors and the Title + Last Name (TLN), which is used at the start of acquaintanceship. They observed that mutual TLN is commonly found between newly introduced adults. Also, according to Oyetade (1995), the use of titles with surnames (often used as Last Name) is an English culture that Nigerians have adopted. As in Nigeria, the case of using Title plus Surname to address people occurs in Ghana and this is reflected in the school system.

Under TLNs category, the dominant last names used are family or lineage names, and few Arabic surnames. The dominant title students add to the last names of teachers is 'Mister', with few use of 'Madam'. This conforms to the western way of adding the title, Mister (Mr) to the last names of a person. The addition of the title 'Mr' as a status symbol shows respect and politeness by the students to the teachers. It is worth mentioning that students often use TLN for older staff members. Figure 3 highlights the above, as found in the two selected schools for the present study.

89

E-AMASS	MANSTECH
Mr Quashie	Mr Opoku
Mr Odeng	Mr Ametepe
Mr Donkor	Mr Enchie
Mr Barnes	Mr Ankomah
Mr Issah	Mr Fosu
Mr Zakari	Mr Atiemo
Mr Tetteh	Mrs Fanny
Mr Bello	Mr Amevor
Mr Brown	Mrs Dugah
Madam Beatrice	Mr Boamah
Mr Kwashigah	Mr Asibu
Mr Gati	Madam Felicia
Madam Koomson	-

Figure 3: Realization of Title plus Last Names

Figure 3 illustrates examples of Titles and Last Names (TFNs) used as address terms for teachers in both schools. The last names of these teachers are represented in four major languages (Twi, Fantse, Arabic, and Ewe) because Ghana is considered as a multilingual country where many languages are spoken. These four languages dominated the school environments because they form part of the major languages spoken in Ghana; hence, their dominance in the school settings. Another reason for the dominance of these languages stems from the posting of government employees to any part of the country where their services are needed. This could mean that some of the teachers were posted from other parts of the country to these schools. The data from the observation and the interview show that students prefer formal vocatives when addressing older teachers. In both schools, TLNs are regarded as the unmarked appropriate forms of expressing deference and respect for older teachers. Differences in age

90

and occupational status are two forms of relations that lead to this asymmetry. This is demonstrated by the fact that students use TLN to address their teachers. Older teachers are addressed with more honorific terms, such as 'Sir' and 'Mr' plus Last Names, as shown in Figure 3 above. TFNs typically convey formality, distance, and respect for addressees (teachers), as well as their social standing.

The choice of V-forms in addressing lecturers is also documented in Formentelli's (2009a) study of British academic interactions, where students report addressing their lecturers with an honorific or a title plus last name, and only infrequently with first names. In the present study, the practice is almost the same, but with a little difference where this strategy is mostly used for older staff members. In both schools I observed that these older staff members do not have much contact with the students, as compared to the young teachers in the schools. This situation creates a distance between these teachers and the students. The above result supports the finding that the age difference between student and teachers could influence address practices; for example, interacting with an older lecturer as is the case with older teachers may prompt the use of more formal terms (Formentelli & Hajek, 2016).

The use of TLNs in the data shows that the student-teacher dyad in E-AMASS and MANSTECH has an asymmetrical relationship, which indicates that students acknowledge and emphasize the various roles and responsibilities of teachers. The following exchanges occurred in different social contexts in both schools.

14. An interaction between a teacher and some students on the football field
of E-AMASS

Teacher:	Bring all the cutlasses to the field for us to weed the sideways of the pitch.
Student F:	<u>Mr Odeng, Mr Odeng</u> some of them don't want to weed ooo.
Teacher:	They will all weed before we leave here today. We don't have much time for the preparation of the field.
Student G:	We have brought all the cutlasses, <u>Mr Odeng</u>

The above exchange 14 took place on the football field where students were doing grounds work. Though this was an informal setting, the students addressed the teacher with a formal name. According to Brown and Gilman (1960), when inferiors approached superiors, they used *V-form* of address to demonstrate courtesy and respect, whereas superiors addressed inferiors using *Tu*. Here, the students recognised the asymmetrical relation between them and their instructors. In E-AMASS, an interviewee gave a reason for her choice of TLN for some teachers:

Extract 4

I think it is not right for me to be calling my teachers anyhow. Some are older than my parents so I can't just call them without showing respect. I always add <u>Mr</u> to the names of my teachers. Eny3 s3 (It is not good) I would do that… Even from my JHS, I always add Mr to my teachers' names. (E-AMASS FI 6)

The interviewee in the above extract 4 considers the age of the teacher as well as the act of showing respect before choosing any form of address

92

term to use for teachers. Also, it is a practice she adopted from her Junior

High School.

15. An interaction between students and a male teacher in General Arts 1

class during teaching and learning section in MANSTECH

Teacher:	Yesterday, we started looking at the basic concept of Economics…
Student A:	Yes, Mr Fosu
Student B:	Mr Fosu, can we revise them before we continue today's lesson? I didn't understand some of the concepts.
Teacher:	Which of the concepts that you don't understand?
Student C:	I also don't understand some.

Interaction 15 reveals how students formally address the teacher in formal

contexts. In an interview, a student confirms that they have been told to call

teachers by their formal names. Though TLN is used by all students, Year One

students were mostly seen addressing teachers with TLN more than Year Two

and Three students. It was obvious that Year Two and Three students used less

TLN because of the familiarity they share with the teachers because they live

with the teachers for longer periods than the First Year students. Also, First Year

students were informed during their orientation to always use formal names for

their teachers in the school. A male student confirmed this in an interview.

Extract 5

When we came to the school as fresh students, during our
orientation, we were told by the Assistant Headmaster to call
all our teachers with formal names but some of the teachers
have some names we came to meet so we use anyone they are
comfortable with. (MANSTECH, MI 5)

93

This revelation made by the interviewee provides a reason to why Form One students use the TLN more than the other year groups in MANSTECH.

Title + Clipped Personal Names (TCPN)

Title + Clipped Personal Names (TCPN) is another type of address terms used by students for their teachers. Clipping is the process of truncating or shortening an existing name while retaining its basic orthography. There are no distinct rules for formulating these clips, but there is a close relationship between the morphology and phonology of personal names and the original names from which they are derived.

This form of address term was used by students for teachers in both school communities. Mensah (2021) finds clipped personal names among university staff club members at the University of Calabar. In his study, clipped personal names are used without titles among University Staff Club members. Because Mensah's study was conducted among faculty in a university setting, the lectures do not add titles to these clipped personal names since they share a similar status. In the Senior High Schools, students add titles to the clipped personal names which indicate asymmetrical relationship between them, as proposed by Brown and Gilman (1960). This is also to show respect to the teachers.

The titles the students attached to the clipped names included 'Sir' and 'Madam'. According to the students, it is inappropriate to call the teachers by their bare names without showing respect. This view is in accordance with the socio-cultural practices of various ethnolinguistic groups in Ghana where a young person is prohibited from addressing an elderly person with their bare

94

names. Title plus Clipped Personal Names (TCPNs) from both schools are shown in Figure (4) below:

E-AMASS		MANSTECH	
Title + Clipped Personal Name	Personal Name	Title + Clipped Personal Name	Personal Name
Sir Eben	Ebenezer	Sir Mesh	Meshach
Sir Abedi	Abednego	Sir Kay	Kennedy
Sir Ade	Adekoge	Madam Agi	Agnes
Sir Zak	Zakari	Sir Gaddio	Gaddiel
-	-	Sir Eben	Ebenezer
-	-	Madam Pat	Patricia
-	-	Sir Andy	Andrews
		Madam Lit	Leticia
-	-		

Figure 4: Realisation of Title + Clipped Personal Names

The use of title plus clipped personal names (TCPNs), just like the title plus first names (TFNs), are often used to address young teachers in these speech communities. Though these teachers are young, the students accord them the respect they deserve as the teachers are older and higher than them in academic. It could also be seen from Figure 3 that MANSTECH recorded more TCPNs than E-AMASS. This is not surprising because some of the students in MANSTECH confirmed that some teachers asked them to call them with these Clipped Personal Names which was not the case in E-AMASS.

95

Extract 6

Sir Meshach told us in the class that we should simply call him <u>Sir Mesh</u> so that we don't give him any nickname. Every student call him like that, he is a very popular teacher in the school ooo (MANSTECH, MI 9)

The view shared by the interviewee reveals that sometimes a teacher may inform the students as to how to address term.

The conversations below show the use of TCPNs by students for teachers in formal and informal settings in E-AMASS:

16. An exchange between a teacher and students at the dining hall

    Student A: <u>Sir Zak</u>, are we meeting for the IRS class today?
    Teacher: Yes
    Student B: <u>Sir Zak</u> told us yesterday that we are meeting today so why are still asking?

17. An interaction between a student and male teacher in a classroom

    Teacher: All of you should bring your Physics exercise books to class tomorrow for the class test.
    Student: <u>Sir Eben</u>, our exercise books are at the staff common room.

In both formal and informal contexts, it was observed that the students established asymmetrical relationship in the use of this address term with their teachers. The frequent use of TCPN also demonstrates the familiarity and intimacy among the students and the teachers. A student in E-AMASS had this to say.

Extract 7

Eei, I can't just call my teacher by his name ooo, it means I don't respect and the teacher will even punish me. Mentumi nyɛ (I can't

96

> *do it). But sometimes we call them by their guy names (E-AMASS, FI 7).*

The above view by the student provides evidence to why they do not call the teacher their personal names only. These clipped names are used by the students for their teachers because the teachers are positively disposed to these names.

Title + Formal Full Name (TFFN)

The last set of this category is Title plus Formal Full Name (TFFN). This form of address was very limited in the schools and was only recorded in the data from MANSTECH.   In an instance, a student addressed the teacher, using a title and the full name of the teacher. The Full Formal Name (FFN) does not occur in ordinary day-to-day interaction between teachers and students; they are used in formal places such as offices in the school. This name was recorded in the Assistant Headmaster's office when a student was sent to deliver a message to him.

18. An interaction in the Assistant Headmaster's office

> Student: Sir, please <u>Mr Nana Yaw Boateng</u> asked me to
> inform you that they are set for the meeting so they
> are waiting for you.

Assistant headmaster: Okay, go and tell him that I will be there soon

The use of TFFN indicates a higher level of formality. Jucker and Taavitsainen (2003) opine that forms of address may differ based on the formality of the situation, social relationship between the speaker and addressee, level of politeness to be extended to the addressee as well as the influence of other languages. Some of the students admit that using this address term is not something that they are familiar with, citing that back at the Junior High School they did not use this strategy.

97

Extract 8

We don't call the teachers here with their full names because at the JHS we normally called them Sir, Sir. Using their full name will be too long for me. (MANSTECH, MI 15)

From the above response, the practice of calling instructors with Title plus Full Formal Name (TFFN) is something that the students are not used to, right from their Junior High education. Also, calling the teachers' full name according to the students is too long. The TFFNs do not occur in ordinary day-to-day interactions between students and teachers; they are found in formal situations such as offices. It was rare to find students addressing teachers with TFFN in any ordinary interaction.

Nicknames (Ns)

One key type of address terms, which cut across many cultures, is nicknames. Nicknames constitute one of the most frequently used address terms by students for teachers in E-AMASS and MANSTECH. Phillips (1990) defines a nickname as a subset of informal or unfixed names for someone, usually addressed by acquaintances. Name givers and users use nicknames to convey specific characteristics or to express subjective opinions about name bearers in a specific social context or community of practice. De Klerk and Bosch (1997) perceive nicknames to be relatively impermanent, informal names. A nickname is coined for a bearer to serve a specific purpose and to signal the level of formality that a speaker and a hearer share. It is not meant to be permanent nor universally known; although in some cases they end up being more well-known than real names.

98

Nicknames have been widely identified as an address term used by students of Ekumfi T.I. Ahmadiyya Senior High School (E-AMASS) and Mankessim Senior High Technical (MANSTECH) for their teachers. This finding is not surprising because, according to Dickey (1996), nicknames were more noticeable in academic settings than in family interactions, and they came in three varieties: those used primarily in address, those used only in reference, and those used broadly.

In the data set, I identified that students use both positive and negative nicknames. Students mostly use positive nicknames in order to show affection and endearment. It is observed that nicknames are mostly used to address male teachers as compared to their female counterpart in the two schools. Nicknames for female teachers were very limited. Mensah and Ndimele (2022) identified nine categories of nicknames students used for lecturers in two Nigerian universities. In this study, four categories of nicknames were found in the dataset:

    i.   Nicknames Based on Speech Mannerisms

    ii.   Personal Nicknames

    iii.   Nicknames Based on Physical Appearance and Fashion Lifestyle

    iv.   Nicknames based on Personal Habits

Nicknames Based on Speech Mannerisms

The dominant category of nicknames used by the students is based on the speech behaviours of the teachers. In both schools, there are nicknames earned by the teachers as a result of habitual use or repetition of a particular word or expression and some mistakes the teachers made in class. This corroborates the

99

findings of Afful and Mwinlaaru (2012) which indicate that students use nicknames that are derived from the frequent use of expression as reference terms for faculty in a Ghanaian university. This similarity could be linked to the fact that this study is also conducted in Ghana.

Also, Mensah and Ndimele (2021) reveal that students nickname lecturers in the university, based on the lecturers' habitual use or repetition of a particular word or expression. Even though this manner of speaking by the teachers may occur subconsciously, it attracts a great deal of attention and criticism, and as Thorpe (2011: 23) puts it, "mannerism serves as a significant indicator of cultural and environmental influences on one's personality." These expressions are often used by the teachers and even some mistakes the teachers make in class during instructional hours and even outside the classroom. The teachers get assessed, based on their speech behaviours which project their personality and identity in and outside the classroom. Figure 5 illustrates nicknames based on speech mannerisms in E-AMASS and MANSTECH.

E-AMASS	MANSTECH
Saw nkwan (Eat good food)	Spaggedi
Anosɔpiɔw (Gossip)	Gravels
Mewuraba (My lady)	Momo hyew (Hot mobile money)
Monkyerɛkyerɛw (You should write)	More things
Statement	Number one
Twe butu	Two sure
Maame hwe (Mom, look)	In a Jiffy
Gyimi Gyimi Candidates	Whatever whatever
Example one	Twa ase (Underline)
Poor you	Me ne wo bɛ tsena (I will be with you)
Come and buy	Get out
See me tomorrow	Stop and watch
May the devil help you	Wake the baby up
Woabodam (You are crazy)	I will show you something
Do you understand?	
Local students	

Figure 5 : Realisation of Nicknames Based on Speech Mannerisms

100

These nicknames are in two major languages (one exogenous and the other endogenous): English and Mfantse. This is not surprising because English and Fantse are the major languages used as a means of communication in the schools: English being the medium of communication and instruction while Mfantse (a dialect of Akan) is a course of study. In form, it is important to note that these nicknames range from simple words, phrases and clauses. From Figure 4, it can be seen that some of the nicknames are a single word, and two or more words that are phrases or clauses. Some of these expressions are used by the teachers to encourage students' participation in the classroom activities and even outside the classroom. Because these expressions are frequently used by the teachers, students use them as nicknames for the teachers.

Nicknames based on speech mannerism feature more frequently in the two speech communities. Though used by lower status people (students) to higher status people (teachers), the use of these nicknames usually indicates higher level of informality and intimacy. This view is supported by Wardhaugh when he says "...knowing and using another's first name is, of course, a sign of considerable intimacy or at least of a desire for such intimacy; using nickname or pet name shows an even greater intimacy" (Wardhaugh, 1992: 267). Teachers are assessed by their speech styles which are used to identify their personality and identity in and outside the classroom. Nicknames based on speech behaviours or mannerisms are grouped into two: speech mannerism in the classroom and speech mannerism outside the classroom.

Some of these nicknames are based on speech mannerisms of teachers that normally happen outside the classroom. In E-AMASS, *Come and Buy* is a nickname students address their English Language teacher who also doubles as

101

a house mistress. Her students call her so because she sells lady's dresses to the female students on campus and because she affectionately advertises her materials by using the expression "come and buy," the students call her by this expression. She is called "*Come and buy"* mostly outside the classroom. Another interesting nickname discovered is *Gyimi Gyimi Candidates* (Foolish Foolish Candidates). This expression was often used by the Assistant Headmaster in charge of academics to refer to WASSCE candidates anytime they normally flout his instructions and orders. This name is limited to only the WASSCE candidates; other students do not address the Assistant Headmaster with this name. This nickname is always used by the students when they are being engaged by the headmaster. It should be noted that the Assistant Headmaster is addressed with other names by students, especially the Form Two and Form One students.

See me tomorrow is an expression often used by the Senior Housemistress of the school to order female students who misbehave in one way or the other to see her. Anytime a female student misbehaved in the dormitory, she would come to the morning assembly to call the students concerned to see her the following day. The female students affectionately call her *See me tomorrow* anytime she comes to the podium to make announcements. This nickname is limited to the female students because the House Mistress controls only the female students at the house levels. Interestingly, the Senior Housemaster of the school is also nicknamed *Statement.* Students who misbehave in the school are mostly handled by the Senior Housemaster, so anytime a student is reported to him, he will call the student's name at morning assembly and ask the student to write a statement about his/her offence and submit to his office. Just like the

Senior Housemistress, students mostly call him *Statement* during morning assemblies. *See me tomorrow* and *Statement* are mostly used during morning assemblies. The students chant these nicknames anytime they see these two teachers coming to the podium to address them. An interviewee observes:

> Extract 10
>
> *During morning assembly, anytime we see the senior housemaster or the senior housemistress, we know that some students have misconducted and are likely to write a statement or Madam Fatima will ask someone to see her tomorrow. (E-AMASS, MI 14)*

Students of MANSTECH also nicknamed their teachers according to the teachers' speech behaviours outside the classroom. There are certain words that are repeatedly used by the teachers outside the classroom contexts. The teacher, *Momo Shew* is a teacher cum businessman who operates a mobile money business on campus. He uses the expression 'Momo Shew' as his trade mark to advertise his mobile money venture in the school. The expression 'Momo Shew' has thus become his nickname which every student used to call him outside the classroom. In the classroom, students address this teacher with a more formal term. The choice of a different address term by students for this teacher in the classroom could be that the classroom is usually considered a formal setting for formal engagements. Also, this teacher does not operate his mobile money business with the students in the class, so this nickname is often used outside the classroom. The nickname *Two Sure* is also given to a teacher who had in the past competed in an election. He occupied the number two position on the ballot paper so he used the expression, 'Two

103

sure' to persuade his supporters to vote for number two on the ballot paper. The expression used to be among the teachers but later extended to the students, so students normally address him *Two Sure*. The name bearer*, Spaggedi,* always advises his students to stop eating a lot of foreign foods and embrace local foods to live a healthy life. He uses spaghetti as an example of foreign foods that students should avoid. In pronouncing the word, instead of spaghetti, he would say 'Spaggedi' so this has become his nickname.

E-AMASS students again used nicknames based on the speech behaviours of the teachers in the classroom. An English Language teacher is called '*Poor You'* by his students because he always uses the expression to refer to a student who sleeps in his class. The teacher will wake the student up and tell him or her *Poor you*, and this has become the teacher's nickname. Another instance is where students address their Mathematics teacher as '*Twe butu* (Reciprocate*)* This name was as a result of how the teacher always tries to explain to students how to reciprocate during a calculation section in Mathematics lessons. Students now address the teacher with this nickname everywhere on campus and the teacher is never offended. The nickname, *Example One* is a name given to a Mathematics teacher due to his frequent use of the phrase anytime he wants to start solving questions with his students in the classroom. He always begins by saying 'let's start with "example one" which the students then use as his nickname. This nickname is used everywhere on campus. It should be noted that this nickname is somehow limited to the students he teaches. A Mathematics teacher addresses every female student in his class as *Mewuraba* translated (My Lady) and this has become his name as every student on campus calls him by

this name. Most of the students do not actually know this teacher's real name as this is the only name students use for him in both formal and informal settings.

19. An exchange between a male Mathematics teacher and a male student. This teacher sells textbooks to the students.

> Teacher: Alhassan, I brought some of the Mathematics textbooks.
>
> Student: Mewuraba, which series is that?
>
> Teacher: A+ Series
>
> Student: Mewuraba, I will buy one but I don't have the money now.

This was another indication of how often students use nickname for their teachers as they address the teachers with words they used repeatedly in both formal and informal settings.

Also in MANSTECH, some speech mannerisms that happen in the classrooms become the basis for nicknames for teachers. *Stop and watch* is a nickname given to a Mathematics teacher who always uses this expression to draw his students' attention to whatever he is doing in the classroom, especially during a teaching session. Anytime he is teaching and doing calculations on the board and a student is copying instead of watching what he (the teacher) is doing on the board, he will shout on the student, 'Stop and watch' the calculations before he or she writes. *Get out* is fond of sending students out of her class anytime a student misbehaves. She does that as a way of punishing and maintaining discipline in her class; she uses the expression 'get out of my class' so students simply call her *Get out. Wake the baby up* refers to every female student as 'baby'. Whenever he is teaching and a female student is sleeping, he would tell the student close to her to wake the 'baby' up. This name is often used in the

Department of Home Economics of the school. The choice of this expression by the teacher could stem from the fact that this department is dominated by female students.

According to the students, some teachers initially opposed these nicknames although later the teachers accepted these nicknames. This is what an interviewee said:

> Extract 11
>
> *Some of the teachers keep using certain words always. Anytime they come to class, the will repeat those word several times so we started calling them with these words. Some of them rejected these names from the beginning but later, they don't reject again (MANSTECH, MI 13)*

The above extract (11) shows that sometimes the teachers do not easily accept these nicknames that student ascribe to them based on their speech behaviours as the students keep using them (that is the nicknames) for them (teachers), they become emotionally disposed to them.

In E-AMASS, one interesting nickname identified in the data set was derived from a mistake that was made by a teacher while teaching. Sabone (2009) indicates that some nicknames mimic the bearer's linguistic behaviour, such as difficulty in pronouncing certain words. Thus, *Accereration* is a name given to a Physics teacher who mispronounced the word 'acceleration'. The teacher is now called *Accereration* by his Physics students. It was obvious that age played a significant role in this situation because this teacher is very young and very free with his students, so his students do not hesitate in addressing him by the

106

mistake he has made in the class. This nickname is often used in informal settings, especially when the teacher is seen passing by.

Personal nicknames

One of the kinds of nicknames students use for their teachers is 'personal nicknames' (PNs) or 'guy names'. I term it 'personal nicknames' because they are nicknames chosen by the teachers themselves which they introduce to the students. According to Adam (2009), nicknames can either be imposed or be used based on an agreement between the speaker and the addressee. This category of nicknames is not imposed on the teachers by the students. As these nicknames are chosen by the teachers themselves, students do not have any restrictions regarding their use. According to Smith (1967), the names people choose for themselves say a lot about their personalities and how they regard themselves. He states that nicknames form certain impressions about the bearers.

Though students pay considerable attention to formality in addressing their teachers, there are also situations where intimacy is created between teachers and students; thereby, enabling teachers to give their personal nicknames to students to address them with. By intimacy, I mean circumstances in which a student addresses the teacher as a friend, a fellow in-group member, or a person whose preferences and character traits are known and liked. The conditions for using Title plus First Name, Title plus Last Name, and Title plus Formal Full Names to demonstrate various levels informality or formality were previously mentioned in this study, but nicknames are also used to denote closeness between teachers and students in addition to those options.

In both schools, most of the teachers with personal nicknames are relatively young youth. According to Mensah (2017), nicknaming is a form of youth subcultural capital that is motivated by the need for originality and creativity. Students sometimes use these personal nicknames when asking questions or making contributions in class. Also, students shout the teacher's nickname occasionally whenever they see the teacher anywhere around them on campus or when the teacher engages the students in informal interactions and sometimes when jokes are shared. These nicknames have a positive communicative and social intent because they are used vocatively, and not to offend the bearers (teachers).

According to Aceto (2002), nicknames are internally derived (constructed from personal names) and externally derived (emanated from varying pragmatic circumstances). Under this category, I draw a distinction between the nicknames that are derived from the personal names of the teachers and those that do not have any direct link with the personal names of the teachers. The data revealed that the personal nicknames of teachers in both schools are externally derived. The figure 6 below shows some personal nicknames found in the data. All these nicknames are neutral. They are neither positive nor negative.

E-AMASS	MANSTECH
Wakito	Don Galazy
Akata	Kilo
Veli	Kwame Despite
Cascara	Man Benito
Obvious	Pretender
Wizkid	Taro
Shatta Wale	-
Fucken Mental	-
Rasnarh	-
Asito	-

Figure 6 : Realisation of Personal Nicknames of Teachers in Both Schools

From Figure 6 above, E-AMASS recorded more personal nicknames than MANSTECH. In E-AMASS, students admit that some young teachers prefer

their nicknames to their real names so they call them by their nicknames. The students have no control over these nicknames. For some teachers to avoid being given a 'name' by the students, the teachers introduce their personal nicknames to the students. The practice of students giving a 'name' to teachers behind them is a common phenomenon in Ghanaian schools. In E-AMASS, a respondent said this in an interview:

> Extract 12
>
> *Some of the teachers said that we the students like giving them names that is why they choose their own nicknames. Some, after calling their real names to us, they will add their nicknames and even tell us to call them by their nicknames. (E-AMASS, FI 9)*

The above extract (12) confirms the reason for some teachers' to choose and give their personal nicknames to students. The following observation was recorded in a class.

20. An interaction between a male teacher and a student in a Technical class during revision of mock examination papers in E-AMASS

Teacher: Let's move to the next question.

Student: <u>Wakito</u>, please you have to explain the answer again because I am a bit confused.

Teacher: I said that you have to….

Student: <u>Wakito</u>, I understand it now; we can move to the next question.

This was an interaction between a male student and his teacher in 3T1 Class. The teacher was discussing the mock examination papers with his students. Although in a formal context the teacher was mostly addressed by his students using his nickname. In this instance the condition for the use of nicknames in

109

addressing teachers is that the bearer of the names like many other young teachers, are positively disposed to their use.

Similarly, in Mankessim Senior High Technical School (MANSTECH), the bearers of personal nicknames asked students to call them by these nicknames.

21. An interaction between a female student and a male teacher at the school's canteen

Teacher: Break is over; all students should move to their classroom

Student: Don Galazy, please allow us to finish our food.

The above exchange took place at the school's canteen. The teacher (that is, the addressee) in the above conversation was on duty; so he had come to the canteen to order students to go back to their respective classes as it was time for classes to resume after the break. A female student addressed him with his nickname as it was a name he had asked the students to address him with. Here again, 'personal nicknames' are for staff members who are young, so students find it easy to call them by these nicknames.

Because these nicknames were introduced to the students by their bearers (their teachers), they were mostly used in formal and informal contexts in schools. Afful and Mwinlaaru (2012) indicate that university students' general avoidance of nicknames in one-on-one correspondence with faculty is due to the Ghanaian culture which imposes on them the need to mark politeness when interacting with someone in authority. However, in the present study, Senior High School students in many cases used personal nicknames for their teachers in a one-on-one face-to-face interaction. This difference could be as a result of

110

the fact that in both schools personal nicknames were chosen and introduced to the students by the bearers, so it was easy for the students to use these nicknames in a one-on-one interaction with teachers.

Nicknames Based on Physical Appearance and Fashion Lifestyle

In the two research sites, some nicknames are given to teachers as a result of their physical appearance and how they dress, which might be perceived positively or negatively by students. This is why Watzlawik et al. (2016) suggest that nicknames depend on the qualities that are displayed by the addresser. Here, students used both negative and positive nicknames for some teachers. According to De Klerk and Bosch (1997), positive nicknames are semantically transparent; that is, they do not carry any hidden offensive meanings. Also, Crozier (2002) posits that negative nicknames are coined and used by speakers with a negative communicative intent in order to express lack of appreciation or a negative attitude towards the bearer. On the other hand, Crozier and Dimmock (1999) view nicknames as an ambiguous social event, resulting from the fact that they can be used to achieve positive as well as negative communicative goals.

In the present study, nicknames based on physical appearance are grouped into positive and negative. Positive physical attributes are admired while the negative ones are ridiculed. Earlier studies revealed that students ascribed nicknames to their lecturers based on their physical characteristics and appearance which can be negative or positive in the perception of the students (Mensah & Ndimele, 2021; Sabone, 2009). In the Senior High School environments, the practice is also common among the students. These names are given to the teachers by the students which the teachers are positively

111

disposed to. These nicknames are peculiar in both schools because they are related to physical characteristics such as good looks, dressing, height, and age. Such nicknames typically express students' admiration for teachers' eccentricities. Figure 7 illustrates nicknames based on the physical appearance of teachers.

E-AMASS		MANSTECH	
Positive nicknames	**Negative nicknames**	**Positive nicknames**	**Negative nicknames**
Drip Lord	-	African Man	Everyday Valentine
Fresh Boy	-	Queen	Akitsi (smallish)
Baby Boy	-	Drip Lord	Terror
Sweet Sixteen	-	Baby Boy	Our day boy
		Baby	

Figure 7 : Realisation of Nicknames based on Physical Appearances

From Figure 7, I observed that E-AMASS records only positive nicknames based on physical appearances of teachers and how they dress, while MANSTECH records both positive and negative nicknames. *Sweet Sixteen* and *Queen* are the only female nicknames found in these schools respectively. This evaluation reveals that male teachers receive more nicknames based on physical characteristics such as handsomeness, height, and complexion, whereas female teachers are rated in terms of freshness (age), elegance, and style (Wardat, 1997). Similar nicknames like *Drip Lord, Fresh Boy,* and *Baby Boy* are found in both schools. The communicative meaning behind these nicknames is almost the same in both schools. This could be that teachers who possess these physical appearances are given these nicknames by students in school.

Nicknames such as *Fresh Boy* and *Baby Boy* are given to male teachers in E-AMASS as they look attractive and handsome, mostly dressed decently. Students observed that the two teachers are always attractive and look nice every day. *Drip Lord* is a teacher who always dresses very neatly to school. He changes attire almost every day. *Sweet sixteen* is an interesting nickname identified in the data which is based on the appearance of a female teacher. This nickname is ascribed to a female teacher who is in her early 50s but always dresses and behaves like a young lady. She always appears stylish, elegant and romantic, which the students admire; hence, the name *Sweet Sixteen.* A student confirmed that they (students) like the madam so much because of the way she carries herself all the time in order to look young.

> Extract 13
>
> *You see Madam Elizabeth, she is old ooo, but she looks young all the time because she dresses well and always behaving like a young lady. We like the way she can dress fine fine and looks like a 16 year-old girl (E-AMASS, FI 15)*

Students were observed using these nicknames in interactions with the bearers (teachers) mostly in informal contexts in E-AMASS.

22. An interaction between a third-year student and a teacher who is in charge of online WASSCE registration

Student: <u>Baby Boy</u>, please, there is a problem with the spelling of my name.

Teacher: The last time I asked all students to come and check their names and   make the necessary correction. Where were you?

Student: <u>Baby Boy,</u> I did not come to school on that day.

Teacher: So don't come and disturb me; I have other things to do.

113

Student: <u>Baby Boy</u> pleeaase…

Teacher: Hey, shut up!

The nickname in the above interaction 22 was observed and recorded at a ceremonial ground where students were gathered by the teacher in charge of WASSCE registration to make final corrections in the students' registration details. The interaction was between a female student and the teacher, high in status, who was called by his nickname by a student to ascertain the correct spelling of her name. It demonstrates that in an academic context, nicknames are used by students to address their teachers outside the classroom even in a very formal engagement.

23. An interaction between students and the teacher in charge of preps in the school

Teacher: It looks like most of you didn't come to preps this evening.

Student A: <u>Drip Lord,</u> most of our colleagues are in the dormitories ooo

Student B: Yes, they are in the dorms, <u>Drip Lord.</u>

Teacher: Don't worry, I know what to do.

Student C: <u>Drip Lord</u> nieeeeee

The interaction 23 above took place in the evening during preps hours. The teacher in the above interaction was performing his duty as the Preps Teacher. Every evening, he would go round to check on students' attendance and comportment in the prep rooms. This teacher earned his nickname, *Drip Lord* from the students as a result of the way he dressed to school every day. He always dressed decently and fashionably to school; hence, the nickname, *Drip Lord.* A female interviewee had this to say:

114

Extract 14

Can't you see the way he dresses to school every day? He is always neatly dressed. Eeeii, for him, he can dress well ooo… that is why we call him Drip Lord. He is always looking fresh (E-AMASS, FI 11)

MANSTECH, unlike E-AMASS, recorded both positive and negative nicknames. Nicknames such as *Drip Lord*, *Baby Boy, Queen,* are positive whilst *Everyday Valentine, Akitsi (smallish), Terror, and Our Day Boy* have negative connotations.

Baby Boy is used for a teacher the students consider to be 'fresh' and 'handsome' and always looking young. The students admire him for his looks; hence, the nickname *Baby Boy*. This name is used everywhere the students meet this teacher but it was rarely used in the classroom. *Drip Lord* is used to address a male teacher who, according to the students, dresses well to school every day. A student observes that this teacher does not wear a particular dress twice in a week. He always changes clothes every day of the week. *African Man* always puts on traditional African attire to school. *Queen* is ascribed to a female teacher considered by the students to be very beautiful.

Negative nickname, *Sir Akitsi,* is given to a teacher who looks very smallish so his students ascribed this nickname to him. The title Sir is added to show deference. This name is used to address him mostly outside the classroom. *Everyday Valentine* is given to a teacher who is always dressed in red. This nickname is in relation to the celebration of 'Valentine Day' where people dress in red colours to show love. Because the teacher dresses in red colours always, the students consider him as someone who is always in the mood of celebrating

Valentine Day. All these nicknames are used by the students with the teachers in a face-to-face interaction in informal settings. The nickname bearer, *Terror,* physically looks very giant and scary according to the students. The students confirmed that his looks scare them and thus they are afraid of misbehaving towards him. When this teacher passes, you hear students calling him 'Terror'. The teacher often smiles anytime the students address him with this name. The following was said by an interviewee as the reason for using some of these names.

Extract 15

Sir, you see, some of the teachers when we started calling them with these nicknames, we thought they would not accept them but they never complain so we keep calling them with the nicknames. Some of the names too we came to meet them. Some of them to will stop you from calling them those names… (MANSTECH, MI 18)

The view shared by the interviewee tells us that sometimes the teachers' inability to reject these nicknames from the start encourages students to maintain these names. Some of these nicknames were in use before the students were admitted to the school. Some interactions were recorded from MANSTECH.

24. An interaction between a teacher and a female student at the entrance of the staff common room during break; the student wants to use the teachers phone to make a call.

Student: Our Day Boy, please can I use your phone to call my mother? Mepa wokyɛw (I beg you)

Teacher: Come for the phone; don't talk for long because I don't have enough credit.

116

From the above discussion, it was evident that the students came to meet some of the nicknames in the school while they also nicknamed some of the teachers based on their looks and how they dressed to school. Students also avoid nicknames that the teachers are not positively disposed to.

Nicknames Based on Personal Habits

Another category of nicknames is ascribed to teachers to describe their personal habits. The data set records nicknames based on the personal habits of some teachers in both schools. Students observed that these habits are part of these teachers. These nicknames reflect habitual characteristics that are exhibited by teachers which are endearing. Figure 8 demonstrates this category of nicknames.

E-AMASS		MANSTECH	
Nickname	**Source**	**Nickname**	**Source**
Action	Teacher likes making action with his hands.	Under	He always sits under mango trees.
Smart	Teacher always outsmarts students.	Dictionary	He uses big words from the dictionary.
Striker	He plays a striking role in football games.	General	He likes taking part in every activity.
Mourihno	He likes coaching students on the park.	IGP	He monitors students' behaviour.
Rough Rider	He rides the motorbike recklessly.	Action Man	Teacher likes making action with his hands.
-	-	Commander One	He likes commanding students around.
-	-	Kwame Despite	He displays money
-	-	Bosom Voltic	He drinks only Voltic mineral water.

Figure 8 : Realisation of Nicknames from Teachers' Personal Habits

117

The above nicknames highlight the habitual non-verbal behaviours of teachers in these schools. All these nicknames belong to both young and older male teachers in both schools and none belongs to a female teacher.

These nicknames are often used by students in informal settings. Students normally shout these names when they see the bearers around, during games, and sometimes when the teachers engage the students in informal interactions and this practice was common in the two schools.

> Extract 16
>
> *They don't complain ooo, when we call them with these names they respond so that is why we keep calling them (E-AMASS, FI 14).*

This interviewee observed that these teachers relish these nicknames because they do not complain anytime they use them for them. Because the teachers treasure these nicknames, students use them for the teachers.

25. An interaction between a teacher and a student on the football park in E-AMASS

   Student: Do we have training tomorrow? Mourihno

   Teacher: Do you have to ask me this question again? I told you the days and times that we shall train.

   Student: Mourihno, Mourihno

This teacher is named after a popular Portuguese football coach, Mourihno; because this teacher also likes coaching the students, the students have given him this name.

118

26. An exchange between a teacher and a female student on the school compound of MANSTECH

Teacher: Abigail, go and tell all the first year students to move to the assembly hall

Student: Okay, <u>General</u>

A student in MANSTECH revealed the rationale behind some of these nicknames they use for the teachers. For instance, in an interview, he explained:

Extract 17

'Under' is always found under the mango tree, he doesn't like to stay in the staff common room kraa… He goes to the staff but he will not keep long before coming out to sit under the tree. Our seniors told us the meaning of the name but I have also seen that he likes staying there. (*MANSTECH MI 17*)

The main condition that accounts for the general use of nicknames in both schools is that the bearers (teachers) prefer their use. Students' use of nicknames for teachers reveals familiarity, intimacy and complexity among students and teachers in both schools.

Unlike Crozier and Dimmock's (1999) study that observed that nicknames are hurtful, the present study counters this finding**.** The use of hurtful nicknames by children in primary schools may be attributed to the socialization process, whilst students in Senior High Schools may use more positive or neutral nicknames due to their increased maturity and sensitivity to their teachers' faces. Students of E-AMASS and MANSTECH tend to use nicknames for their teachers not to hurt them. The use of nicknames in the schools rather reveals the cordial relationship that exists between the teachers and the students. Gladkova (2002)

119

points out that the use of nicknames implies a positive emotional attitude towards the speaker. This positive emotional attitude can be expressed through the use of a nickname that shows affection or endearment (Crozier, 2002). Their usage is indicative of a need to express warmth and affection towards the bearer and to supply a common ground for communicators, or in some cases to create a sense of belonging between the user and the bearer. This liberal environment created by these teachers draws the students closer to them.

The use of nicknames in these schools confirms the assertion that from the way a speaker addresses a hearer, either vocatively or referentially, one is able to infer the formality or informality of their relationship or the nature of the power relations that hold between these participants (Traugott & Pratt, 1980). Nicknames offer a significant insight into student-teacher relations as well as their social and cultural expectation and roles.

Most of these teachers become popularly identified with these particular nicknames to the extent that newly admitted students inherit the practice of using them from continuing students even though they may not know the circumstance surrounding their use. Though these nicknames are informal, most of the young teachers prefer their nicknames to their personal names. Because of their interpersonal communicative function of nicknames, they are also a vital tool with which human relationships are established and modified (Afful, 2006:76). It appears that most of the students preferred this strategy to other address terms especially in informal contexts. They easily call their teachers by their nicknames. An interviewee had this to say:

Extract 18

Some of the teachers, we call them by their nicknames, some by their personal names and some too we don't know their real names. (E-AMASS MI 19)

It is worth noting that, surprisingly, some of the students do not know the real names of some of the teachers. Some students explained that some teachers introduced themselves by these nicknames the first day the teachers came to their class. The students only know these teachers by their nicknames. For instance, the personal name of the nickname bearer, *Mewuraba*, is not known to the students.

Interestingly, nicknames are not commonly used by students for female teachers and this highlights the issue of gendered identity. This social issue could be associated with the fact that female and male children behave differently in social interaction which can reflect in this practice in the schools. Most males are vociferous and oblivious to public fear and ridicule unlike the female counterparts who are emotionally sensitive to what may happen to them in public spaces. According to previous research, McConnel-Ginet (2005) believes that more males than females have nicknames. This assertion is supported by Liao's (2006) study, which discovered a higher prevalence of nicknaming practices among males. The use of nicknames, as found in the current study, also slightly corresponds to the findings of De Klerk and Bosch (1996) among South African adolescents, who discovered that males created and shared more nicknames. Though nicknames based on speech mannerisms are often used for both male and female, other categories are very limited to male teachers. For instance, nicknames derived from personal habits of teachers are used for only

male teachers in both schools. The evidence from the interview data reveals that most of the female teachers are very careful about exhibiting such personal habits in public but male teachers easily display these personal habits.

Again, personal nicknames are not used for any female teacher in both schools. This could be that in Ghanaian contexts, nicknames are basically considered among guys; that is, nicknames are mostly chosen by guys while females are very sensitive towards the use of nicknames especially in social interactions. The use of nickname also somehow indicates 'toughness' which is mostly associated with males. Female teachers in these schools are not positively disposed to the use of nicknames; hence, its limited use by students for them.

Kinship Terms (KTs)

Kinship terms (KTs) are terms for blood relations and affine (Braun, 1988). They are used normally to indicate biological relationship to address one another. These terms are used to express the order of seniority among living people based on factors such as gender, age, generation, blood, and marriage (Geertz, 1973: 375; Wardhaugh, 1992: 225). When a kinship term is extended for addressing someone who is not related to the speaker in one way or the other, this is called a fictive or 'marked' use of a kinship term. With this strategy, the use of family terms has generally been extended beyond their primary function to address someone who is not related to the speaker in some way. Kinship terms have been expanded beyond their original meaning, so that address terms for father, mother, siblings, aunt, uncle, and grandparents do not always correspond to the addressee's biological kin.

122

Kinship terms are used by students in E-AMASS to address their teachers in both formal and informal settings. These address forms are usually employed to indicate respect, politeness, and familiarity. Anchimbe (2011) notes that kinship terms help to reduce the social distance between interlocutors. The study identified few kinship terms that are used by the students to address their teachers. These terms take the following forms:

i.   Kinship Term Only (KTO)

ii.   Kinship Term + Initial (KTI)

iii.   Kinship Term + First Names (KTFN)

Kinship Term Only (KTO)

It was observed that students of E-AMASS used kinship term only to address the headmaster of the school. The headmaster of E-AMASS is affectionately called *Daddy* by all students and even some teachers. As stated earlier, "*Daddy* is increasingly becoming a simple adult, male deference address form, and one finds it used by both people of the same or even lower age bracket, with the age variation factor giving way to other aspects, such as social influence, financial status, political power and education" (Sekyi-Baidoo 2019: 392). The kinship term *Daddy* is often used by the students to address the headmaster of the school in both formal and informal settings. During morning assemblies, when the headmaster addresses students, you often hear students shouting his name, Daddy.

27. The headmaster was addressing students during morning assembly in the school's assembly hall.

Headmaster: I always advise you people to take your studies seriously. Stay away from posting unnecessary

123

things on the internet. I know some of you are using phones in your dormitories…

Student A:	Nareeeeee Tabir (Proclaim the greatness of God)
All students:	Allaho Akbar (God is Great)
Student A:	<u>Daddy</u>
All students:	Onnyin nkyer (May he have long life).

The above interaction occurred in a formal setting where the headmaster was advising the students about the disobedient behaviours in the school. In a formal setting like this, it was expected that the students will use a formal name to address the head. The appellation given the head here in a formal setting using a kinship term demonstrated that the students do not see him as the headmaster of the school but also plays a fatherly role; hence, they address him as a father. This demonstrates the close relationship that exists between the headmaster and his students. Earlier studies have already echoed the use of kinship terms for non-kinship relationships; such items have undergone semantic extension (Akindele, 1999; Ofulue, 2010).

28. An interaction between the headmaster and a female student on the corridor of the classroom block where the former inquired from the student why she was not in class at that time

Headmaster:	Hey girl, why are you not in class at this time? It is class hours.
Student:	<u>Daddy</u>, please I am going to call our teacher.
Headmaster:	What subject do you have now?
Student:	<u>Daddy</u>, please we have Integrated Science.

The interaction demonstrates that the students prefer to call or address the headmaster by this term because of how he relates with his students. It reflects

124

the high level of familiarity that exists between the headmaster and his students. It was observed that the female students often addressed the headmaster, *Daddy* more than the male students. Students call the headmaster, *Daddy* as most of them see him as their father in the school. A respondent had this to say:

> Extract 19
>
> *We call our headmaster <u>Daddy</u> because we see him to be like our father, the way he advises us, the way he is lenient with us, the way he speaks to us in everything, he is like a father to us in the school that's why we call him <u>Daddy</u>.* (*E-AMASS, FI 12*)

The above extract (19) confirms that the teacher is not just the headmaster of the school, but he also plays parental role to the students, hence the name *Daddy*. He plays advisory roles which the students admire and appreciate.

Kinship Term + Initial (KTI)

Another form of kinship terms students employ for a teacher is Kinship Term + Initial (KTI). Students of E-AMASS were seen addressing a female teacher with 'Auntie' plus the initial of her first name, 'Beatrice'. The address term, *'Auntie B*', has additional sociolinguistic significance. In the rural or low-urban setting, women of exceptional academic, economic, and social standing are addressed as 'Auntie' (Sekyi-Baidoo 2019). This is much related to how 'Madam' is used. However, 'Madam' is a formal address that implies more social distance or politeness than 'Auntie,' which implies familiarity. Students used 'Auntie' based on the familiarity they share with the teacher.

29. An exchange between a female student and a female teacher in a classroom in E-AMASS

    Student: <u>Auntie B</u>, please I went to the bungalow but you were not there.

Teacher: Oh…Fri hɔ (go away). I told you to come during break time…

Student: Please, I brought the exeat card for you to sign for me.

This exchange was recorded in the classroom as a student wanted the teacher to sign an exeat for her to go home for medical treatment. The teacher serves as a housemistress to one of the female dormitories in the school, so students are very close to her and this has created familiarity between the teacher and the students, especially those in her dormitory. Courtesy phrase "Please" as a politeness marker was used by the students to express politeness in addressing the teacher.

Kinship Term + First Names (KTFNs)

The last form of kinship term used by E-AMASS students is Kinship Term + First Names (KTFN). Students constantly add 'Brother' as a title to the first names of these teachers to address them. A Ghanaian adolescent will typically refer to a male sibling at home as "Brother" to indicate politeness due to the addressee's older age, higher education, wealth, inheritance, or general social status. Although siblings frequently refer to one another by their real names, it is considered disrespectful to do so when the sibling is much older. Parents, family members, and friends insist that such an older sibling be addressed as "Brother," as doing so increases the respect of the family as a whole. In Ghana, 'Brother' (Bra' by Akans) is thus interpreted as 'elder or respectable male sibling.' This kinship term can be used as a name or as a title before a person's name. In the data, address terms such as *Braa Kofi (Brother Kofi), and Braa Kyei (Brother Kyei)* were recorded in E-AMASS. Students use this address form for some teachers which indicate the students have a brother-like relationship with teachers. In non-kinship relationships, the use of the relational term

126

'Brother' (Braa) as an address term, in addition to the personal names of teachers, denotes higher social status, deference, and politeness. The degree of deference refers to the polite, non-filial uses of these terms. The use of this form of address form was recorded in the interaction below.

30. An exchange between two female students and a teacher on the staircase of a storey building

Student Y:	Braa Kofi
Teacher:	Yes
Student X:	Sir, please are you Braa Kofi?
Teacher:	Yes, any problem?
Student X:	I have been looking for you since. My school mother asked me to see you so that you can teach me Literature.

The name in the above interaction is observed to be mostly used by Form Three students for this particular teacher. From the interaction, it could be deduced that the name is not popular among the Form Two students. It was observed that some address terms are popular among a particular year group but very limited in other year groups. The reason for this is that teachers do not teach all students in the school, so their names are well-known and used by the students they teach.

In this study, students' use of kinship terms for teachers in E-AMASS contradicts Lorente's (2002) assertion that Singaporean superiors forbid Filipino domestic workers from addressing them with kinship terms. This contradiction is clearly caused by the difference in settings. According to Lorente (2002), when a domestic worker addresses her employers with kinship terms, a special relationship is formed that extends beyond the bond of employment, in which the worker is cherished and cared for, resulting in a network of rights and

127

obligations. Using kinship terms for these teachers in E-AMASS, on the other hand, may not always result in the imposition of extra responsibilities. It may be said that it is the faithful compliance to their obligations as mentors, advisors and facilitators as teachers that have earned them these kinship terms.

Zero Address Terms (ZATs)

This study reveals the existence of 'zero address term' in both schools. Many linguists refer to this zero address term as "avoidance strategy". The use of zero address terms in social interactions has been identified by some earlier studies (Brown & Ford, 1961; Kelling, 1975; Afful, 1998; Formenteli 2009; Aziaku-Awonoor, 2021).

McIntire (1972) discovered that when addressing lecturers, students preferred zero address terms with only a few instances of Title plus Last Name (TLN). However, she believes that the use of zero address terms is indicative of norm confusion. Also, Formentelli (2009) observes that the use of avoidance in address terms is neutral; it is a conscious decision not to commit to either of the nominal forms offered by teachers. Its use may elicit pragmatic inferences or intensify asymmetry in classroom relationships.

The use of zero address terms or avoidance strategy by the students in the two schools does not differ. I observed that the use of this strategy by students takes place in formal situations, especially in the classrooms. Students in these schools employ this 'no name' strategy when they want to answer a question or want to make a contribution in class. Instead of the students in these schools to address the teachers with their formal names, they only preferred to sometimes use some phrases or action like raising the hand (Awoonor-Aziaku, 2021). In

both schools, what the students normally do is that they would only raise their hands when a teacher asks a question they want to answer. When they do that, the teachers then identify them and call them to make their contributions in the class. A male student from MANSTECH had this to say in an interview:

> Extract 20
>
> *When you want to answer a question in the class and you raise your hand and you call the teacher by saying Sir, some of the teachers would not call you, they mostly call those who just raise their hands so I also decided to adopt that method. I only raise my hand when I want to answer a question. (MANSTECH, FI 7)*

A student once told the teacher that she had a question without addressing the teacher with any term.

31. An interaction between a student and her Literature teacher in a classroom in E-AMASS

      Student: Please, I have a question.

      Teacher: Let's hear you.

      Student: I want to know whether they can ask question on the plot of "Invisible Man."

This exchange reveals that the student only used the courtesy expression 'Please' to attract the teacher's attention. This happened in a Literature class. For the student not to sound impolite, she used the word 'Please' a courtesy marker, before the expression to get the teachers attention.

32. A conversation between a female student and a male teacher under a mango tree.

      Student: Good morning,

Teacher:	Good morning, how are you?
Student:	I am fine but I am hungry.
Teacher:	So what do you want me to do for you?
Student:	Please, give me some of my money with you.

The above exchange (32) shows that the student and the teacher have a close relationship. The extract reveals that the interlocutors have different social status: a teacher and a student. Since the teacher always keeps the student's feeding fee, reduces the power relationship between them; hence, it creates intimacy which allows the student to initiate an interaction without using any formal address terms. The use of zero address terms in this context enables the student to initiate a conversation. A student points out that because she is close to some teachers, she does not normally address them with any address term when she wants to talk to them.

Extract 21

As for me I am close to some of the teachers ooo, some are even keeping my chop money… sometime I just talk to them without even calling their names (E-AMASS, FI 9).

The kind of relation that exists between teachers and students also influences the choice of avoidance strategy by the students, as indicated by the interviewee in the extract (21) above. Intimacy and familiarity affect the use of this strategy.

Again, in both schools, zero address term appears to be a norm in the context of leave-taking. Students in these schools normally employ this 'no name' strategy when they want to visit the washroom. This practice is common in Ghanaian schools where students are allowed to just raise their

130

hands without addressing the teacher as an indication of seeking permission to visit the washroom.

The occurrence of zero address term is common in both speech communities. Factors such as status, age and familiarity influence the appropriateness and efficacy of the Zero Address Terms in an interaction. It could also be noticed that another reason responsible for students' preference for zero address term seems to be a deliberate attempt not to commit to the expression of interpersonal stance.

Acronyms, Abbreviations and Initialisms (ACs/ABs/INs)

Students also employ acronyms, abbreviations and initialisms of the conventional names of their teachers as address terms. I found that these address forms do not actually originate from the students, in that the bearers of these names were popularly known by these names before the students were even admitted in to the school. This addressing strategy was only found in the data collected from E-AMASS.

AC/AB/IN	Source
SABU	Sadick Bin Usman
POKO	Prince Oduro Kobena
Izy	Israel
TK	Teacher Kofi

Figure 9 : Realisation of Acronyms, Abbreviations and Initialisms

Figure 9 illustrates address terms that are derived from the personal names of the bearers. *SABU* and *POKO* are formed from the names of the teachers. *Izy* is an abbreviated form of the name Israel while *TK* is formed from the title 'Teacher' and the personal name of the teacher, Kofi. The

131

teachers applied linguistic creativity process in the formation of these addresses terms. The following observation was recorded.

33. An exchange between a teacher and a male student in Technical class

> Student: SABU, please come and look at my drawing, I can't draw the front elevation well.
>
> Teacher: Okay, I will come and take a look at it for you.

The exchange occurred in a class where students were engaged by their teacher in drawing. The teacher is popularly called by this name and his students used it for him even in formal contexts like the classroom.

Factors that Influence the Choice of Address Terms

There are factors that are responsible for the choice of these address terms used by the students for their teachers inside and outside the classroom in Senior High Schools. Based on the analysis, it was revealed that social variables such as formality, gender, age, social status, religion, roles, context of situation, degree of acquaintanceship, and power are responsible for the choice of address terms students use for their teachers in these schools.

Formality

One major factor that influences the use of address terms by students in E-AMASS and MANSTECH is formality. Formality is the social distance-vertical relationship in terms of a hierarchical relation and a horizontal relationship in terms of non-hierarchical relation based on 'approachability' and closeness between participants in a discourse situation (Afful, 2005; Owusu-Ansah, 1992). In each context, different levels of formality are acceptable. The levels of formality guide people's behaviour and communication patterns in the

132

various social environments and situations in which we find ourselves. Simply put, levels of formality assist us in interacting with one another in the manner that is expected of us in specific situations.

Students in the Senior High Schools address their teachers based on the levels of formality. The levels of formality in the schools with the use of address terms indicate that as formality rises so does the frequency of address terms related to positions in the school; on the other hand, as formality reduces, the frequency of address terms related to positions in the schools decreases. In both schools, social interactions, in this case, verbal behaviour (in this case, address terms) does not remain the same as effective communication takes place. In both schools where many of their interactions are formal, address terms such as *HOD (*Head of Department*)*, *Sir*, *Admi (*use for Assistant Headmaster of Administration), *Madam Counsellor Domestic* (Assistant Headmaster of Domestic Affairs) and *Mr Chairman* are used. In both schools, there are disciplinary committee meetings, SRC meetings, clubs and associations meeting, vetting committee meetings where some of these titles are used.

34. At a vetting committee meeting in E-AMASS, I recorded this:

A panel member: Tell us what you will do if your colleague misconducts himself in the dormitory.

Student: <u>Mr Chairman</u>, I will... I will report him to my housemaster.

In the above interaction, title was used by the student because of the level of formality. Vetting of students for various positions in the school is considered

133

very formal; therefore formal interaction like this required an appropriate title; hence the title *Mr Chairman* was used.

35. In another context where teachers and students were playing football together on the school field, this exchange was observed:

Teacher: We have to close and prepare for breakfast.

Student A: Wakito, it not yet 8 o'clock ooo

Student B: Wakito, it's now 7:37

The above exchange shows an engagement between a teacher and his students on the playing field, which is an informal interaction; hence, the use of nickname, 'Wakito'. In this context, the level of formality reduced compared to the previous exchange; hence the students resorted to the teacher's nickname.

Gender

Gender also influenced the use of address terms in both selected schools. There are differences in the address forms used by both male and female teachers, irrespective of the schools. This outcome confirms the findings of earlier studies in some societies which have shown differences in the choice and frequency of address terms between female's and male's speech. The effects of gender on the choice of address in other speech communities, as indicated in this present study, are guided by other research findings (Afful & Mwinlaaru, 2012; Chamo, 2019; Evans-Pritchard, 1948; Oyetade, 1995; Takenoya, 1996). In this present study, the influence of gender relates to the use of nicknames, acronym/abbreviation/initialism, titles, and title plus personal names.

In the selected schools, nicknames were mostly noted to be among male teachers with few among female teachers. Nicknames were mostly used by students for

134

male teachers in informal settings and in few cases, formal contexts. Students used nicknames for teachers in informal contexts such as football fields, under trees where some teachers relax during break, during entertainment shows, and in formal settings like interactions in the classroom and general assemblies. Nicknames chosen by teachers themselves (personal nicknames) such as *Asito*, *Obvious* were commonly used in formal and informal contexts as these nicknames were given or introduced to the students by their bearers. Students do not have any restriction in using these nicknames. Some of these nicknames for male teachers are *Wakito*, *Veli, Rasnarh, Don Galazy* and *Kilo.*

Nicknames were sparingly used by students for female teachers. In Ghana, it is observed that females are mostly sensitive towards nicknames. Unlike the male counterparts who use nicknames very often among themselves, females are not really disposed to the use of nicknames and this has reflected in the data set of this study. This finding partially corroborates Kuranchie (2012) where he found that in the Senior High Schools in Ghana, male students have more nicknames than female students. This outcome of the present study also corroborates Kiesling (1997) and Liao (2006) who indicated that more boys have nicknames than girls have. The difference in gender could be related to the fact that male teachers tend to display more aggressive behaviours than female teachers (Brooks, 1983).

Aside the nicknames, gender also influenced the use of Acronyms Abbreviation and Initialism. This form of address was particularly used by students for male teachers in E-AMASS. Address form such as *SABU*, *POKO, TK* and *Izy* were used for male teachers in the school. These address forms originated from the bearers hence; the students confirm that they came to meet these names in the

135

school. The practice of students using this form of address for teachers indicates intimacy. No term of acronyms/abbreviation were found to be associated with the female teachers. Possibly, female teachers do not find the acronyms/abbreviations of their names appropriate to be put together for students to use in addressing like their male counterparts.

These observations suggest that male and female differ in the use of address term because according to Wardhaugh (1992), boys and girls are brought up differently and men and women often fill different roles in the society.

Age

Age was one of the major factors that influenced the use of address terms by students for teachers in E-AMASS and MANSTECH. Based on the observation and the interview conducted, age affects the choice of the following address terms: nicknames, Title plus Personal Names (TPNs) which includes Title plus First Names (TFNs), Title plus Last Names (TLNs) and Title plus Clipped Personal Names (TCPNs)

Students mostly give and use nicknames for young teachers. Many of the nicknames are chosen by the young staff themselves which they allow the students to address them with which is not common among the older staff. Also, students ascribed nicknames to young teachers which are in rare cases with the elderly teachers in the two school environments. Because these nicknames are for young staff, students comfortably use them in both formal and informal contexts. Nicknames such as *Kilo, Akata, Asito, and Don Galazy* are used for the teachers wherever their students meet them.

On the other hand, nicknames by students for older staff were not common in these schools. This is not surprising because in Ghana, nicknames are very common among males especially, young adults and this has reflected in the school environments. This could be the case that Ghanaians look at nicknames as not something for adults who are serious-minded people and who do not really fancy the use of nicknames. It is worth noting that few older staff members have some nicknames which are rarely used for them by the students. Examples of such nicknames include *Smart, Action Man, Rough Rider* and *Bosom Voltic*. I recorded an exchange in E-AMASS.

36. An exchange between a male teacher and a female student

Student:	<u>Smart</u>, Mr Tetteh said I should come and call you.
Teacher:	Where is he?
Student:	He is in his office.

Smart is an older staff member. Students normally address him with this nickname. This observation indicates that nicknames are sometimes used for older staff members.

Again, age has influenced the use of TLNs as address terms. The use of Title plus First Names (TFNs) was predominantly used to address the young teaching staff whilst Title plus Last Names (TLNs) were also often used for older teaching staff. Some title plus first names (TFN) in the data included *Sir John, Sir Ebenezer, Madam Beatrice, Sir Francis, Sir Eric,* and *Madam Josephine.* Interestingly, all these names are used to address young teachers to show respect and indicate politeness even in informal settings. The ages of these young teachers are a little above (5-8 years) the ages of the students so that closeness in age range account for the use of Title plus First Names. On the other hand,

Title plus Last Names (TLNs) such as M*r Boamah, Mr Amevor, Mr Fosu, Mr Odeng, Mr Barnes, Mr Tetteh,* and *Mr Opoku* were names of older teachers in the schools. The use of Title plus Last Names (TLNs) of the teachers indicates a higher level of respect and politeness to that of Title plus First Names (TFNs). These teachers do not have much contact with the students as compared to the young teachers in the school, hence, the distance between them and their students.

It is worth noting that Title plus Clipped Personal Names (TCPNs) were used only for both young male and female teachers; the data has not recorded its use for older staff members. Title plus Clipped Personal Names (TCPNs) such as *Sir Eben, Sir Abedi, Sir Mesh, Madam Pat, Madam Lit,* and *Sir Andy* were often used for these young teachers in both schools. The practice indicates that students acknowledge the age of the teachers before using certain address forms for them.

Interestingly, I observed a trend where students mostly add mister (Mr) to the last names of older teachers while they add 'Sir' or 'Madam' to the First Names of the young teachers. 'Mister' (Mr) was used by students as an indicator that determines an old teaching staff member. *Mr Boamah, Mr Odeng* and *Mr Tetteh* are all old teaching staff members in both schools.

Social Status

A person's social status is their standing or importance in relation to other people in a society. The evidence in the data revealed that political and marital status both reflected in the use of certain titles in both schools.

138

Some of the teachers in these schools also engage in other professions which earn them other titles. These teachers engage in political activities which give them some social status in their various communities and these titles transcend from their communities to their various place of work, here, the schools. *Honourable* is a title used for teachers who are elected members of their respective district assemblies. Students use this title for the teachers as they are aware of the social status of these teachers in their various communities. *Chairman* is equally used for a teacher who is an elected chairman of one of the major political parties in Ghana. The following interaction was observed and recorded in both schools

37. An exchange between a male student and a male teacher in E-AMASS

Student: please, I would like to come and see you in your office, Honourable.

Teacher: Is there a problem?
Student: Hmm, Honourable….

In this interaction, the student employed the title 'Honourable' in addressing the teacher instead of any formal address term.

38. An exchange between a male student a male teacher in MANSTECH

Teacher: All the boys in the class should get up.

Student: Chairman Chairman, are we safe?

Teacher: Everyone is safe.

The student used a marked title, *Chairman*, in his interaction with the teacher. This teacher is a branch chairman of one political party and this title is often used among teachers which the students also adopt its use for the teacher. This

139

practice by the students indicates that students sometimes adopt the use of some address terms from their teachers.

Again, *Missus* (Mrs) as a title is used in Standard English (SE) automatically for a woman who is married. But in Ghana the case is a little different; sometimes this title is not used for someone after her traditional customary marriage unless the complete marriage procedure is performed. In the selected schools, 'Missus' (Mrs) is attached to the names of some female teachers which indicate their social status as married women. The use of this title was not common in both schools. The reason for this could be that these female teachers who are married did not disclose their marital status to the students. Examples of these names include *Mrs Fanny* and *Mrs Dugah* which were recorded in MANSTECH with no occurrence in E-AMASS.

Religion

Religion plays a major role in the choice of some titles in both schools. The study reveals that some titles were used for teachers based on their (teachers) religious affiliations. Religion affects the titles used by students as address terms for teachers.

The study shows the influence of religion (Islam and Christianity) on the use of address forms in the schools, especially when it comes to showing respect and politeness. It is surprising that no African Traditional Religious title was featured in both schools and this could be due to the marginal decline in the practice of African Traditional Religion in Ghanaian societies. Address terms are culturally specific, and in academic and non-academic settings, the dominant culture usually prevails. In E-AMASS, an Islamic institution, the

Islamic culture affects the use of religious-affiliated titles. The religious-affiliated titles used reflect the dominant Islamic culture in the school. The use of these titles (*Malam, Imam, Sheikh,* and *Alhaji*) for teachers was very common among the Muslim students. Other non-Muslim students are also influenced by the Islamic culture and they are integrated into dominant culture as they also use these titles for the teachers. This finding confirms previous studies that were conducted in Ghana context (Afful 2006a, 2007a, 2007b; Afful & Mwinlaaru, 2012; Dornyo, 2010). These studies reveal that dominant culture of a people influence the use of address term in a particular setting.

In MANSTECH, a non-missionary school, also records some religious-related titles such as *Reverend Sister, Reverend Father* and *Reverend.* Though MANSTECH is not affiliated to any particular religion, it is worth noting that all the religious-affiliated titles are related to Christianity. This could be linked to freedom of choice that allows an individual to choose a religion he or she prefers. The bearers of these titles, as a matter of choice, decided to serve their religious denomination as leaders. There are many religious titles such as 'Deacon', 'Elder', 'Bishop', 'Superintendent', 'Minister' etc. but were not featured in the dataset from the school, which indicates that the teachers have the freedom to choose the roles to play in their various religious denominations. These titles are used for teachers who also double as religious leaders in the Roman Catholic Church.

Roles

The roles some teachers play in E-AMASS and MANSTECH earned certain address terms. Address terms such as kinship terms and nicknames were given

141

to some teachers as a result of the roles they play in the schools and in the lives of the students.

The use of kinship terms by the students in E-AMASS largely relied on the roles the bearers of these names are playing in their lives. For instance, *Daddy* is ascribed to the headmaster because, according the students, he plays a fatherly role in their lives such as advising them and providing them with emotional supports. *Bra Kofi* (Brother Kofi), according to the students, does not really behave like he is above the students. He presents himself as a brother to student body: he is always fond of advising as though the students are his brothers and sisters.

Some nicknames for teachers are also based on the roles the teachers play in the schools. There are discipline-specific nicknames based on the roles the bearers play in these specific areas. Sports-affiliated nicknames such as *Mourihno (*a popular Portuguese football coach), *Ronaldo* (a popular Portuguese football player) and *Striker* are for teachers who play various roles during football games in the school. This finding confirms Afful (2010) which identified nicknames from social domains such as politics and sports. His study found there are nicknames that are affiliated to sports personalities which are used by male students in the University of Cape Coast. In E-AMASS, *Mourihno* is given to a teacher who trains the school's football teams and *Striker* is ascribed to a teacher who plays a striking role anytime teachers engage in friendly match with teachers from other schools.

39. An exchange between students and a male teacher on the football park
    in E-AMASS

Teacher: Fred, remove one pure over there for me.

Student Q: Here is the water, <u>Striker</u>.

Student O: <u>Striker</u>, papa nieee, you always score the goals.

Student J: <u>Striker</u>, you have to add more goals

The students in this exchange addressed the teacher with the nickname *Striker* which basically refers to his role as a striker in a football match between teachers. This nickname is often used to address the teacher during football matches; it is rarely used outside this context, so its use is based on role and context. The use of nicknames as address forms for teachers in the study has the same level of solidarity and in-group identity as the discipline-specific nicknames identified by Afful (2006b) and Dornyo (2010) among UCC students.

Context of Situation

Some of the address terms recorded in the study were used based on the context of situation. Nicknames such as *Statement* and *See me tomorrow* are only used to address these teachers when the teachers come to make announcements during morning assemblies. These nicknames are rarely used outside the context of the gathering. Other nicknames such as *Striker* and *Mourihno* were equally used only on the football park for the teachers. This practice by the students indicates that in Senior High School students sometimes address teachers based on the context where the interaction takes place. This observation was recorded during a morning assembly.

40. Students shouting the name of the Senior Housemistress during morning

    assembly in E-AMASS

143

Teacher:	If the following students are in the hall, they should come out to the front
All students:	<u>See me tomorrow</u>, <u>See me tomorrow</u>, <u>See me tomorrow</u>…….
Teacher:	Asalam Walaikum, can I continue?

The students address the teacher with her usual expression 'See me tomorrow' because the students know that anytime she calls students, the next thing they will hear is the expression, *See me tomorrow*. This nickname is heard during assemblies only; its use depends on the context.

Degree of Acquaintanceship

Sometimes, address terms are used based on how long a student knows and relates to a teacher. Some address terms are used by only Year Three students because they have more acquaintanceships with these teachers; hence, there are address terms they use for these teachers that other students may not use. The more students have acquaintance with teachers; there is the possibility of using certain address form that is not used by other students. In MANSTECH, the nickname *Terror* was used by students who know the bearer very well; students who do not know this teacher well do not use this nickname.

In E-AMASS, the nickname *Drip Lord* was often used by SHS 3 students who were offering French as an elective course. The bearer of this nickname started teaching the students French right from first year to their final year, so they had close acquaintanceship with him. Interestingly, this nickname was mostly observed being used by female students. The reason could be that females like to describe what they see and like because students consider this teacher as someone who is fashionable; he is always neatly dressed to school.

144

Power

Power is often present in every social institution. In the school system, the use of address terms by students is sometimes influenced by the power dynamics. Power relations exist between students and teachers; hence, it affects students' choice of titles such *HOD*, *Honourable*.

Titles are used by the students to indicate the traditional student-teacher relationship where students normally address their teachers with appropriate titles to show the power relation. The study showed the presence of power (V-form) proposed by Brown and Gilman (1960). Their study revealed that power exists, for example, in communication between a supervisor and a subordinate employee, between a parent and a child, and between a teacher and a student. In both schools, there is the presence of power as students use the general deferential titles like 'Sir', 'Madam' and 'Mister' (Mr) for teachers to enact respect and politeness.

The use of administrative titles by students for staff members invokes the presence of power in social institutions like the school. Power is mostly reflected in the positions held by some individual teachers. These titles were used for top management members of the two schools. *HOD* (Head of Department) was used for a teacher who heads the Department of Home Economics in E-AMASS. Also, *Acade* (Assistant Headmaster of Academic) was used for Assistant Headmaster in charge of academic affairs in MANSTECH. Administrative titles command more power and respect than the use of the general deferential titles, 'Sir' and 'Madam'.

145

Summary

This chapter has focused on the analysis and discussion of the repertory of address terms students use for their teachers in the selected Senior High Schools in Ghana. I have discussed each individual category of the address terms. I also discussed the factors that are responsible for the choice of these terms the students used for their teachers.

146

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter concludes the study by presenting the summary of the study, the major findings, implications and recommendations.

Summary of the Study

The primary purpose of this study was to explore the repertoire of address terms students use for teachers in some selected Senior High Schools (E-AMSS and MANSTECH) in Ghana, and the factors that influence the differing choice of these terms. The study employed Interactional Sociolinguistics (IS) and Community of Practice (CoP) as a combined analytical framework. The study employed qualitative research design. To achieve this objective, two research questions were formulated: What types of address terms do students use for their teachers in the two selected Senior High Schools? What factors are responsible for the choice of these address terms use by students for their teachers inside and outside the classroom in Senior High Schools?

Summary of Research Findings

The following are major findings made in the study:

The linguistic forms used as address terms by students are in English Language with few terms in the indigenous languages: Mfantse, Twi, and Ewe. This occurrence is as a result of the fact that English Language is being used as the official or medium of interaction in the schools. The English is the dominant language in these schools.

147

The study revealed that in the linguistic repertoire of students of E-AMASS and MANSTECH, six broad categories of address terms were used for teachers. These address terms included Title plus Personal Names (TPNs), Nicknames (Ns) Titles (Ts), Kinship Terms (KTs), Zero Address Term (ZATs), Acronyms/Abbreviations/Initialism (AC/AB/IN). All these address terms were used in both formal and informal settings in the selected schools under study.

There are factors that are responsible for students' choice of different address terms for the teachers in E-AMASS and MANSTECH. With different degrees of saliency, these address terms were influenced by formality, context of situation, duration of acquaintances, roles, power, religion, and other socio-pragmatics variables of age, gender, social status. Students in both schools developed effective and meaningful communication with teachers through the use of address forms because terms of address, like other behavioural practices that are deeply imbedded in the socio-cultural setting of society, create "a system of bonds and obligations" (Firth 1937: 11).

This descriptive study of the address system in E-AMASS and MANSTECH has also highlighted variations in address term usage. The study found that multiple social factors influenced students' choice of address forms at both schools. Address behaviour in Senior High Schools, on the other hand, is almost always linked to characteristics associated with students, teachers, and their relationships, in addition to the context, which play a critical role in determining which terms are more appropriate for which setting. This finding supports Hwang's (1991: 131) claim that while there are some universals in address term systems across cultures, "we should not overlook language-specific and culture-particular principles governing the proper usage of address terms."

148

Students in both schools were opened in the use of address terms. However, there are similarities and differences in the use of these address terms in the selected schools. With respect to the similarities, students of both schools used Title plus Personal Names (TPNs), Nicknames (Ns), Titles (Ts), and Zero Address Terms (ZATs).

Two categories of address terms were recorded in E-AMASS which were not found in the data set from MANSTECH. In E-AMASS, kinship terms and acronyms/abbreviations/initialisms were used by the students to address their teachers. These address terms were not present in the data from MANSTECH. Students of E-AMASS use kinship terms in both formal and informal contexts. These terms were used based on the roles the teachers play in the lives of the students. Acronyms/abbreviations/initialisms are names carved by the teachers for themselves in E-AMASS which are not in the case of MANSTECH. These names were in the system before the students were admitted.

Titles were the commonest address terms used by students for teachers in the classrooms in both schools. The most used titles by students for teachers in the classroom are the deferential *Sir* and *Madam*. In the selected Senior High Schools, the practice was very common in the classrooms because most of the students in both schools related this way of addressing far back to how they addressed their teachers at the Junior High Schools. It should also be noted that these titles were also used in other contexts in the schools.

The address terms used by students for male teachers were different from those used for female teachers in both schools. The two schools had some address

149

terms which were either used by students for the male teachers or the female teachers.

Students sometimes used different address terms for a teacher. In many cases, teachers were addressed differently from the same students, depending on the context of interaction. According to Brown and Ford (1961: 375), address usage "is not predictable from properties of the addressee alone and not predictable from properties of the speaker alone but only from properties of the dyad." The study's finding supports their assertion. For example, in an interaction in MANSTECH, a teacher was addressed as *Sir Mesh* at a car park, yet was also addressed as *Sir* in the classroom.

The address terms express unequal levels of formality and informality in the relationship between students and teachers in the schools. As formality rose, so did frequency of address term related to titles in the schools; and as formality reduced so did the titles used in the schools.

The results of the sociolinguistic study of address terms used in Senior High Schools help provide a better understanding of address behaviour in second cycle institutions in Ghana.

Implications

The findings of this study have some implications. First, they add to the growing scholarship on address terms in academic settings, in particular (Afful, 2006; Afful & Mwinlaaru, 2012; Awoonor-Aziaku, 2021; Chamo, 2009; Formentelli, 2009; Mensah, 2021) and sociolinguistics scholarship on address terms. The study is a relevant groundwork for wider exploration of students' use of address

150

terms for teachers in E-AMASS and MANSTECH as well as other second cycle institutions in Ghana.

Second, the research has implications for the use of the concept, Community of Practice (CoP). Students make up a homogenous group because they attend school for the obvious reason of learning and participating in academic activities. As a result, they are viewed as a community of practice. A shared repertoire of negotiable resources grew over time among the students who participated in a "joint negotiated enterprise" (Wenger, 1998: 76) was supported in this study. This is because students in Senior High Schools created linguistic resources (in this case, address terms) that they used for teachers in the school settings. Students used these address terms to build rapport and understanding with teachers, as well as strategically constructed interpersonal and intercultural relationships. These are critical components in the academic environment for creating, negotiating, and maintaining identity and belonging. Students and teachers helped to promote a sense of self by defining who they are based on similarities as members of the schools.

Recommendations

The study gave a detailed description of address terms students used for teachers in E-AMASS and MANSTECH, and examined the factors responsible for the choices of these address forms. However, though the findings of the study may fill a gap in the literature on system of address in SHSs, few limitations have to be mentioned. These limitations may provide space for further research. Based on the scope and the findings of this study, I present the following suggestions for further research.

151

First, it will be useful to replicate the work to cover more Senior High Schools in Ghana. This is because this study was constrained by time and finance to Ekumfi T.I. Ahmadiyya Senior High School and Mankessim Senior High Technical School. Further research should also include single-sex schools, as the present study focused only on mixed schools. More Senior High Schools should be selected from all other regions of Ghana to check whether there are new insights that are likely to emerge.

Second, it should be possible to investigate whether the address terms used by students for the teachers will in any way be significantly different from the reference terms in the Senior High Schools in Ghana. This is because in the data collection process I observed that students used other terms to refer to their teachers in the absence the teachers. I therefore, recommend that further research be conducted on both address terms and reference terms for teachers in Senior High Schools in Ghana.

Finally, another area that could provide interesting findings will be the study of nicknames in the Senior High Schools. A future research should consider exploring the use of nicknames only for teachers in Senior High Schools in Ghana. This is because throughout the observation process, nicknames appear to be one of the dominant address forms students employed for their teachers and these nicknames are very interesting and intriguing.

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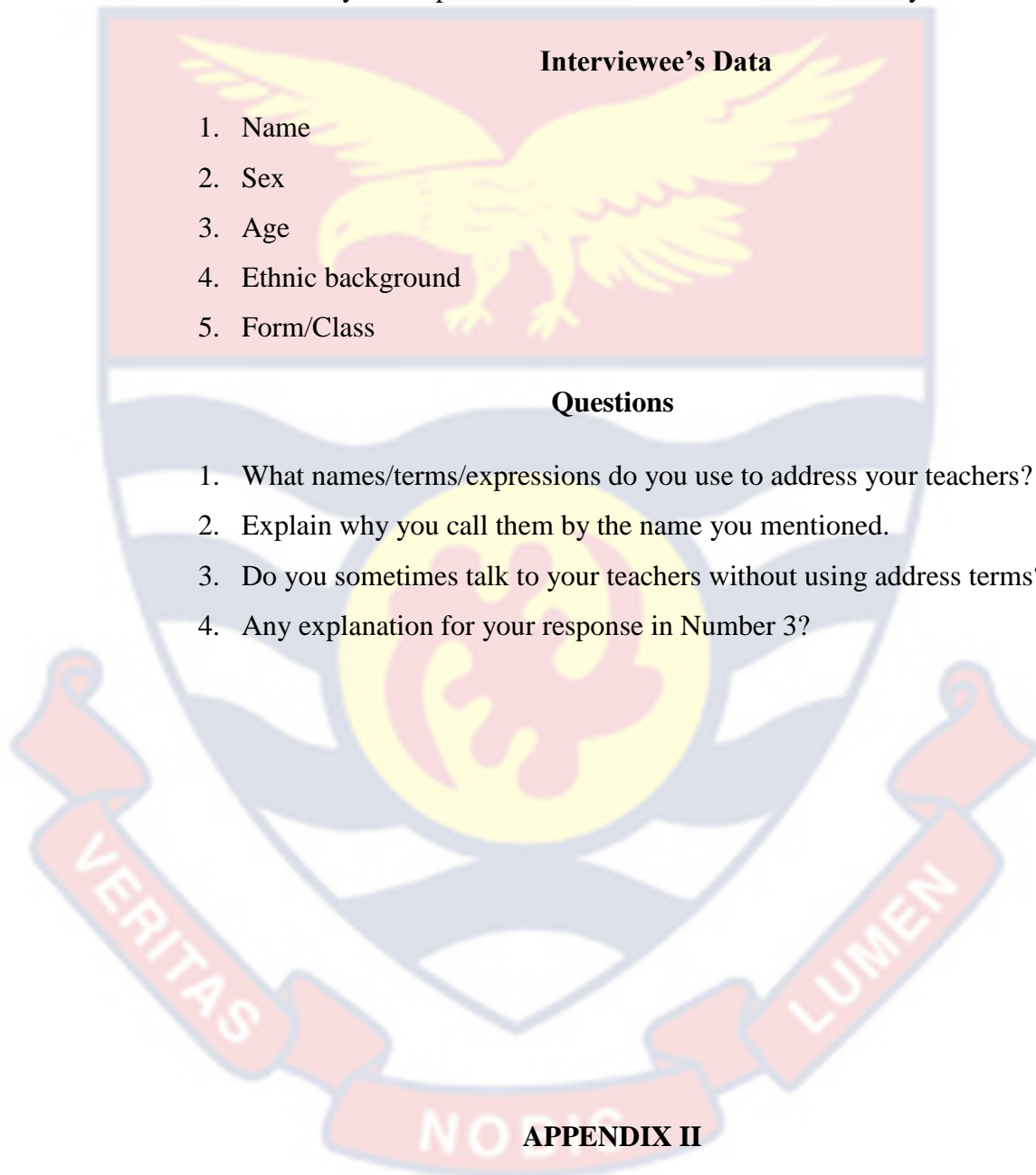
APPENDICES
APPENDIX I
INTERVIEW GUIDE

ADDRESS TERMS IN EKUMFI T.I. AHMADIYYA SENIOR HIGH SCHOOL

The interview schedule is designed to guide in getting information on the above mentioned speech communities' use of address terms and the factor responsible for the choice of these terms.

You are kindly requested to give your responses clearly and objectively. You are assured that your responses will be treated with confidentiality.

Interviewee's Data

1. Name
2. Sex
3. Age
4. Ethnic background
5. Form/Class

Questions

1. What names/terms/expressions do you use to address your teachers?
2. Explain why you call them by the name you mentioned.
3. Do you sometimes talk to your teachers without using address terms?
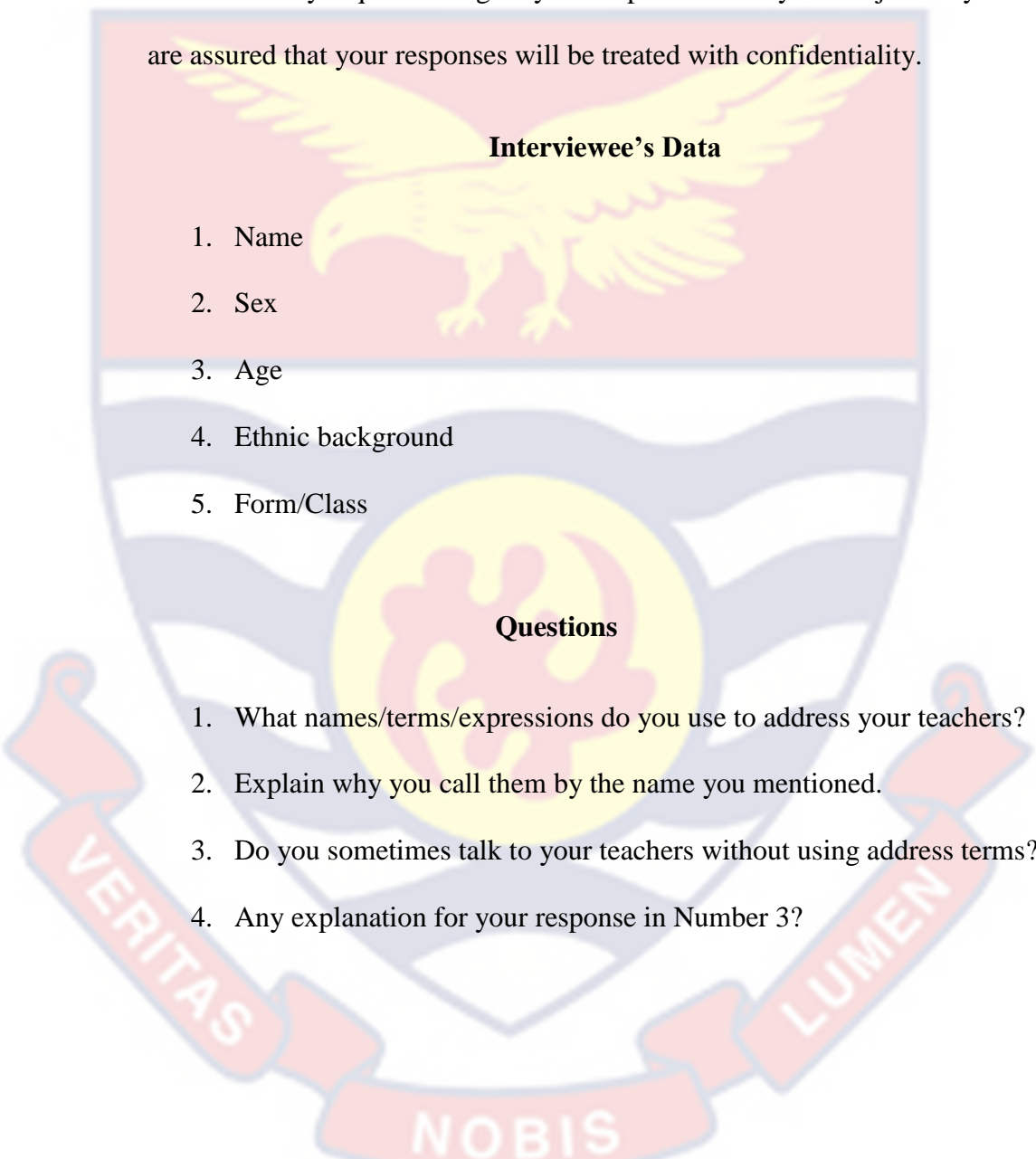4. Any explanation for your response in Number 3?

APPENDIX II

INTERVIEW GUIDE

ADDRESS TERMS IN MANKESSIM SENIOR HIGH TECHNICAL SCHOOL

170

The interview schedule is designed to guide in getting information on the above mentioned speech communities' use of address terms and the factor responsible for the choice of these terms.

You are kindly requested to give your responses clearly and objectively. You are assured that your responses will be treated with confidentiality.

Interviewee's Data

1. Name

2. Sex

3. Age

4. Ethnic background

5. Form/Class

Questions

1. What names/terms/expressions do you use to address your teachers?

2. Explain why you call them by the name you mentioned.

3. Do you sometimes talk to your teachers without using address terms?

4. Any explanation for your response in Number 3?

APPENDIX III

OBSERVATION CHECKLIST

The observation checklist is designed to guide in getting information on the above mentioned speech communities' use of address terms and the factors responsible for the choice of these terms.

1. Name
2. Place
3. Date/time
4. Participant
   - Age
   - Sex
   - Class/Form
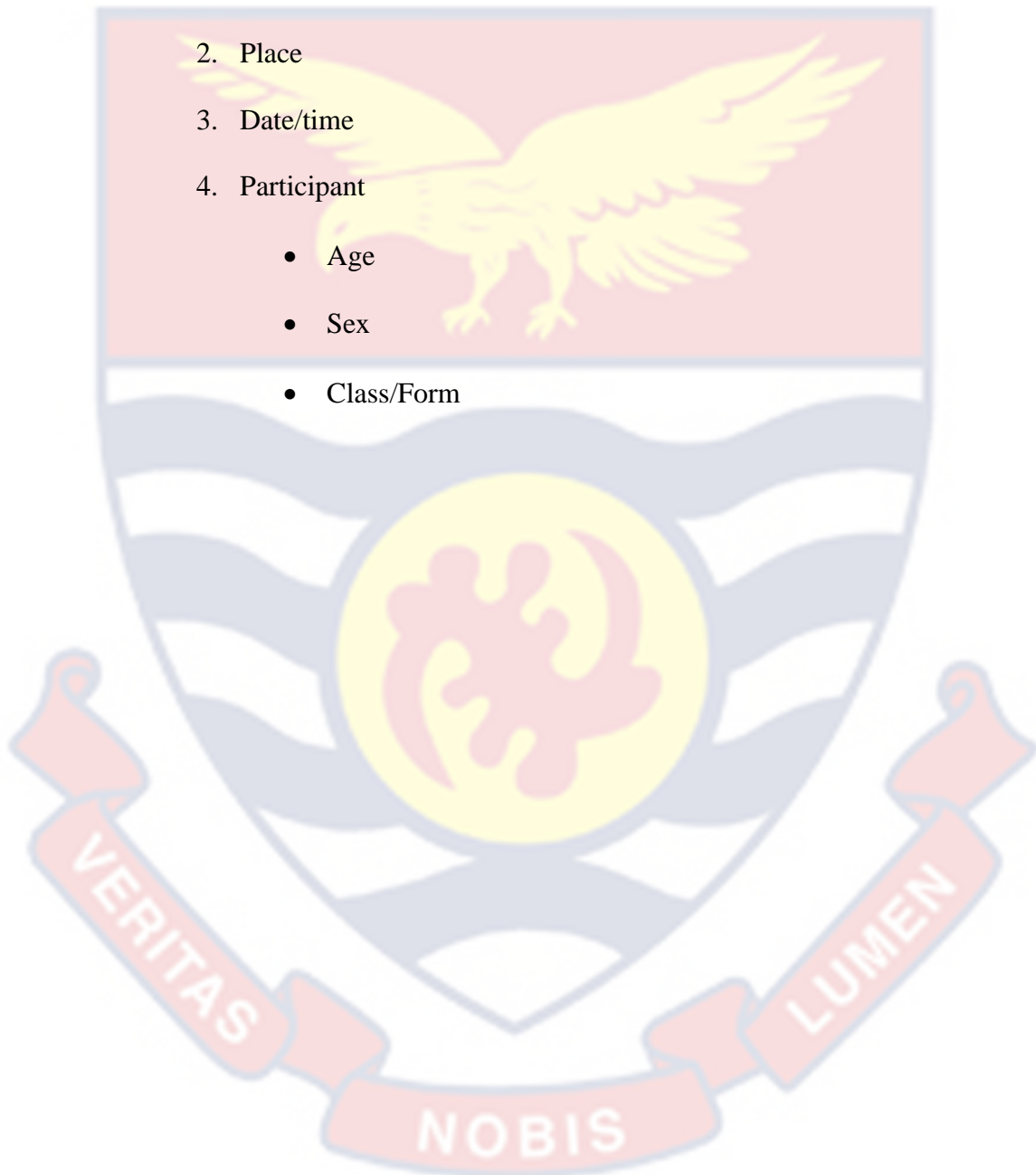
APPENDIX IV

DOCUMENTATION WORKSHEET

1. The exact term of address used by students to address the teacher/s

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2. Linguistic context of the term of address

   a. Conversation Opener ( )
   b. Within Conversation ( )
   c. Conversation closer ( )
   d. Other , specify --

3. Setting/ Context of Conversation

a. Formal ( )

b. Informal ( )

c. Specify setting, --

173