

**THE INFLUENCE OF SHENG ON COMPOSITION WRITING AMONG  
PUPILS IN PUBLIC PRIMARY SCHOOLS IN ELDORET MUNICIPALITY,  
KENYA**

**MENJO BETTY SAINA**

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**DECLARATION****CANDIDATE**

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Menjo Betty Saina

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Date

**SUPERVISORS**

This thesis is the original work of the candidate and has been submitted for examination with our approval as University Supervisors.

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Sign

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Date

Prof. Peter L. Barasa

Department of Curriculum Instruction and Educational Media

Moi University

---

Sign

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Date

Dr. Carolyne A. Omulando

Department of Curriculum Instruction and Educational Media

Moi University

### ABSTRACT

This study sought to establish the influence of Sheng on composition writing among pupils in public primary schools in Eldoret Municipality. The objectives of the research study were to: determine the effects of Sheng on sentence structure patterns, the influence of Sheng on the use of correct spelling, word formation processes and patterns used in composition writing and establish how Sheng influences the choice and use of vocabulary in composition writing. The Language transfer theory by Chang informed the study. The researcher used the descriptive research design. The study targeted 3,460 class seven pupils and 56 Teachers of English. Sample size was determined by use of Krecjie and Morgan formula. The sample size for teachers of English was 56 and while for pupils was 168. The institutions under study were selected using simple random sampling. The questionnaires and a writing task were used as instruments of data collection. Quantitative data was analyzed by use of frequencies and percentages while qualitative data was analyzed thematically as per the objectives of the study and presented in a narrative form. The study found out that Sheng influenced negatively sentence construction and at the same time it affected the grammar of the sentences in composition writing. Further, Sheng influenced the use of correct spelling in composition writing by distorting the structure of words in English making it difficult for learners to distinguish between English vowel sounds and their qualities thus leading to inaccurate pronunciation and spelling of English words. Similarly, Sheng influenced negatively word formation processes and patterns used in composition writing. Pupils used a lot of cutting-off of the final syllables of words and fixed coined syllables to complete the words, by so doing, they changed the meaning of words. Moreover, Sheng influences the choice and use of vocabulary in composition writing. Pupil's used words from other languages in their composition writing affecting the choice and use of vocabulary in composition writing. Further, pupils also used vocabulary from sheng to explain a concept in English making grammatical errors. Teachers faced some challenges in curbing the use of Sheng in composition writing. These challenges included; lack of proper language policy in most schools, lack of proper guide books provided by KICT on teaching composition writing, lack of technical knowhow by teachers on tackling composition writing, large classes, inadequate time and the acceptance of sheng as a language to be used in the society. It was recommended that KICT should come up with a standard book on composition writing and schools to provide an English language policy. The results of this study hopefully will be used to enhance the learning of writing composition by minimizing the negative effect of Sheng. Policy makers will use the results of this study to come up with the necessary strategies to curb this worrying trend.

## **DEDICATION**

I dedicate this research thesis to my beloved husband Peter for his moral and financial support and to my children Patience and Basil for constant encouragement and acting as my source of inspiration.

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**LIST OF ABBREVIATIONS**

<b>ELD</b>	Eldoret
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examination Council
<b>LI</b>	First language- Mother tongue
<b>MDG</b>	Millennium Development Goals
<b>MEO</b>	Municipal Education Officer
<b>MT</b>	Mother Tongue
<b>MUNI</b>	Municipality
<b>SLA</b>	Second Language Acquisition
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TL</b>	Target Language
<b>WAC</b>	Writing Across the Curriculum
<b>ZPD</b>	Zone of Proximal Development

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

In English language, the writing skill is very important, for one to communicate to an audience far from him or her. Not only is writing an important academic skill, but it is also an important skill that translates into any career field as nearly all professions require some form of writing on the job. The skill in English is facing a lot of challenges, therefore this study sought to look at one among the many problems which may be affecting English composition writing negatively and that is Sheng language. This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives and research questions, assumptions of the study, scope and limitations of the study, theoretical and conceptual framework and operational definition of terms.

#### **1.2 Background of the Study**

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive

ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development. The straightforward linkage between education and development is through the improvement of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit their potential positively (Keith & Johnson, 2001).

In Kenya, formal education is based on eight years of primary, four years of secondary education and four years of University education. Vocational, technical and academic courses are offered through post primary education and training institutions (Kinuthia, 2009). Kenya has consistently developed its education system, since independence. Gross enrollment rates in primary schools have increased tremendously since the introduction of the policy of Free Primary Education (FPE). The goal of FPE is not only to increase equitable access, but also to improve quality and relevance of education being provided. Failure to expand access at primary education level will undermine the government efforts to sustain FPE, and the achievement of the education related Millennium Development Goals (MDGs). Transition rates into the secondary level may fall unless access to quality primary schooling is expanded (World Bank Report, 1995). In addition, the competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills and competences associated with abstract reasoning, analysis, language and communication skills and application of science and



technology which are most efficiently acquired through schooling (Lewin, 2001). The official languages designated to be used in schools are English and Kiswahili however, mother tongue and a code made up of Kiswahili, English and mother tongue known as Sheng language tend to infiltrate into the school setting. Sheng language is cited as being one among the factors that affect proper acquisition and use of the official languages and thus their performance (Njoroge, 2012).

### **1.2.1 Primary School Curriculum**

The primary school curriculum is tailored to facilitate learning of knowledge, skills and attitudes through formal, non-formal or informal education. Formal education is composed of subjects outlined in the syllabus, majority of which are subjected to an end of course national examination. The subjects include: Mathematics, English, Kiswahili, Science and Social and Religious studies. Great importance has been placed on the development of the English language as it is a language of instruction and also a subject in itself. It has always been a compulsory subject in Kenya's system of education. In the class, it is allocated more lessons; five lessons alongside mathematics in lower primary and seven lessons in upper primary per week (KIE, 2002). The Kenya National Examination Council (KNEC) considers mastery of English crucial in the performance of any examination (KNEC, 2010). From the above statement; it is clear that proficiency in English is the key to success in the other subjects in the school curriculum. The primary English syllabus states that writing skills acquired in primary school should enable learners to express themselves in written English using appropriate punctuation, spelling, grammar and vocabulary (Indagasi, 2008).

### 1.2.2 Sheng Language

Sheng is a hybrid linguistic code that is believed to have evolved in Nairobi in the 1960s and 1970s. Its evolution and use has been attributed to a variety of factors ranging from language contact to inadequate knowledge of standard languages, (Swahili and English), identity (Samper, 2004), obfuscation of meaning (Mbugua, 2003) and cognitive efficiency (Kang'ethe, 2004) among others. According to Mazrui, (1995), Sheng defies the classification categories such as pidgin, creole, slang (in spite of the acronym), or jargon. This is because although it exhibits features that characterize all these categories, none can be said to exhaustively capture its various peculiarities. It is unanimously believed that Sheng began in the poor residential areas of Nairobi's East lands, before gradually spreading to other poor residential areas of Nairobi and its environs. Today, it has become a characteristic linguistic phenomenon of Nairobi and other multiethnic urban areas in Kenya, though the degree of competence and participation differs from individual to individual and region to region among different categories of speakers (Wagikondi, 2004).

Sheng's lexical composition can be attributed to a variety of sources (with Swahili and English being the most dominant languages), though its structure is basically Swahili. This is illustrated by the two opening lines from the Sheng track 'Bumba Train' by Nameless and the late E-Sir:

1. (a) Tu-me-ku-j-a ku-party DJ hebu weka tracky

3pl-perf-inf-come-fv inf-party DJ *just put track*

‘We’ve come to party, DJ play the music’

(b) Tu-ku-l-e hepi, halafu tu-fungu-e sakafu

3pl-inf-*eat*-subj *happy*, then 3pl-*open*-subj *floor*

‘We celebrate, and then we open the (dance) floor’

In Standard Swahili, the two lines can be glossed as:

2. (a) Tu-me-ku-j-a ku-furah- i- a DJ hebu cheza muziki

3pl perf-inf-*come*-fv inf-*happy*-appl-fv DJ *just play music*

‘We’ve come to party, DJ play the music’

(b) Tu-burudik-e halafu tu-fungu-e sakafu

3pl-*relax* -subj then 3pl *open*-subj *floor*

‘We celebrate, and then we open the (dance) floor’

Thoughts can be processed in one language and be written on another as they undergo an almost instant internal translation and this can be best reflected on “prenasalised” phrases in a written text (KCPE, Newsletter, 2011). Sheng as a language can therefore manifest itself in pupils’ thoughts and how they express themselves in writing. This is the basis upon which this study is pursued in order to establish the relationship between Sheng and English and how the influence of Sheng on composition writing can be minimized.

### **1.2.3 Composition Writing**

Good teaching of English language more especially in the primary school environment requires the effective teaching of the complex inter related skills – listening, speaking, reading and writing (Ibrahim, 2008). The primary school English paper is tested on two

papers; grammar carrying 60% and essay or composition paper carrying 40%. Composition writing is an important component in the Kenya Certificate of Primary Education examination Primary English Paper. It goes without saying that highlighting on the various skills, principles and challenges in writing a composition would be very useful to KCPE examination candidates. Writing skills are important in the whole language development and learning. It is crucial for one to express his feelings and thoughts and also make permanent records of them. Composition writing requires learners to have a number of skills such as; legibility, fluency, accuracy, creativity and originality. These aspects form the main objective for teaching English in upper primary (Indagasi, 2008). However, the above skills in composition writing have been affected by Sheng Language as per KCPE and KSCE results of 2011, 2012 and 2013 (KNEC, 2014).

### **1.3 Statement of the Problem**

The Kenya National Examination Council newsletter (KNEC, 2012) intimated that in the 2011 Kenya Certificate of Primary Education, influence of Sheng contributed greatly to low grades scored in English especially by urban primary schools where it is widely used. Majority of the candidates could construct sentences largely skewed towards Sheng patterns and choice of words also traceable to Sheng language. Candidates could not communicate at all, whilst majority had no single sentence that could be described as grammatically correct although there were some words recognizable as English. For the, 2011 and 2012, performance in English language has been low among the public primary schools of Eldoret Municipality. Therefore, there was need for an investigation into the

influence of Sheng on the learning of composition writing in public schools in Eldoret Municipality.

#### **1.4 Purpose of the Study**

The purpose of the study was to investigate the influence of Sheng on composition writing in public primary schools in Eldoret Municipality.

#### **1.5 Objectives of the Study**

The study was guided by the following objectives:

- (i) To determine the effect of Sheng on sentence structure patterns in composition writing in English in upper primary school.
- (ii) To establish the influence of Sheng on the use of correct spelling in composition writing in English in upper primary school.
- (iii) To examine the manifestation of Sheng in word formation processes and patterns used in composition writing in English in upper primary school.
- (iv) To determine the effect of Sheng on the choice and use of vocabulary in composition writing in English in upper primary school.
- (v) To establish the challenges teachers face in curbing the use of Sheng in writing in English in upper primary school.

## **1.6 Research Questions**

The study was guided by the following research questions:

- (i) How does Sheng affect the sentence structure patterns in composition writing?
- (ii) In which ways does Sheng influence the use of correct spelling in composition writing?
- (iii) How does Sheng manifest itself in word formation processes and patterns used in composition writing?
- (iv) How does Sheng affect the choice and use of vocabulary in composition writing in English in upper primary?
- (v) What are the challenges facing teachers in curbing the use of Sheng in composition writing in upper primary?

## **1.7 Significance of the Study**

The researcher hopes that the study will be useful in providing an understanding of the influence of Sheng on composition writing among pupils. The researcher also hopes that the findings will influence strategies that will be employed to minimize the influence of Sheng on composition writing. It is also forecasted that the findings of this research will provide key information to the language policy makers on how the influence of other languages on English can be dealt with. The research will further provide an open ground for sensitization of parents on the need of exposing their children to English language speaking at home. Similarly, it would benefit the KICD in formulation of a standard book on composition writing. Moreover, the results of this study may guide the KICD in

understanding the need of conducting in-service courses on composition teaching and assessment to gather for emerging issues like Sheng Language.

### **1.8 Justification of the Study**

According to Indagasi, (2008) primary English syllabus requires that writing skills acquired in primary school should enable learners to express themselves in written English using appropriate punctuation, spelling, grammar and vocabulary. Sheng influence is now felt across Kenya's social strata, influencing the way other languages are acquired, learnt and used, even within the educational system such as schools and colleges (Mutiga, 2013). *Sheng*' is also evidently used in Tanzania and Uganda, where the urban youth in the major cities show off their proficiency as a sign of international exposure (Momanyi 2009). Research has shown that University students in Kenya, for example, use *Sheng*' as their language of social interaction. Moreover, secondary and primary school students too, use *Sheng*' as their principle language outside of the classroom (Mutiga, 2013). Sheng as a language has been blamed for the same, thus this research was focused on how Sheng exactly affects the writing skill in English Language.

### **1.9 Assumptions of the Study**

The study made the following assumptions:

- (i) That the respondents provided honest opinions without fear of being undermined.
- (ii) That Sheng language is spoken in public primary schools besides English and Kiswahili.

- (iii) That all the participants would respond and return the questionnaires while the pupils would write and return a short composition.

### **1.10 Scope and Limitations of the Study**

The section below presents the scope and limitations of the study.

#### **1.10.1 Scope of the Study**

The study looked at the influence of Sheng language on composition writing among pupils in public primary schools in Eldoret Municipality, Kenya. Good composition writing skills specifically; use proper sentence structure patterns, spell words correctly, use correct word formation processes and patterns and also to choose and use vocabulary items correctly (KCPE Newsletter, 2010). This formed the basis of language areas focused on in this study. The study was limited to class seven pupils since this is the level where composition writing has been taught fully, and pupils in the class are in the adolescent stage which uses Sheng language mostly for inclusion and exclusion reasons in their peer group. The study was conducted in the months of September to December 2014 when schools were on session.

#### **1.10.2 Limitations of the Study**

The research was limited by:

The vastness of Eldoret Municipality, this limited the researcher's movement to the sampled schools within time, to overcome this proper sampling techniques were used to get a representative sample from the entire population. In addition the respondents may



have deliberately given wrong information for fear of exposing their weaknesses however triangulation was used where students were required to have a writing task.

### **1.11 Theoretical Framework**

A theory is a reasoned statement or groups of statements which are supported by evidence meant to explain phenomena (Kombo & Tromp, 2006). This study was based on Language transfer theory as cited by Chang (2012). The language transfer theory proposes that the learner's mother tongue- MT will positively or negatively affect his learning of a foreign language in second language acquisition- SLA. He further observes that when there are differences between the learner's MT and Target Language- TL, the MT will negatively aid the TL learning. On the contrary, when the learner's MT and TL are similar, the native language will actively aid foreign language learning. Language transfer, also known as LI interference, linguistic interference or cross meaning, means that speakers or writers apply knowledge from their native language to the second language. It is most commonly discussed in the context of English language learning and teaching but can occur in any situation when someone does not have a native command of a language, as when translating into the second language.

Language interference is most often discussed as a source of errors known as negative transfer, it occurs when speakers and writers transfer items and structures that are not the same in both languages. In lexicology, words get their different ways of expression in different languages. Generally speaking, every language has their unique word formation, collocation and so on. As foreign language learners, especially beginners, they always

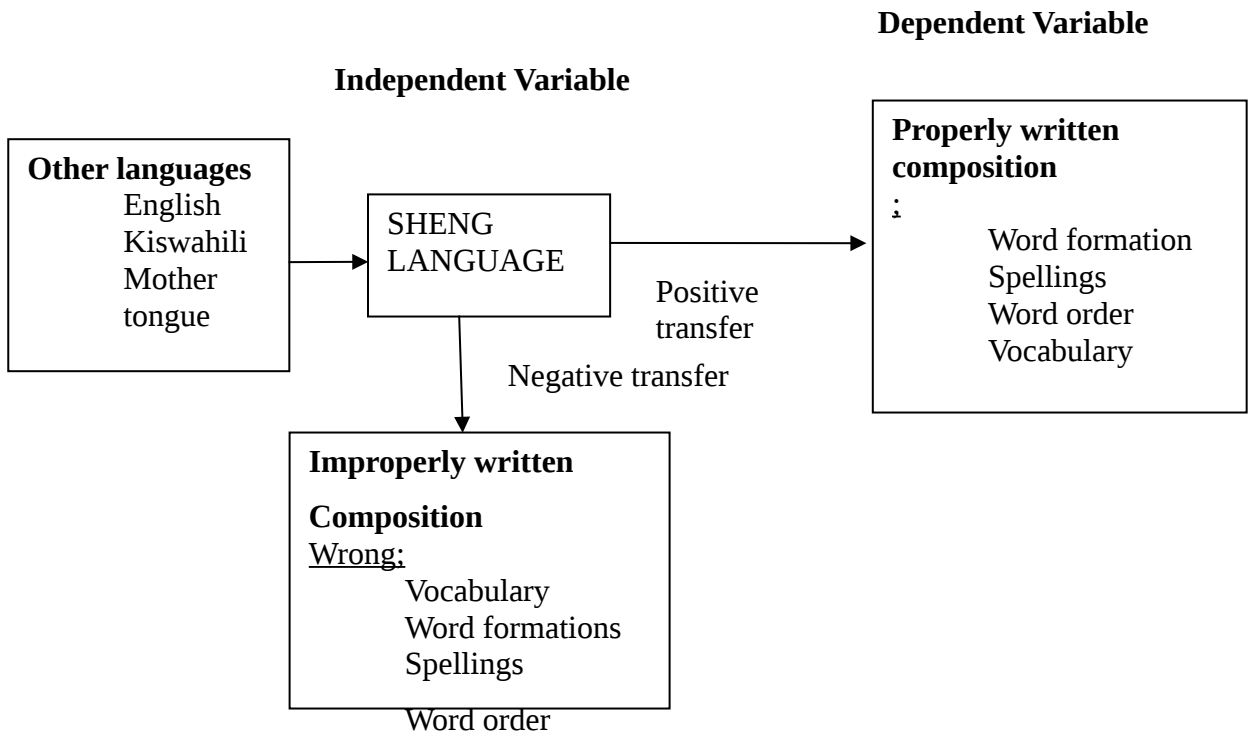
first cope with the meanings. In some specific sense, they translate the words from negative language to target language equivalently. Thus all the results will lead to ambiguous or meaningless in the TL. The connotation associative meaning and effective meaning will be different as well. Words act as basic units of communication among people and are loaded with different cultural meanings and implications. Gives us an example of the word “dog,” that in western countries, dogs are treated as companions while to the Chinese, they are associated with negative meanings.

In syntax, negative transfer always occurs from their differences in word order, sentence pattern and ways of expression. Human language in the world has the same underlying principles in common. In SLA, the students with systematic knowledge of the LI will inevitably utilize the rules of the LI to understand L2. Interference errors results not from negative transfer but from borrowing.

In contrastive analysis, that is the systematic study of a pair of languages with a view to identifying their structural differences and similarities, we are told that the greater the differences between the two languages, the more negative transfer can be expected. When the negatively transferred errors are discouraged in the SLA and learning classes, we are going to have the correct form of the English language being learned, and it not the errors transferred will affect the correct learning of English, thus a poorly written composition in terms of word order, spellings, vocabulary and poorly formed words.

### **1.12 Conceptual Framework**

This research dealt with the relationship between an independent variable and a dependent variable. The dependent variable measures the consequences of the independent variable being studied (Mouton & Marais, 1992). The conceptual framework herein shows that the quality of compositions written in the public schools of Eldoret Municipality is a function of the influence of Sheng as a language. From the conceptual framework, the Sheng language is the independent variable while the quality of composition is the dependent variable. As seen in the theoretical framework, Sheng has motivators which make it easier to learn and use. These motivators are; need to belong to a group, constant imitation and repetition of Sheng words, and positive reinforcement from the peer group. These motivators act as intervening variables between the dependent and the independent variable. The stronger the intervening variable, the higher the rate at which the language is learned and used. This forms a greater effect of the language on correct composition writing.



**Figure 1.1: Sheng and Composition Writing**

### 1.13 Operational Definitions of Terms

<b>Accuracy</b>	The use of correct sentence patterns, spelling, punctuation and appropriate vocabulary in a language.
<b>Bantunized</b>	The act of changing a word to acquire a Bantu or Kiswahili characteristic
<b>Challenges</b>	Shortcomings
<b>Composition</b>	Piece of creative work written by a pupil without assistance from another text.
<b>Drafting</b>	Is the initial stage of putting together ideas before actual writing.
<b>Fluency</b>	Ability of a pupil to speak and write English quite easily and quickly
<b>Independence</b>	Ability of a learner to use English confidently without relying on the teacher
<b>Influence of Sheng in English:</b>	The alteration of Sheng words in English language especially in writing and speaking.
<b>Peer</b>	Is a group of people sharing common attributes engaging in common activity. For example, speaking a coded language for inclusion and exclusion.
<b>Publication</b>	Refers to the delivery of the writing to its intended audience
<b>Sentence Combining Instruction</b>	Involves teaching students ways to embed one sentence or idea into another sentence to create sentences which are more varied and interesting, while at the same time learning a variety of syntactic patterns.

**Sentence Structure:** Organization or order of words in a sentence

**Sheng** A code made up of a mixture of Kiswahili, English and mother tongue words and sometimes newly coined words.

**Spelling** The process or activity of writing or naming the letters of a word

**Word formation:** Growing and developing of English words

**Writing skills** Having the ability to use correct spelling, punctuation and paragraphing; use a variety of sentence structures and vocabulary correctly; communicate appropriately in functional and creative writing; write neatly, legibly and effectively; use correct grammatical and idiomatic forms of English; and, think creatively and critically.

### **1.14 Chapter Summary**

This chapter formed the basis for research. It helps state what is being proposed for study.

This covered the background of the study on effects of Sheng on Composition writing and the statement of the problem.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with the discussion on the importance of composition writing, its process and instructional practices that can enhance the skills in writing compositions as researched and documented by other scholars. It also discusses further on the nature and origin of Sheng and how it influences the writing of composition were also discussed.

#### **2.2 Language Policy in Kenyan Schools**

While barely a quarter of the Kenyan population can adequately use English, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili, the co-official language (Ogechi, 2005). However, while the leadership appears comfortable with this linguistic situation and would wish to have the status quo maintained, the linguistic situation among lay Kenyans demonstrates that not all is well on the ground.

Historically, English came to Kenya through British colonialism, while Kiswahili initially spread throughout the country as a trade language from the coast. Although English is now considered to be a Kenyan language by some (Webb & Kembo-Sure, 2000), to a large extent it has to be learnt formally. On the other hand, though Kiswahili is widely spoken and acquired on the basis of informal exposure to this language, Webb and Kembo-Sure (2000) argue that Kiswahili itself is as alien to most rural people as is English, and even among those who claim to speak it, only a small proportion are fluent

enough to engage in serious discussions. The other Kenyan languages are only used in restricted areas largely for intra-ethnic interactions. Practically, therefore, Kenyan children do not have a single, uniform language that they all speak when they enroll in Grade 1. In addition, broadly speaking, there exist three linguistic zones in Kenya, namely; rural areas that are typically inhabited by ethnically homogenous communities and use local native languages, peri-urban areas, which, though rural, have ethnically diverse occupants and thus use Kiswahili as a language of wider communication, and urban areas that comprise large towns and cities with people from a multiplicity of ethnicities, in which Kiswahili and English are the languages of wider communication (Webb, & Kembo-Sure, K2000).

The official language policy in education prescribes the mother tongue as the medium of instruction in rural areas for the first three years of learning, whereas either Kiswahili or English is used in the urban schools (KIE, 2002). No clear policy exists for peri-urban schools, although they usually use Kiswahili to introduce education. However, from Grade 4 onwards, the teaching of and in mother tongue ceases. In Grade 4, Kiswahili continues as a subject whereas English becomes the medium of instruction as well as the language in which national examinations are written except (obviously) for examinations on Kiswahili. What this means is that the process of preparing the learners to sit for the Kenya Certificate of Primary Education starts in Grade 4, regardless of whether or not the learners are able to use English at that stage. At the end of the primary English course, all learners are expected to have a sufficient command of English in spoken and written



forms to enable them to communicate fluently, follow subject courses and textbooks, and read for pleasure and information (Kenya Institute of Education, 2002).

### **2.3 Composition Writing**

The primary school English paper is tested in two papers; grammar carrying 60% and essay or composition paper carrying 40%. Composition writing is an important component in the KCPE examination Primary English Paper. It goes without saying that highlighting on the various skills, principles and challenges in writing a composition would be very useful to KCPE examination candidates. Given the broad general agreement by educators about the importance of learning to write, it is disturbing to discover that most researchers and educators agree that, with rare exceptions, students do not and cannot write well (Amiran & Mann, 1982).

Unfortunately, writing is an area characterized by considerable divergence between research and practice. Smith, (1982) notes that much is known about which practices in teaching the writing process are effective, but several of these findings are in conflict with widespread practices in the schools. While most authorities of writing agree that children learn to write by writing, there is a distressing lack of classroom time devoted to extended periods of writing.

#### **2.3.1 A Sentence**

Sentences provide us with the framework for the clear written expression of our ideas. The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in either a full stop,

exclamation or question mark. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone *andy reads quickly*. This is a complete sentence as it contains a verb (*reads*), expresses a complete idea and it does not need any further information for the reader to understand the sentence. *When Andy reads* is an incomplete sentence. It contains a verb, but the opening word *when* tells us that something happens when Andy reads; we need more information to complete the idea. *When Andy reads, he reads quickly*. This is now a complete sentence, as the whole idea of the sentence has been expressed. The following examples show the incomplete sentences in italics.

### **2.3.2 Types of Sentences**

As well as being able to write in complete sentences, it is important to be able to use a variety of sentence types that are correctly punctuated. Sentences are made up of clauses: groups of words that express a single idea. There are two types of clauses: independent clauses and dependent clauses. Independent clauses can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning. Different types of sentences are made up of different combinations of these two types of clauses. Simple sentences consist of just one independent clause; it requires only one punctuation mark at the end (a full stop, exclamation or question mark) for example in the essay was late.

#### **(a) Compound Sentences**

These are made by joining simple sentences. We join sentences which are closely related in content to make the writing more fluid. We can join simple sentences with a comma

and a word such as: *and, but, so, yet*. For example the essay was late, so he lost marks. We can also join simple sentences with a semi-colon: The essay was late; he lost marks.

### **(b) Complex Sentences**

Complex sentences are made when we combine an independent clause with a dependent clause. The dependent clause in the following example is in italics. *Because his essay was late, he lost marks.* When the dependent clause comes first, as in the example above, it is separated from the independent clause with a comma. When the sentence begins with the independent clause, there is no need to separate the clauses with a comma. He lost marks because the essay was late.

Comparing these two examples, it can be seen that the emphasis tends to fall on the clause at the beginning of the sentence. Vary your placement of dependent clauses in order to emphasise the most important idea in the sentence. Common ways to begin a dependent clause are: *although, as, because, even though, if, instead, though, when, whenever, where, while*. Whilst more than one dependent clause can be used in a sentence, they must always be combined with an independent clause to complete the idea. Example, *although there are many dissenters, many of whom were prominent citizens,* the policy still stands today.

Different types of sentences can be combined to form compound-complex sentences. In the example below, the central independent clause combines two sentence types. It serves as both the ending of the complex sentence and the beginning of the compound sentence. When considering owning a pet, you must calculate the cost, or the animal may suffer.

When punctuating a compound-complex sentence, apply the rules for both compound and complex sentences. The example above begins with a dependent clause separated from the central clause by a comma, as in the rule for complex sentences. At the end of the sentence the independent clause is joined by a comma and the word *or*, as in the rule for the compound sentences.

## **2.4 Spelling in Composition Writing**

Spelling is writing or stating the letters and diacritics of a word. Words generally have accepted standard spellings which can vary regionally or nationally. In the sense of a standard, spelling is one of the elements of orthography and a prescriptive element of alphabetic languages (Webb, & Kembo-Sure, 2000).

Spellings attempt to transcribe the sounds of the language into alphabetic letters, but phonetic spellings are exceptions in many languages for various reasons (Ouma, 2010). Pronunciation changes over time in all languages, and spelling reforms are irregular in most languages and rare in some. In addition, words from other languages may be adopted without being adapted to the spelling system, non-standard spellings are often adopted after extensive common usage, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually (Mwangi, 2009).

The emergence of an accepted standard spelling is a natural phenomenon. Standardized spelling establishes whenever a writing system develops in order to exhibit less variation

and streamline written communication. Learners of all ages need encouragement to write, write, write, and just to spell words the best they can in first drafts. As young children begin to hear separate sounds in words, they benefit from help in writing the sounds they hear: that is, from guidance in inventing spellings. Gradually, their initial invented spellings (usually one letter per word) more or less naturally give way to more complete and sophisticated invented spellings and to conventional spellings, as long as the children are reading and writing extensively (Ochieng, 2006).

Extensive exposure to print helps children internalize not only the spellings of particular words, but spelling patterns (Osinde, 1986). Young children especially benefit from reading favorite selections again and again. Learners of all ages need to read, read, read. Children benefit from guidance in developing a spelling conscience: a concern for spelling, and a sense of when something may not be spelled correctly. For instance, as a first step toward correcting their spelling, children who are already spelling many words correctly might be encouraged to circle words in their first draft that they think might be spelled incorrectly (Kagure, 2010).

Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of any particular word (Osinde, 1986). Such strategies include: writing the word two or three different ways and deciding which one "looks right"; locating the correct spelling in a familiar text or in print displayed in the classroom; asking someone, consulting a dictionary, or using a spelling checker on the computer or a hand-held electronic speller.

Spelling strategies and major spelling patterns can be taught much more effectively through minilessons involving student discussion than through workbook pages or spelling tests. Children benefit especially when, as a group, they are guided in noticing spelling patterns for themselves. By the intermediate grades and middle school, students can benefit immensely from minilessons that help them discover the meanings of Latin and Greek roots and suffixes. Such learning is valuable for spelling and writing but perhaps even more valuable for vocabulary development and reading (Okumu-Bigambo, 2000).

Studying spelling lists is most useful if children each choose a limited number of words (say five a week) that they want to learn: ideally, words they are interested in, and words they use frequently in their writing but haven't yet learned to spell correctly all the time (Yyakwara & Bichang'a, 2009). At the end of the week, partners can test each other on the words they each have practiced during the week. Individualized spelling dictionaries can be helpful as children are trying to get a grasp on the spellings of words. Teachers can make each child a booklet in which the child can enter words he or she is learning to spell. File boxes with index cards, or even computer files or data bases for each child, can serve the same purpose.

Writing, spelling, and grammar are interrelated components of the language arts. Writing, spelling, and reading are highly related, especially in the beginning stages of learning to read. First, writing is a process of composing and expressing ideas. Second, writing is a support process for reading, word recognition, and spelling. In the beginning stages of reading, writing plays an important role in developing concepts of print, phonemic awareness, and letter-sound associations. Writing is also related to teaching children to

spell and use the grammar of the English language. Given the strength of the relationships between reading, writing, and spelling, spelling should be taught as an integrated part of the literacy program. Most children need systematic, direct spelling instruction. The more closely connected this instruction is to the teaching of letter- sound associations that are used in reading, the better it is likely to be for the learner (Momanyi, 2009).

At the beginning stages of learning to deal with letter-sound associations, children use a process known as invented spelling; this is the process of trying to spell a word using the letter-sound knowledge an individual has when the correct spelling is not known. Use of invented spelling is a normal and productive stage for a beginning reader and writer to go through. In fact, use of invented spelling is very effective in helping children refine and extend phonemic awareness and letter-sound associations. However, as children develop in reading and writing, they must also be taught to spell words correctly (Kisilu & Lellei, 2008).

## **2.5 Word Formation Processes English Language**

Because of new inventions and changes, every language is in need of new words – borrowed, derived or otherwise formed simply because new things need new words (Momanyi, 2009). The human community is steadily growing and developing, just as the tool we use to communicate: Language. When new inventions and changes enter our lives, we are in the need of naming them and of course to communicate about them. Language is dynamic, it changes constantly. Inter alia because native speakers like to play with their language, or because there are no 'wrong' words (Fink, 2005). The key

here is usage: If a new word, however silly it may be, is used by many speakers of a language, it will probably survive and it can happen that one day, it is an everyday word and entered our dictionaries. Especially in the last centuries, many word creations are spread amongst the language community.

### **2.5.1 Derivation**

Derivation, as "the most common word formation process" (Yule, 2006), builds new words by adding morphemes to stems. These morphemes are added to the target stem by affixation, through prefixes and suffixes. While prefixes like *un-* or *dis-* usually do not change the lexical category of a word, suffixes, such as *-ness* or *-ation*, usually do. If you take the examples *happy* → *unhappy* and *happy* → *happiness*, it is obvious that because of the suffix *-ness* the lexical category of *happy* has changed. The meaning is always slightly changed, but in a way that the final word is still closely related to the former word. In times of rapid changes in the world technology, new morphemes to describe new words rise, such as *cyber-* and *nano-* (Finegan, 2007).

### **2.5.2 Compounding**

Compounding is the process of putting words together to build a new one that "does not denote two things, but one" and that is "pronounced as one unit" (Wisnicwski, 2007).

### **2.5.3 Reduplication / Echoism**

We can count reduplication, also referred to as echoism, as a special kind of compounding, and this works through repeating a syllable or the word as whole



(sometimes a vowel is changed) and then putting it together, as in *bye-bye* (exact reduplication), *super-duper* (rhyming reduplication), or *chitchat* (ablaut reduplication). While exact reduplication creates a kind of baby-talk-like word, ablaut reduplication is more to denote a 'motion', for example, from *ding* to *dong* (in *ding-dong*). Almost all of these use the vowel 'i' in the first part and either 'a' or 'o' in the second part as indicated by Martin, (2006). Reduplication is used to denote plurality, intensification or a repeated action. An interesting fraction of reduplication is the shm-reduplication, where shm- (or sometimes schm-), originating from the Yiddish, is added to the beginning of the target word, for example, "Oedipus, Schmoedipus" (Peters, 2010). Shm-reduplication is used to indicate mockery or irony and is also used as a diminisher.

#### **2.5.4 Blending**

A blending is a combination of two or more words to create a new one, usually by taking the beginning of the other word and the end of the other one. So new words like *spork* (spoon + fork), *fanzine* (fan + magazine), *bromance* (brother + romance) or Spanglish (Spanish + English) are created. There are of course other ways to create a blending: for example, you can take both beginnings of a word (cybernetic + organism → *cyborg*) or take a whole word and combine it with a part of another one (guess + estimate → *guesstimate*) (Yousefi, 2009). Another example of combining words, in this case names is the blending of celebrity couple names, such as *Brangelina* (Brad + Angelina) or *Bennifer* (Ben + Jennifer).

### 2.5.5 Initialism and Acronymy

Initialisms and Acronyms are shortenings, build from the initial letters in a phrase or name. While acronyms are pronounced as single words (*NASA, AIDS*), initialisms are pronounced "as a sequence of letters" (*DNA, USA*) (Finegan, 2007). Some acronyms even become words of our everyday language, such as *laser* or *zip* code. But the most famous word based on a shortening is the initialism *OK*, whose origins are fairly argumentative.

Initialisms and acronyms can be sub-divided into a few groups:

- Acronyms containing non-initial letters (*Interpol - International Criminal Police Organization, radar - radio detection and ranging*)
- Pronounced as a combination of initialism and acronym (*CD-ROM, JPEG*).
- Recursive initialisms, in which the abbreviation refers to itself (*PHP - PHP hypertext preprocessor*)
- Pseudo-initialisms, which consist of a sequence of characters that, when pronounced as intended, invoke other, longer words (*IOU – I owe you, CU – See you*). This kind of initialism is frequently seen on the internet.
- Initialisms whose last abbreviated word is often redundantly included anyway

### 2.5.6 Borrowing and Calque

Borrowing is the process of actually borrowing words from foreign languages. The English language has been borrowing words from "nearly a hundred languages in the last hundred years" (Finegan 2007, 51), and today, French loan words are especially popular. The other way round, many countries also have taken many English words into their dictionaries, such as the well-known *OK* or *internet*. While most of the loan words are

nouns, only some of them are verbs or adjectives. Mostly, the borrowed nouns are later changed or "made conform" (Finegan 2007, 52) to fit the verbal forms of the language, in speech and in writing. For example, *risk*, originating in Italia, was actually a noun when borrowed, but later, in need of a verb, it was converted: *to risk*.

Calque, another term for loan translation, describes the process of literally or word-for-word translations to create new words, for example *skyscraper* → *Wolkenkratzer*, *Lehnwort* → *loan word*. The stems are literally translated and then put back together, the meaning is the same as in the loan word.

### **2.5.6 Neologism/Coinage**

As neologism or coinage we identify the word formation process of inventing entirely new words. This is a very rare and uncommon method to create new words, but in the media, people try to outdo each other with more and better words to name their products. Often these trademark names are adopted by the masses and they become "everyday words of language" (Yule, 2006, 53). And in some cases, the meaning of these words is broadened and for example to 'google' means not always 'to use google to find something on the internet', but to 'search the internet'. Similarly, complicated chemical or technical terms (like *Aspirin*: acetylsalicylic acid) are adopted as the trademark term and often replace standard terms for for example in this example, painkillers. This also happened to words like *Xerox*, *Kleenex* or the German *Nutella*. Some words are differentiated from 'standard' neologisms, namely eponyms. Eponyms are words that are "based on the name of a person or a place" (Yule, 20063). Common eponyms are *sandwich* or *fahrenheit*.

"They are very frequently used in science where units of measurement are named after people, like: *hertz, volt, celsius*" (Wisniewski, 2007).

### **2.5.7 Onomatopoeia**

This is a special type of word that depicts "the sound associated with what is named" (*Examples of Onomatopoeia*). For example, if you take a look at these words: *boo, chirp, click, meow, splash*, it is obvious what these words mean, namely the sound. In other words: they look like they sound when pronounced. Onomatopoeic words like *bang* or *boom* are often used in comic books to let the reader know what kind of sound is accompanied to the action.

## **2.6 Vocabulary and Writing in English**

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to write (National Reading Panel, 2000). Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. "Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children" (Rupley, Logan & Nichols, 1999). Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with writing composition indicates that if students do not adequately and steadily grow their vocabulary knowledge, writing composition will be affected (Chall & Jacobs, 2003).

Recent research shows that vocabulary growth is largely determined by parental practices, particularly before the age of 7 (Biemiller, 2003). Children mainly use words their parents and other adults use with them in conversation, and acquire larger vocabularies when their parents use more words. Vocabulary is a strong indicator of writing success. It has been established that children's declining writing composition largely resulted from a lack of vocabulary knowledge and that this was primarily caused by a lack of learning opportunities, not a lack of natural ability (Biemiller, 2003).

## **2.7 Writing Across the Curriculum**

Providing language-rich environments in classrooms in all curricular areas has been shown to foster writing skill development and grasp the importance of writing outside the English classroom. WAC is movement within contemporary composition studies that concerns itself with writing in classes outside of composition literature and other English courses. It is driven by two theories; Writing to learn theory and Learning to write in disciplinary discourses or writing in the disciplines (Kagure, 2010).

The first theory, writing to learn, is also called expressivist or cognitive mode of WAC (Finegan, 2007). It supports use of most informal, often ungraded writing exercises to help students understand course content in non-English disciplines. It assumes being able to explain or express concepts on one's own word. It builds and reflects understanding. Its goal is in learning not in the finished writing product. The student is the audience and not the teacher. The teacher is discouraged from paying attention to grammar. Its

exercises include; reading responses, Journals, free writing and multiple forms of collaborative writing.

The second theory, writing in the disciplines, is also known as transactional or rhetorical mode of WAC. It is referred to as learning to write. It serves in helping students to write in the fashion expected of professionals in their chosen fields and to think like professionals via teaching them to express themselves professionally. WAC describes a set of pedagogical practices grounded in the promise that, writing plays an indispensable role in developing critical thinking skills and learning discipline, specific content as well as understanding and building competence in the modes of inquiry and dissemination of specific information to various disciplines and professions. WAC classes tend to use a variety of kinds of writing to help students build critical thinking skills, learn course materials more effectively and communicate their knowledge.

## **2.8 Sheng Language**

Sheng has become the basic urban vernacular for the youth in Kenya today. Indications are that the young people in the rural areas now also commonly use it together with a sizeable portion of the adult population, who grew up with 'old school' Sheng - the Sheng in their days of youth. Sections of the electronic and print media regularly use Sheng and popular music features Sheng as a language of choice. With approximately 40 living languages in Kenya today, two of them, Swahili and English, arguably co-official (Skandera, 2000), one wonders where this new language came from and why it arose. Mazrui, (1995) has stated that the foundation of Sheng lies at the traditional code

switching between Swahili and English (hence the term *sh-eng*) while others credit Sheng to the demand for a lingua franca in the colonial period during the beginnings of urbanization in the country.

Bosire, (2006) in his paper, Hybrid languages: Case of Sheng discusses the arguments for and against the various characterization of Sheng in literature. He discusses on Sheng as a Pidgin or a Creole, as code switching, as a dialect of Swahili and as hybridity. This paper relates to the current one in that it helps highlight on the formation of Sheng words and understanding the linguistic structure of Sheng.

Karanja, (2010) in her paper, Homeless At Home, informs us on how Sheng is formulated and its use among the Kenyan urban youth. She tells us that Sheng was started in an attempt to bridge the ethnic divide and that between the perceived traditional values and the urban modernized values. She also tells us how Sheng words are formed by word borrowing, coining and truncation. The research informs the current one especially on Sheng word formation and on what the language is used for. However, it does not tell us its effects on English language or on composition writing.

Code switching is a pervasive linguistic practice in Kenya leading Myers-Scotton to observe that, “English-Swahili code switching in Kenya is the unmarked choice in communicative codes Myers-Scotton”, (1993, p. 12). Mazrui categorically states: “Sheng is a slang based primarily on Swahili-English code switching with elements from Swahili and English ending up obeying the morpho-syntactic structure of Swahili whereas the

reverse, where Swahili items fit into an English morphological frame, does not happen: The English verbs ‘relax’, ‘come’ and ‘elapse’ and many others, can take the Swahili subject, tense, aspect (and even object) markers to form words like *ali-relax*, *ana-come*, *imeelapse*; but no Swahili verb can take the English tense-aspect markers Mazrui (1995, p. 176). Mazrui then gives the following examples;

1) Woyee<sup>6</sup> tichee u-si-ni-rwand-e – buu ndi-o i-li-ni-leit-ish-a<sup>7</sup>

Please teacher you-neg-me-punish-fv – bus is-it it-past-me-late-made-final vowel (fv)<sup>8</sup>

‘Please teacher don’t beat/punish me – I am late because of the bus’

Please teacher you-neg-me-punish-fv – bus is it it-past-that-me-late-make-fv

Note that the non-Swahili words *Rwanda* and *late* have been affixed with relevant Swahili morphemes and appear as (2) and (3) below:

2) u-si-ni-rwand-e you-neg-me-punish-fv

‘do not punish me’ (Where /u-/ is 2nd person singular, /si-/ is negation, /ni-/ is object and the final vowel /e-/ is used to mark such subjunctive forms). The form ‘late’ has not only been appropriated into Swahili but it has also been inflected appropriately:

3) i-li-ni-leit-ish-a

It-past-me-late-causative-final vowel ‘it made me late’

Compare the corresponding Swahili form below with an identical structure where the morphosyntactic structure is identical except for the root morpheme:

4) li-li-ni-chelew-esh-a<sup>9</sup>



it-past-me-late-made-fv 'it made me late'

Whereas these examples apparently point to code switching as the main process going on in the creation and transmission of Sheng, to the contrary, there are indications that Sheng is more than code switching for several compelling reasons.

Lumbasi, (2012), States that Sheng is not just a language but a culture. It states that one can kill Sheng somehow, but cannot do anything to a culture as the roots are deep.

### **2.8.1 Sheng and English Grammar**

The emergence of Sheng in the poor residential areas of Nairobi and its adoption as the youth's secret code accounts for the stigma associated with its speakers. It has since spread its tentacles out of the inner city to various parts of the country in addition to becoming increasingly popular in the media and popular culture (Samper, 2002) Sheng's pervasiveness in the daily discourse of the Nairobi people is demonstrated by the irony exhibited by many people who use it unconsciously while denying its knowledge or use (Githinji, 2003). Outright condemnation, therefore, would not only amount to self-condemnation, but would also be ignoring the reality regarding the function the code serves in Kenya's linguistic market, especially amongst the youth in their identity project and some criminals who use it as a secret code (Githiora, 2003)

In spite of these functions, its negative effect on school performance in English language in both primary and secondary school levels has been a thorn in the flesh for the parents and language pedagogist's (Samper, 2002). Driven by need to prevent the corruption of

languages and to endeavor to teach 'proper' languages that enhance the learners' career opportunities, such stakeholders are usually harsh in their evaluation of Sheng and its speakers. Among the speakers, on the other hand, effects of Sheng fluctuates depending on whether they are peripheral or core speakers, and their motivations for using Sheng. 'Sheng' is based primarily on Kiswahili structure. It uses Kiswahili grammar with lexicon drawn from Kiswahili, English and the various ethnic languages mostly spoken in big towns.

Initially, this mixed code was unstable, random and fluid, but it gradually developed more systematic patterns of usage at the phonological, morphological and syntactic levels. For example, the word 'father' started as 'fadhee', later it changed to 'buda or budaa' and now it is 'mbuyu'. According to Githiora, (2002), the word 'buda' has its origin in Gujarati and Hindi which means an old man. But in the new coinage 'mbuyu' there seems to be no explanation as to its origin. The code dominates the discourse of primary and secondary school children outside their formal classroom setting, and is widely spoken also by street hawkers, street children, public service vehicle drivers and conductors and small scale business communities in market places.

'Sheng' is therefore a reflection of the linguistic complexities that exist in Nairobi and other major towns like Kisumu, Mombasa, Nakuru and Eldoret. In these big towns, Kiswahili, English and the mother tongues interact in a complex and unstable manner, giving rise to code switching, random language mixing and language shift (Abdulaziz &

Osinde, 1997). The youth come from diverse ethnic communities and devise this slang to enable them communicate among themselves in the subculture they have created.

Hence the slang reflects the norms and values among the urban youth of Kenya. The particular 'Sheng' they adopt will also depend on the geographic location and social background. For example, if in one estate the dominant ethnic community is Kikuyu or Luo, the kind of 'Sheng' will have a higher percentage of Kikuyu or Luo words. A high lexicon, however, is from Kiswahili language.

There is also another variety called 'Engsh' which according to Abdulaziz and Osinde, (1997) developed in the richer suburbs of West lands of Nairobi. It is based on English structure and vocabulary but with words from Kiswahili and other local languages. An example of this kind of slang is:

*'You'll go to majoints first before you pitia mahom?'*

*'He gave me chums and I pitiad shaggs'.*

*'She is unbwogoable in her dressing.*

According to Githiora, (2002), Nairobi has a population of over 2.5 million people and is one of the fastest growing cities in Africa. Over 50% of Nairobi residents speak English mainly when communicating with their fellow residents from other ethnic communities or even with other family members. In fact, most urban families are bilingual where English is one of the languages spoken. 'Sheng' has moved far beyond the urban centers and is spoken by youths in the rural areas of Kenya. In Nairobi alone, increasing number

of city residents are speaking 'Sheng' and this includes some parents in the home environment, even politicians when addressing people in public gatherings.

Local TV and Radio stations have also given space to 'Sheng' where specific programmes use this code. An example of this is the Citizen Television in Vioja Mahakamani, Tahidi High, Beba Beba, and Vitimbi. These broadcasts have a lasting linguistic effect on school children and the youth since some of them tend to identify with certain characters in these programmes through the use of this code. Let us now observe a few linguistic features about 'Sheng. Many words seem to have common sounds in word final position. The most common sounds are:

/sh/, /e/, /i/, and /o/. For example, some Kiswahili words are shortened (truncated) to end with some of these sounds as is seen in the following words:

Gikomba (place name) – Gikosh

Mitumba (conventionally used as second hand cloth) – Mtush

Mtoto (child) – Mtoi

Ogechi, (2005) explains that truncation also happens in 'Sheng' where a word is borrowed from one of the languages of the speech-community spoken, for example, English. The word undergoes a process before it is used in 'Sheng'. First the word is Bantuized to enter into the Kiswahili structure which is predominantly Bantu.

Secondly, the Bantuized form is truncated. Here it is mostly the final syllables that are truncated although sometimes the initial ones also undergo this process. Finally, the

truncated form may be suffixed where either a coined syllable or sound is used to complete its marking for ‘Sheng’. A few examples in table 2.1 can help to elucidate this process.

**Table 2.1 Sheng and English Grammar**

<b>English</b>	<b>Kiswahili</b>	<b>Truncated sound</b>	<b>Sheng</b>
Fifty	Fitti	Fti	Finje
President	Prezidentic	Denti	Prezzo
Timothy	Timothy	Thi	Timo
Vincent	Vincenti	Centi	Vini

Sometimes the initial syllable is also truncated as is seen below:

Practice Practizi -Prac tizi

The prefix ma- is used in many Bantu languages to indicate plurality. This prefix is also used by ‘Sheng’ speakers with some English words as plural marker:

Youths – *Ma-youth*

Lecturers – *Ma-lecturer*

Politicians – *Ma-politicians*

Fathers – *Ma-fadhee* (sometimes Ma-mbuyu)

Code mixing is a common feature in ‘Sheng’ where Kiswahili, English and sometimes even other local African languages’ morphemes are used to form words and sentences.

Examples are given here below:

He has come – *Ame-come*

Let us go and eat – *Twende tuka-dish*

To die – *Ku-dead*

The word 'dead' is also used by 'Sheng' speakers to mean 'pleasant' 'beautiful' or 'sexy' for example Yule *manzi ana-dedisha* – That girl is too sexy.

Note also that the word '*manzi*' is a 'Sheng' word for 'girl'.

Bring the book to me – *Nibring'ie kitabu*.

The travelers have gone home – *Wathii* (Gikuyu word for 'travelers') wameeenda mahom.

There are also new derived meanings from original Kiswahili meanings which are widely used in this code. For example, the word 'mbao' means pieces of wood in Kiswahili. In 'Sheng' the word can either mean a twenty shillings coin or it can also mean to throw away one's luck, or just to spoil things for oneself. Look at these sentences: He has thrown his luck away – *Ametupa mbao* (which in ordinary Kiswahili this could mean he has thrown away pieces of wood).

The word 'kumanga' or 'kumangamanga' in Kiswahili means to roam around aimlessly or to move around a place with no clear intentions. The word now has derived meaning in 'Sheng' which means 'to eat' (kumanga). Also the word 'hewa' in Kiswahili means 'air'. In 'Sheng', the word carries a prefix ma- to form 'mahewa' which means 'music'. 'Sheng' words from other borrowed Kenyan languages are as follows: 'Nyita' (Gikuyu) which means 'to understand' has found its way into 'Sheng' as this sentence shows-Umenyita? – Have you understood? 'Gichagi' (Gikuyu) which means 'rural home' or just 'home'. The word has undergone a metamorphosis such that it became 'Ushago' then 'Shaggs' and finally 'Ocha'. Other 'Sheng' words that have undergone transformation

through time include the following: The word ‘mother’ became ‘madhee’ and now it is used as ‘masa’. The word ‘money’ became ‘chums’ and now it is ‘doo’.

### **2.8.2 Educational and Social Implications of ‘Sheng’**

In the education system, teachers have complained in various forums that the code interferes with formal language. Influence of Sheng on correct spelling in composition writing age learning inside the classroom. This is because students fail to mark the boundaries between ‘Sheng’ and Standard English. It has also been observed by teachers that many students are more fluent with this restricted code than with the standard Kiswahili.

Most people in Kenya are of the opinion that this code interferes with Standard English and hence it has negative effects on formal education. The Standard newspaper took issue with the Kenya Publishers Association where in one of its Book exhibition it declared that it will in future publish books in ‘Sheng’ (Standard Newspaper, 29<sup>th</sup> Sept., 2006). This led to a wide national outcry because of the effects that this move will have in the education system. While the same Association cautions the youth that this code should only be used in informal set-ups and Standard English to be used in formal situations, it does not realize the lasting effects this code will have in their lives through publishing. The children are often not capable of switching from ‘Sheng’ to Standard English with ease, yet they comfortably switch from ‘Sheng’ to other languages like their mother tongues.

It is true that to some extent, the code has interfered with the performance of students in national examinations (KNEC, 2010). Some manifestations of this code can be seen in their class work especially in sentence constructions. Here are a few examples of ungrammatical sentence constructions to elucidate this fact:

1. Sheng ' – *Wenye hawakuwa wamemanga, wakamanga*

English – Those who had not eaten, then ate

2. Sheng ' – *Nilichukua mavitu zangu nikaura*

English – I took my things and left

The word *manamba* as used in Samper, (2002) and Mbugua, (2003) is a combination of class 6 plural prefix in Swahili *ma-* and phonological equivalent of the borrowed English word, *number*. The words refer to the referents' responsibilities of urging passengers to board their vehicle by shouting and displaying the route number that the public service vehicle (matatu) in question serves. Matatu has been coded to "mathree" i.e ma-three from matatu.

From the above discussion, we can conclude that sheng interferes with English language, that it has negative impacts on its formal learning and education. Momanyi (2009). Socially, it is believed that sheng too has negative impacts, both to the society and to its speakers. The youth mostly use sheng as a language of inclusion and exclusion to their social class. This always becomes a leeway to social evils against their parents and elders who are unintelligible to the language. The street urgins and matatu touts too use the language to intimidate and steal from unsuspecting people.



However, some researchers have argued that sheng language does enrich English language. Kimani (2012) says that students from city schools are more self-expressed in languages than their rural colleagues. He attributes the same to the diversity of spoken languages the children in urban areas are exposed to, including sheng.

## **2.9 Related Studies**

Kembo Sure, (1982) in his research; writing Competence, discusses the factors influencing achievement on written compositions. This research informs the current one because it touches on the factors affecting composition writing. However, the research dwelled much on the types of feedback on writing and the teacher experiences, but the current one sought to look at Sheng language as a hindrance to achieving competence in composition writing based on various linguistic levels.

Nyaga, (1994) looked at motivating factors for Kiambu-Kiswahili-English Code switching .He attributes poor communication in English to code switching. The current research borrows from this in that composition writing is a form of communication and Sheng words when used in English discourse reflect code switching and mixing. This research however was a case study of one school. It was not generalizable to all schools in Kenya. The research also was based on motivation alone, and not on the effect of code switching as this research seeks to investigate.

Fink (2005), on survey of language attitudes covering the perceptual interaction between Swahili, English, Sheng and Mother tongue examines variables like age, gender and socio-economic backgrounds and concludes that young people preferred English to

mother tongue, and males from poor socio-economic backgrounds preferred Sheng. She concurs with Migunda –Ayang (2007) who looked at people's beliefs about sheng structure, its usefulness, functions and the speakers' proficiency across age and socio-economic status category. All of them are of the opinion that young people who speak sheng do not find it prestigious.

Momanyi, (2009) in the study on effects of Sheng in the teaching of Kiswahili in Kenyan Schools, discusses the effects of Sheng in the education institutions of Kenya and gives a general overview of its development at the expense of the official languages. This research is related to the current one, although it was based on Kiswahili not English language. The later also looked at the effects of Sheng in teaching of Kiswahili generally while the present would like to specifically connect the effects to the writing of compositions in English.

Mutiga (2013) on a study on effects of language spread on a people' phenomenology: A case of Sheng in Kenya, pin pointed out that *Sheng*' has been blamed for undermining the learning and mastery of the two school languages; English and Kiswahili as observed in school meetings and other educational forums. Primary and Secondary School teachers responsible for language instruction claim that the acquisition of *Sheng*' by the youth, especially the school-going youth, has impacted negatively on the learning and good usage of standard Kiswahili and English. The very nature of *Sheng*' as a hybrid language, creating its vocabulary by mixing English, Kiswahili and many other languages is the basis for this reasoning and effort to make it the culprit here.

Kemboi, Andiema, and M'mbone, (2014) in their study on challenges in teaching composition writing in secondary schools in Pokot County, Kenya found out that most students used mother tongue, Kiswahili and 'Sheng' both at home and at school and this made it difficult for them to communicate effectively in writing. Poor coordination, wrong use of words and poor sentence structures were also rampant in students' compositions.

The above studies provide evidence of the influence of sheng in English language. They all acknowledge that Sheng language affects the learning and acquisition of English language skills. However, none of them has studied on the influence of Sheng on the English writing skill.

## **2.10 Chapter Summary**

From the above literature, it is evident that Sheng is a growing language which is expanding geographically and finding its way into formal settings such as classrooms. Its impact on the official languages cannot be ignored as it has been seen to be competing for space through infiltration as seen in borrowing of Sheng words into English language. From the above literature, we can see that little has been researched on how Sheng language influences the grammatical, vocabulary, spelling and sentence structure aspects of English language. Although there is an outcry that it is really impacting negatively on the performance of English as a language, a little has been documented on one on one relationship between the code and the shortcomings in English writing skills. This necessitated the study on the issue.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research design and methodology specifically; the study area, research design, target population, population sample and sampling procedure, research instrument, validity and reliability of research instrument, reliability, data collection and ethical issues.

#### **3.2 Research Design**

According to Orodho, (2005) a research design is a programme to guide the researcher in collecting, analyzing and interpreting observed facts. The researcher used a descriptive research design which describes and interprets the existing phenomena (Kothari, 2003). This study was descriptive in that the types of research instruments used were the questionnaire and a writing task. According to Kothari (2008), the main characteristic of this method is that the researcher has no control over the variables; he/she can only report what has happened or what is happening. The study further adopted the use of mixed methodology where questionnaires and writing task were used to collect data. The data collected using questionnaires were analyzed using descriptive and statistics while those collected using the writing task were thematically analyzed.

#### **3.3 Study Area**

The study was undertaken in Eldoret municipality which is situated in an urban and rural setting, meaning that it is partly in town and partly away from town for comparison of where the influence is rampant. The Municipality was selected for the study due to the

fact that Sheng is mostly used as a language of communication in the town. Eldoret Municipality is found in the Western part of the Rift Valley. It is located about 320km from Nairobi to Malaba. It is a town well fitted with developed infrastructure connecting it to other regions in all directions. Kiswahili, English, Sheng and various vernacular languages are widely spoken in the town. It is the speaking of Sheng by students that has been cited by the KNEC (2010) as the contributor towards the decline of performance of English language particularly composition that elicited the researcher's interest to carry out this research.

### **3.4 Target Population**

All the 42 public primary schools in Eldoret Municipality formed the target population for the purposes of this study. Further the research targeted 3,460 class seven pupils out of the entire 21,000 pupils and 56 teachers of English out of the 600 teachers in the Municipality (MEO's office Eldoret Municipality, 2012).

### **3.5 Sampling Design and Sample Size**

A sample is a small part of a larger population which is thought to be representative of the larger population, while sampling procedures is the process of selecting a sub-set of cases in order to draw conclusion about the entire set (Orodho, 2005). The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of the study can be used to derive conclusions that apply to the entire population (Mugenda, 2003). As noted by Cohen (2003), factors such as expenses, time and accessibility frequently prevent researchers from gaining information from the whole

population. Therefore, there is need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. The sample size formula for this study was determined by use of Krejcie and Morgan (1970) formula as quoted by Kasomo (2001). The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where

n=Sample size

X<sup>2</sup>=Chi Square for the specified confidence level at 1 degree of freedom=  
(3.841) from tables

N=Population size

P=Population proportion (.50 in the table)

ME=Desired margin of error (expressed as a proportion=0.05)

For teachers;

$$N = 3.841 * 56 * .5(1-.5) / .05^2 * (56-1) + (3.841 * .5 * (1-.5))$$

= 28 schools

In each school two class seven English language teachers were selected to participate in the study by use of purposive sampling techniques. Further, the researcher stratified class seven pupils into male and female for the purpose of gender representation. Afterwards, class teachers were asked to identify randomly six pupils (3 boys and 3 girls) who were then purposively selected to participate in the study to get a sample size of 168 pupils

which represented 1% of the Target population. Neuman (2000) argues that for large populations small sampling ratios (1 percent) are possible and can be very accurate. In selecting teachers of English to participate in the study, class seven teachers of English were purposively selected in each of the selected schools. Therefore the sample size consisted of 56 teachers of English and 168 pupils. The study was limited to class seven pupils since this is the level where pupils had been taught fully on what a good composition entails. Pupils in this class are also in the adolescence stage and uses Sheng language oftenly.

### **3.6 Research Instruments**

This study employed the use of questionnaires and a writing task to gather information relevant to it. Each instrument is described below;

#### **3.6.1 Questionnaire**

According to Mugenda and Mugenda, (2003) a questionnaire is used to obtain important information about the population. The questionnaire is easy to administer and can only capture the required information. The items in the questionnaire were both open and closed ended. The questionnaires save time on the researcher and heighten independence and accuracy of responses from the respondents (Punch, 2006).The research used questionnaires for both teachers and pupils. Section 1 of the teachers questionnaire contained questions related to the effect of Sheng on sentence structure patterns in composition writing in English and this aided in achieving first objective of the study. Section 2 contained questions related to the influence of Sheng on the use of correct

spelling in composition writing in English and this assisted in achieving the second objective of the study. Section 3 contained questions related to the influence of Sheng in word formation processes and patterns used in composition writing. This section assisted in achieving the third objective of the study. Section 4 contained questions related to how Sheng influences the choice and use of vocabulary in composition writing and this aided in achieving objective four of the study. Section 5 contained questions related to the challenges teachers face in curbing the use of Sheng in writing in English. This section aided in achieving the fifth objective of the study. There was also a pupils questionnaire which was used as a tool to collect information on sheng from pupils. The research used it to capture data on pupils opinions on composition writing and sheng language.

### **3.6.2 Writing Task**

A writing task was considered necessary to allow the study to critically examine the quality of compositions written by pupils and establish whether the grammatical and vocabulary aspects of English language were influenced by Sheng. A composition was given to pupils to write. This was the start of the composition: 'The day for the inter schools dancing competition was at hand. The stage was well set with the best DJ in town...' The topic on a dancing competition was chosen since it was thought it could elicit some excitement on description of events, and prompt learners to use a language that best describes the events. Through this task the researcher sought to determine the effects of Sheng on English sentence structure patterns, spelling, choice and use of vocabulary when she marked and analysed the students' compositions.



### **3.7 Validity and Reliability of Research Instruments**

It is very important to test Research Instruments for validity and reliability before using them for data collection. The section that follows presents information on the two aspects in this study.

#### **3.7.1 Validity**

Validity refers to the accuracy and the meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003; Khan, 2008; Kombo & Tromp, 2006). To test validity of the instruments used in the study, the instruments were piloted in Eldoret East District. Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. A test has content validity built into it by careful selection of which items to include (Anastasi & Urbina 1997). Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of subject domain. Foxcraft, (2004) noted that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved. The experts were able to review the items and commented on whether the items covered a representative sample of the behavior domain. In the case of this study, the instruments were availed to a panel of Moi University research experts together with the supervisors to review the instruments. The results from the piloting together with the comments from the experts were incorporated in the final instrument revisions and to improve its validity.

### **3.7.2 Reliability**

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Mugenda & Mugenda, 2003; Khan, 2008; Kombo & Tromp, 2006; Polonsky & Waller, 2005). To determine the reliability of the instrument, Cronbach Alpha coefficient was employed after piloting the research instruments. A Cronbach alpha coefficient of 0.78 was obtained after piloting indicating that the instruments were reliable and therefore they were adopted for data collection (Orodho, 2009).

### **3.7.3 Piloting the Research Instruments**

Before data collection, a pilot survey was done to get preliminary information on the influence of Sheng on the writing skill in public primary schools in Eldoret Municipality and to pretest the research instrument. The pilot tests were carried out in 3 schools in Eldoret East district and involved 3 English teachers and 18 class seven pupils. Pilot testing was used to test the reliability and validity of instruments so that adjustments were made to the instruments where it was deemed necessary. The researcher pre-tested the questionnaire to make sure that it “worked” (Mugenda & Mugenda, 2003). The writing task on the other hand was pre-tested to check whether the wording was clear and that it was suitable to the class selected. A cronbach alpha coefficient of 0.78 was obtained.

### **3.8 Data Collection Procedures**

Data was collected in phases between the months of June, 2013 and August 2013. The first phase involved reconnaissance visit to the study area to familiarize with the research area and obtain relevant data for refining the research thesis. The researcher then sought

for permission to collect data from the office of the MEO. Thereafter, the researcher sent an advance letter to the sampled respondents explaining the purpose of the study (Mugenda & Mugenda, 2003). The next step was to visit the schools. In school, the researcher met the Head Teacher, introduced herself, and then requested permission to meet the respondents. Questionnaires were then distributed to teachers and they were given ample time to answer the questions before the filled questionnaires were collected. In the case of the pupils, the writing task was administered before the questionnaires. This was to avoid halo effect.

### **3.9 Data Analysis Techniques**

Data analysis involves organization, interpretation and presentation of collected data in order to reduce the field information to a usable size (Onen & Oso, 2005). The data analysis procedures chosen for this research were based on their applicability to the survey nature of the research design and objectives of the study. The questionnaire data was first subjected to preliminary processing through validation, coding and editing and tabulated before in readiness for analysis with the help of the statistical package for social science (SPSS) computer package to analyze data related to objectives. Descriptive statistics involving the use of frequencies and percentages was used to analyze data. In addition, qualitative data were analyzed thematically as per the objectives of the study and presented in narrative form. The study presents the results using tables and figures as per each objective of the study. A summary of data analysis techniques is presented in Table 3.1.

**Table 3.1: Summary of Data Analysis**

<b>Objective</b>	<b>Independent variable</b>	<b>Dependent variable</b>	<b>Analysis procedure and statistical test</b>
To determine the effect of Sheng on sentence structure patterns in composition writing in English in upper primary school.	Effect of Sheng on sentence structure patterns	Composition writing	Frequencies, percentages, thematic summary
To establish the influence of Sheng on the use of correct spelling in composition writing in English in upper primary school.	Influence of Sheng on the use of correct spelling	Composition writing	Frequencies, percentages, thematic summary
To examine the manifestation of Sheng in word formation processes and patterns used in composition writing in English in upper primary school.	influence of Sheng in word formation processes and patterns	Composition writing	Frequencies, percentages, thematic summary
To determine how Sheng affects the choice and use of vocabulary in composition writing in English in upper primary school.	Influence of Sheng on choice and use of vocabulary	Composition writing	Frequencies, percentages, thematic summary
To establish the challenges teachers face in curbing the use of Sheng in writing in English in upper primary school.	challenges faced by teachers	Composition writing	Frequencies, percentages, thematic summary

### **3.11 Ethical Issues**

The researcher obtained a research permit to conduct the research from The National Commission for Science, Technology and Innovations (NACOSTI). The researcher kept the responses from respondents with utmost confidentiality to avoid hurting their character for fear of backlash from the authorities. The principle of anonymity was observed as a way of avoiding revealing the identities of respondents.

### **3.12 Chapter Summary**

This chapter covered research design, target population, sampling and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures, data analysis methods, ethical issues in research and unit of analysis. With a proper research design and appropriate data collection instrument, the researcher was able to go to the field and collect suitable data.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results of data analysis. The study looked into the influence of Sheng on composition writing in public primary schools in Eldoret Municipality. This chapter is in five sections, section one deals with the effects of Sheng on sentence structure patterns in composition writing in English, while section two deals with the influence of Sheng on the use of correct spelling in composition writing in English. Section three deals with the influence of Sheng in word formation processes and patterns used in composition writing in English. Section four deals with the influence of Sheng on the choice and use of vocabulary in composition writing in English while section five deals with the challenges teachers face in curbing the use of Sheng in writing in English in upper primary. Data collected was analyzed using descriptive statistics. This information was collected through two main instruments; the questionnaires for students and their class teachers and a writing task for pupils.

#### **4.2 Effect of Sheng on Sentence Structure Patterns in Composition Writing**

The first objective of this study was to determine the effect of Sheng on sentence structure patterns in composition writing in English in upper primary. To achieve this objective, teachers were asked to indicate their agreement/disagreement on a three point Likert scale questions in the questionnaire. The results are presented in Table 4.1.

Table 4.1, shows that 27(51.9%) teachers agreed with the statement that in composition writing the Subject Verb Order (SVO) structure should always be adhered to, but incase

Pupils bring in other structures like the VSO; it should not be penalized provided their sentences can be understood while 25(48.1%) teachers disagreed with the statement. The study findings showed that majority of the teachers believed that subject verb order structure need to be adhered to in composition writing by the students but at times they were allowed to bring in other structures like VSO and are not penalized provided their sentences are understood.

However, 30(57.7%) teachers disagreed with the statement that while presenting their ideas in composition writing, pupils are encouraged to remain logical. In so doing, sometimes they will slot in sentences and phrases depicting thoughts in other sheng languages. This is allowed for example boyfriend of hers, brother of hers and brother of the girl. 11(21.2%) teachers were undecided on the statement while 11(21.2%) teachers agreed with the statement. It seems therefore that majority of the teachers (57.7%) were of the opinion that students in composition writing slotted in some Sheng words but they are always encouraged to remain logical an implication that Sheng may be allowed in composition writing so long as the meaning of students' statements remains unchanged.

On the statement that expansion of sentences in composition writing is paramount for one to make his writing interesting. 42 (80.8%) teachers disagreed with the statement, 8(15.4%) teachers agreed with the statement while 2 (3.8%) teachers were undecided on the statement. This shows that majority of the teachers (80.8%) were of the view that pupils should be discouraged to bring in Sheng while expressing their ideas in composition writing since most teachers may not be in a good position of understanding

what they have written. If Pupils bring in Sheng expressions to their composition writing, it should be encouraged since it gives flavor to their writing. For example; she danced to dance-“*Alidance Kudance*”,

Notwithstanding, 46 (88.5%) teachers agreed with the statement that while writing a composition, pupils are encouraged to bear in mind the function of writing. In so doing, they should stick to the tenses and come up with an interesting text, they should not be dismissed, 6 (11.5%) teachers disagreed with the statement. The findings shows that majority of the teachers (88.5%) believed that while writing composition, students need to use proper tenses in line with the objectives of composition writing. Teachers further showed that use of Sheng while writing composition may destruct sentence construction and at the same time may alter the grammar of the sentence. Similarly, teachers cited that students may not properly spell some words in sentence construction.

Specifically, the composition which was given to students showed some influence of sheng on sentence construction pattern. For example, the most noted sentences were;

- *We will goner felt, what will the headteacher gonner do for us?F1*
- *Our times was so happy,F2*
- *We were look like princess,F4*
- *People have been very good,F9*
- *I had arranged myself very much,F10*
- *We were already waited for so long...E3*
- *Then, it reached the time to enter the stage...I6*



The numbers represent codes of compositions cited and found in the appendices.

**Table 4.1: Responses on Effect of Sheng on Sentence Structure Patterns**

N= 52

Statement	Disagree		Undecided		Agree	
	F	%	F	%	F	%
In composition writing the Subject Verb Order (SVO) structure should always be adhered to, but incase Pupils bring in other structures like the VSO; it should not be penalized provided their sentences can be understood	25	48.1	0	0.0	27	51.9
While presenting their ideas in composition writing, Pupils are encouraged to remain logical. In so doing, sometimes they will slot in sentences and phrases depicting thoughts in Sheng language. This is allowed for example boyfriend of hers, brother of hers, and brother of the girl.	30	57.7	11	21.2	11	21.2
Development of sentences in composition writing is paramount for one to make his writing interesting. If Pupils bring in sheng expressions to their composition writing It should be encouraged since it gives flavor to their writing. For example; she danced to dance-Alidance Kudance.	42	80.8	2	3.8	8	15.4
While writing a composition, Pupils are encouraged to bear in mind the function of writing. In so doing, they should stick to the tenses and come up with an interesting text, they should not be dismissed.	6	11.5	0	0.0	46	88.5

*Source: Field Data, 2014*

### **4.3 The Influence of Sheng on the Use of Correct Spelling in Composition Writing**

The second objective of this study was to establish the influence of Sheng on the use of correct spelling in composition writing in English in upper primary. To achieve this objective, the participants were requested to answer questions on the influence of Sheng

on the use of correct spelling as demonstrated by students in upper primary schools. The results are presented in Table 4.2.

Table 4.2, points out that 45(86.5%) teachers disagreed with the statement that Sheng words such as Beste, Daro, Msafara and Ocha are interesting to use in composition writing since they make compositions nice to read, 5(9.6%) teachers agreed with the statement while on one hand 2(3.8%) teachers were undecided on the statement. The study findings shows that majority of the teachers (86.5%) were of the view that Sheng words need to be discouraged in composition writing as they do not make composition nice to read.

Further, 47(90.4%) teachers disagreed with the statement that Spellings of some English words in a Sheng like structure is allowed provided their meanings are clear. For example in Hao- House, Samo-something while on the other hand 5(9.6%) teachers were in agreement with the statement. This implies that majority of the teachers (90.4%) were against the idea of using spellings of some English words in structure provided that their meaning are clear and this could distort structure of words in English.

Similarly, 42(80.8%) teachers disagreed with the statement that incase Pupils come up with a modified way of spelling words, for example in back spelling like *Kevo- Voke*, *Kubwa- Bwaku*, It should be encouraged since it shows creativity, 6(11.5%) teachers agreed with the statement while a further 4(7.7%) teachers were undecided on the statement. It seems that majority of the teachers (80.8%) do not believe that use of Sheng words in composition writing is a way of student creativity.

Based on the writing task, it was noted that Sheng did not have a serious influence on spelling except in one circumstance where;

*maake was misspelled for market by F9*

On their part teachers observed that they usually encountered some Sheng words in composition writing which influence spelling in composition writing;

*Buda father*  
*Masa mother*  
*Mta-du what will you do?*  
*Beste friend*

Similarly, teachers cited that students regularly use words such as “kukam –to come, tuselect – to select, kukach – to catch”.

**Table 4.2: Responses on Influence of Sheng on Correct Spelling in Composition**

**Writing**

Statement	Disagree		Undecided		Agree	
	F	%	F	%	F	%
Sheng words such as kukach, kukam, tuselect are interesting to be used amongst students in composition writing since they make compositions nice to read	45	86.5	2	3.8	5	9.6
Spellings of some English words in a Sheng like structure is okay provided their meanings are clear. For example in Hao- House, Samo-something	47	90.4	0	0.0	5	9.6
Incase Pupils come up with a modified way of spelling words, for example in back spelling like Kevo- Voke, Kubwa- Bwaku, It should be encouraged since it shows creativity	42	80.8	4	7.7	6	11.5

**Source: Field Data, 2014**

#### **4.4 The Manifestation of Sheng in Word Formation Processes and Patterns Used in Composition Writing**

The third objective of this study was to examine the influence of Sheng in word formation processes and patterns used in composition writing in English in upper primary. In order to achieve this objective the participants were requested to respond to questions in the questionnaire on influence of Sheng in word formation processes and patterns used in composition writing. The results are presented in Table 4.3.

Table 4.3 shows that 34(65.4%) teachers were in disagreement with the statement that in composition writing, Pupils will come up with words formed by cutting off final syllables of words then fixing coined syllable or sound to complete it. For example in nouns like Collo- for Collins is allowed, 16(30.8%) teachers agreed with the statement while on the other hand 2(3.8%) teachers were undecided on the statement. The findings show that teachers are against the idea of pupils shortening of final syllables of words and fixing coined syllables to complete the words. This totally may alter the meaning of words.

Further, 31(59.6%) teachers agreed with the statement that pupils sometimes form words by adding sound (i) to English nouns to show peoples relationships (For example Desk for Deski), 13(25.0%) teachers disagreed with the statement while on one hand 8(15.4%) teachers were undecided on the statement. The findings show that the use of the sound (i) has influenced composition writing by pupils as they tend to include the sound.

On the statement that in English, some words are formed by adding a syllable at the beginning of another word to change its functions and form. Pupils use the same process

to form words to be used in their compositions, but the syllables are always derived from Sheng (for example Malecturer for lecturers), 21(40.4%) teachers agreed with the statement, 20(38.5%) teachers disagreed with the statement while 11(21.2%) teachers were undecided on the statement. The study findings show that teachers were having some mixed opinions on the addition of some syllables at the beginning of some words. This shows that the addition of syllables to some words does not seriously affect composition writing.

Similarly, 29(55.8%) teachers were in agreement with the statement that pupils use words formed by mixing different languages in their composition writing. This shows their creativity in word formation and thus allowed, 17(32.7%) teachers disagreed with the statement while 6(11.5%) teachers were undecided on the statement. It can therefore be argued that Sheng words according to teachers Sheng have influenced word formation in composition writing and it has come to be allowed for use by the pupils.

Mostly pupils form words by truncation and affixation. Most of the affixes are borrowed from Sheng language as seen in;

*Djying – Act of being a disco joker F7*

*Mixed – Mixed E3*

*Mapai – police J4*

*Mastudent – students I7*

*Mawese – water G1*

*Mahewa – music J4*

**Table 4.3: Responses on Influence of Sheng in Word Formation Processes and Patterns Used in Composition Writing**

Statement	Disagree		Undecided		Agree	
	F	%	F	%	F	%
In compositions writing, Pupils will come up with words formed by cutting off final syllables of words then fixing coined syllable or sound to complete it. For example in nouns like Collo- for Collins. This is allowed	34	65.4	2	3.8	16	30.8
Pupils sometimes form words by adding sound (i) to English nouns to show peoples relationships. For example Desk- Deski	13	25.0	8	15.4	31	59.6
In English, some words are formed by adding a syllable at the beginning of another word to change its functions and form. Pupils use the same process to form words to be used in their compositions, but the syllables are always derived from Sheng (for example Malecturer for lecturers)	20	38.5	11	21.2	21	40.4
Pupils use words formed by mixing different languages in their composition writing. This Laws their creativity in word formation and thus allowed	17	32.7	6	11.5	29	55.8

**Source: Field Data, 2014**

#### **4.5 Influence of Sheng on the Choice and Use of Vocabulary in Composition Writing**

The fourth objective of this study was to determine how Sheng influences the choice and use of vocabulary in composition writing in English in upper primary. To achieve this objective, the participants were requested to indicate their opinions in the questionnaire on ways in which Sheng influences the choice and use of vocabulary in composition writing in English. The results are presented in Table 4.4.

Table 4.4 shows that 28(53.8%) teachers were in agreement with the statement that Pupil's use words from other languages not acceptably borrowed by English language in their composition writing (For example in Mtaa-Home, Ocha -Village, Bonoko –Gun), 14(26.9%) teachers disagreed with the statement while 10(19.2%) teachers were undecided on the statement. It seems therefore that majority of the teachers believe that pupil's use words from other languages not acceptably borrowed by English language in their composition writing affecting the choice and use of vocabulary in composition writing.

Further, 41(78.8%) teachers agreed with the statement that in English language, there are particular words used for particular situations and occasions. However, Pupils use words without adhering to this while writing their compositions, for example he died while reporting death to ones relative, instead of he passed on and 9(17.3%) teachers disagreed with the statement while 2(3.8%) teachers were undecided on the statement. The findings indicate that pupils use some particular words without adhering to English language use of these words, which seriously influences the use of vocabulary in composition writing.

On the statement that “in composition writing, Pupils are encouraged to use relevant and related vocabulary to what they want to imply in a sentence. If Pupils use sheng words to relate to what they imply, it is still allowed since that depicts their background knowledge of the idea to be discussed”, 38(73.1%) teachers agreed with the statement, 11(21.2%) teachers disagreed with the statement while 3(5.8%) teachers were undecided on the

statement. This implies that in primary schools pupils are allowed to use Sheng in relevance to vocabulary in composition writing.

Notwithstanding, 31(59.6%) teachers were in agreement with the statement that “Vocabulary to be used composition writing should be contextualized. If Pupils use words they understand in their setting to elaborate what they imply, that is allowed”, 12(23.1%) teachers were in disagreement with the statement while 9(17.3%) teachers were undecided on the statement. It seems that teachers in public primary schools allow pupils to use Sheng to elaborate the meaning of certain vocabularies.

Teachers further cited that pupils sometimes use vocabulary from sheng to explain a concept in English making grammatical errors in English and end up distorting the English language completely. It was also noted that Sheng has influenced the fluency of pupils in English language especially the spoken English which later manifests itself in composition writing. Examples of Sheng vocabulary which were found in the students’ composition writing skills included;

*Deadly styles for charming styles F2*

*The group was getting hotter and hotter for the group was getting vigorous E3*



**Table 4.4: Responses on Influence of Sheng on the Choice and Use of Vocabulary in Composition Writing**

Statement	Disagree		Undecided		Agree	
	F	%	F	%	F	%
Pupil's use words from other languages not acceptably borrowed by English language in their composition writing. For example in Mtaa-Home, Ocha -Village, Bonoko -Gun	14	26.9	10	19.2	28	53.8
In English language, there are particular words used for particular situations and occasions. However, Pupils use words any howly without adhering to this while writing their compositions. For example he died while reporting death to one's relative, instead	9	17.3	2	3.8	41	78.8
In composition writing, Pupils are encouraged to use relevant and related vocabulary to what they want to imply in a sentence. If Pupils use sheng words to relate to what they imply, it is still allowed since that depicts their background knowledge of the idea to be discussed	11	21.2	3	5.8	38	73.1
Vocabulary to be used composition writing should be contextualized. If Pupils use words they understand in their setting to elaborate what they imply, that is allowed	12	23.1	9	17.3	31	59.6

**Source: Field Data, 2014**

#### **4.6 Challenges Faced by Teachers in Curbing the Use of Sheng in Composition Writing**

The fifth objective of this study was to establish the challenges teachers face in curbing the use of Sheng in writing in English in upper primary. To achieve this objective, teachers were asked to indicate the challenges they face while trying to curb the use of Sheng in composition writing. The following challenges were noted;

The study found out that there was lack of proper language policy in most schools. It was cited that most schools have no restrictions on the languages used by students while in school. The headteachers and some few teachers of English language stress that English should be strictly spoken in schools but other teachers do not assist on reinforcement of the same.

In addition, Sheng is a language of the catchment area where pupils come from. Therefore, like mother tongue it is bound to penetrate to English language classes and curbing its effects is a big challenge. The acceptance of sheng language in media and other social gatherings even the development of its dictionary is enhancing the language in the society.

Furthermore, there was lack of proper guide books provided by Kenya Institute of Education to assist on how to teach composition writing. This makes teachers struggle on what really a good composition entails. Teachers themselves lacked enough technical knowhow on how to teach, assess and even to score pupils' compositions. They lack the capacity to do so since they have never been taught on the same.

Owing to the demands of the curriculum, teachers complained that there is inadequate time to give regular compositions to pupils for practice and at the same time to mark and correct individual problems.

It further emerged that expanding classes due to Free Primary Education (FPE) had made teachers overworked thus there was no time for individual coaching especially on composition writing.

Similarly, English as a language is facing a lot of competition from other languages like Kiswahili and Sheng nationally. This makes the language loose on prestige thus pupils do not see the need to struggle on it so much.

From the students' compositions, it emerged that pupils faced a lot of challenges in spelling of English words, using English vocabulary as required and forming English words correctly. This affected their composition writing negatively.

#### **4.7 Discussions of the Findings**

The section below deals with the discussion of the study findings in relation to the literature reviewed.

##### **4.7.1 Influence of Sheng on Sentence Structure Patterns in Composition Writing**

The study findings showed that sheng had influenced sentence construction in composition writing in English and therefore students are not able to construct their sentences well at the same time there is clear distortion of the meaning of the sentences making the composition not to be clearly understood. According to Indagasi, (2008) presentation of sentence patterns in upper primary is done both orally and in written form. Sentence structure must first be identified and then presented in a context which

brings out the meanings. On the contrary, it was found out that sentence construction in composition writing has been influenced by Sheng to an extent that they are presented in context which do not bring out their meanings clearly. On one hand Bosire, (2006), points out that structure formation in structure of Sheng may influence linguistics as pointed out in this research. Further, Bosire (2009) found out that Lexical manipulation is a tool that distorts and re-engineers the structure and meaning of words in a way that uniquely identifies them as Sheng. Distortion may be structural or semantic. There are two main structural distortions; syllable methathesis and truncation.

#### **4.7.2 Influence of Sheng on the Use of Correct Spelling in Composition Writing**

The study findings indicated that Sheng had an influence on word spelling in English. This was found to concur with Mutiga (2013), who argued that speakers of Sheng substitute 'foreign' sounds found in English with the closest sounds found either in Kiswahili or any other indigenous languages making it difficult for learners to distinguish the different English vowel sounds and their qualities thus leading to inaccurate pronunciation and spelling of English words. Further Njuguna (2013) reported that Kenya National Examinations Council had revealed that some candidates who sat 2012 Standard Eight exams failed flat in writing compositions. A post-mortem report showed that some of the candidates could hardly write simple words correctly, mainly because of strong mother-tongue and 'sheng' influence. According to the report, some candidates hardly communicated because any attempt to do so was hampered by multiple errors in spelling and sentence structure. This clearly shows that Sheng has influenced the use of correct spelling in composition writing in public primary schools. On her part Mutiga (2013)

pointed that teachers of English specifically complained that speakers of *Sheng* substituted 'foreign' sounds found in English with the closest sounds found either in Kiswahili or any other indigenous languages. According to her, the Sheng speakers reduced different vowel qualities found in English vowels in such words as:

cat, cut, curt to a single vowel sound /ai/.

This therefore made it difficult for learners to distinguish the different English vowel sounds and their qualities thus leading to inaccurate pronunciation and spelling of English words.

#### **4.7.3 Influence of Sheng in Word Formation Processes and Patterns Used in Composition Writing**

It emerged from the study findings that sheng influenced word formation processes and patterns used in composition writing in public primary schools in Eldoret Municipality. This was found to support the findings of Bosire (2009) who noted that sheng causes semantic manipulations in English. These manipulations are seen in processes employed to extend, invert or radically change the meaning of lexemes appropriated from Swahili, English or any of the source languages that Sheng takes vocabulary from. The study further showed that there is language interference as pupils apply knowledge from Sheng language to the 2<sup>nd</sup> language influencing word formation processes and patterns in English. It was further established that Sheng has been shown to be responsible for linguistic change (Aitchison, 2001) since word formation has been achieved through either borrowing, arbitrary coinage or re-lexicalization (Ogechi, 2005). Most of the words

used by pupils are formed in the Sheng structure, showing a lot of coinage and reduplication as found in Sheng language.

#### **4.7.4 Influence of Sheng on Choice and Use of Vocabulary in Composition Writing**

The study findings showed that there was an influence of Sheng on choice and use of vocabulary in composition writing distorting correct choice of vocabulary and the clear meaning of the sentence in English. This according to Abdulaziz and Osinde, (1997), is based on English structure and vocabulary but with words from Kiswahili and other local languages. This was further found to be in tandem with Mutiga (2013) who argued that the acquisition of *Sheng* by the youth, especially the school-going youth, had impacted negatively on the learning and good usage of vocabulary in Kiswahili and English. Furthermore, Sheng is unstable and keeps on changing influencing the meaning of different vocabularies used as cited by Ogechi (2005). According to Momanyi (2009) teachers have complained in various fora that the Sheng interferes with formal language learning inside the classroom. This is because students fail to mark the boundaries between 'Sheng' and standard Kiswahili or even English. It has also been observed by teachers that many students are more fluent with this restricted code than with the standard Kiswahili or English.

#### **4.7.5 Challenges Faced by Teachers in Curbing the Use of Sheng in Composition Writing**

The study findings noted that there was lack of language policy in public primary schools and this has been a major challenge in curbing the use of Sheng in composition writing in public primary schools. The study findings concurs with that of Momanyi (2009) who

pointed out that the emergence of ‘Sheng’ may have to do with the lack of clarity in Kenya’s language policy especially by providing speakers with a code that makes good use of all the major languages spoken in the country. To some extent this may be true because while Kenya boasts of having English as its official language, there are no deliberate efforts to make this a reality through policy formulation. Furthermore, the study reflected what Kagure (2010) noted on challenges associated with implementing English language policy in multilingual learning in ethnically homogenous schools where national languages are not the main languages spoken at home.

#### **4.8 Chapter Summary**

This chapter dealt with the effects of Sheng on sentence structure patterns in composition writing in English, the influence of Sheng on the use of correct spelling, the influence of Sheng in word formation processes and patterns used in composition, the influence of Sheng on the choice and use of vocabulary in composition writing and the challenges teachers faced in curbing the use of Sheng in writing in English in upper primary.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is divided into three major sections, namely the summary, conclusion and recommendations. These divisions were informed by the purpose of the study and the results.

This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains conclusion and recommendations. The purpose of the study was to look into the influence of Sheng on composition writing in public primary schools in Eldoret Municipality. The visibility of the problem is that the influence of Sheng has contributed greatly to low grades scored in English especially by urban primary schools where it is widely used. The following objectives were used to address the intension of the purpose;

- (i) To determine the effect of Sheng on sentence structure patterns in composition writing in English in upper primary school.
- (ii) To establish the influence of Sheng on the use of correct spelling in composition writing in English in upper primary school.
- (iii) To examine the manifestation of Sheng in word formation processes and patterns used in composition writing in English in upper primary school.
- (iv) To determine how Sheng affects the choice and use of vocabulary in composition writing in English in upper primary school.



- (v) To establish the challenges teachers face in curbing the use of Sheng in writing in English in upper primary school.

The study reviewed literature on influence of Sheng on composition writing. The research adopted descriptive research design which describes and interprets the existing phenomena. Data was collected using questionnaires and a writing task. The analysis involved descriptive statistics involving the use of frequencies and percentages. Data was presented using tables and narratives. Summary of the analysis of data is presented in the next section.

## **5.2 Summary of the Findings**

The first objective of this study was to determine the effect of Sheng on sentence structure patterns in composition writing. The study findings showed that majority of the teachers believed that subject verb order structure need to be adhered to in composition writing by the students but at times they are allowed to bring in other structures like VSO and are not penalized provided their sentences are understood. However, majority of the teachers (57.7%) were of the opinion that students in composition writing may slot in some Sheng words but they are always encouraged to remain logical an implication that Sheng may be allowed in composition writing so long as the meaning of students' statements remains unchanged. Further majority of the teachers (80.8%) were of the view that pupils should be discouraged in bringing Sheng while expressing their ideas in composition writing since most teachers may not be in a good position of understanding what they have written. Similarly, majority of the teachers (88.5%) believed that while

writing composition, students need to use proper tenses in line with the objectives of composition writing. It can be argued that use of Sheng while writing composition may destruct sentence construction and at the same time may break the grammar of the sentence.

The second objective of this study was to establish the influence of Sheng on the use of correct spelling in composition writing, the study findings showed that majority of the teachers (86.5%) were of the view that Sheng words need to be discouraged in composition writing as they do not make composition nice to read. Further, majority of the teachers (90.4%) cited that Sheng distorts structure of words in English. Similarly, majority of the teachers (80.8%) did not believe that use of Sheng words in composition writing is a way of student creativity. Speakers of Sheng usually substituted 'foreign' sounds found in English with the closest sounds found either in Kiswahili or any other indigenous languages making it difficult for learners to distinguish between English vowel sounds and their qualities thus leading to inaccurate pronunciation and spelling of English words.

The third objective of this study was to examine the influence of Sheng in word formation processes and patterns used in composition writing. The findings showed that teachers were against the idea of pupils cutting off the final syllables of words and fixing coined syllables to complete the words. This was found to alter the meaning of words. Similarly, Sheng words according to teachers have influenced word formation in composition writing and it has come to be allowed for use by the pupils. Sheng could

cause semantic manipulations in English changing the meaning of lexemes appropriated from Swahili and English.

The fourth objective of this study was to determine the influence of Sheng on the choice and use of vocabulary in composition writing. The study findings revealed that majority of the teachers believed that pupil's use words from other languages not acceptably borrowed by English language in their composition writing affecting the choice and use of vocabulary in composition writing. These pupils used some particular words without adhering to English language use, this seriously influences the use of vocabulary in composition writing. Further, teachers cited that pupils sometimes used vocabulary from sheng to explain a concept in English making grammatical errors in English and end up distorting the English language completely. This has impacted negatively on the learning and good usage of vocabulary in Kiswahili and English. Further Sheng is unstable and keeps on changing influencing the meaning of different vocabularies used.

The fifth objective of this study was to establish the challenges faced by teachers in curbing the use of Sheng in composition writing. The major challenge noted included lack of proper language policy in most schools where there are no restrictions on the languages used by students while in school. The headteachers and some few teachers of English language stress that English should be strictly spoken in schools but other teachers do not assist on reinforcement of the same. Furthermore, Sheng is a language of the catchment area where pupils come from therefore, like mother tongue it is bound to penetrate to English language classes and curbing its effects is a big challenge.

Another challenge noted was on acceptance of sheng language in media and other social gatherings even the development of its dictionary is enhancing the language in the society. Lack of a proper guide book, provided by Kenya Institute of Education to assist in teaching composition writing, emerged as a challenge. Teachers themselves lacked enough technical knowhow on how to teach, assess and even to score pupils' compositions. They lack the capacity to do so since they have never been taught on the same.

Owing to the demand of the curriculum, teachers complained that there is inadequate time to give regular compositions to pupils for practice and at the same time to mark and correct individual problems. The expanding classes due to Free primary education (FPE) has made teachers overworked thus there is no time for individual coaching especially on composition writing.

English as a language was noted to be facing a lot of competition from other languages like Kiswahili and sheng nationally. This makes the language lose its prestige thus pupils do not see the need to struggle much about it.

### 5.3 Conclusion

The following conclusions were made based on the study findings;

- i. The study showed that Sheng could destruct sentence construction and at the same time may alter the grammar of the sentences in Composition Writing.
- ii. Sheng influences the use of correct spelling in composition writing by distorting the structure of words in English making it difficult for learners to distinguish between English vowel sounds and their qualities thus leading to inaccurate pronunciation and spelling of English words.
- iii. Sheng influences word formation processes and patterns used in composition writing. Pupils used a lot of cutting-off of the final syllables of words and fixed coined syllables to complete the words by so doing, they altered the meaning of words.
- iv. Sheng influences the choice and use of vocabulary in composition writing. Pupils used words from other languages not acceptably borrowed by English language in their composition writing affecting the choice and use of vocabulary in composition writing. Further, pupils also used vocabulary from sheng to explain a concept in English making grammatical errors.
- v. Teachers faced some challenges in curbing the use of Sheng in composition writing. These challenges were; lack of proper language policy in most schools, lack of proper guide books provided by KICD on teaching composition writing, lack of technical knowhow by teachers on tackling composition writing, large classes, inadequate time and the acceptance of sheng as a language to be used in the society.

### 5.3 Recommendations of the Study

The following recommendations were made based on the study findings;

- i. Teachers should stress the Subject Verb Order (SVO) structure and instances of its reversal e.g. To OVS especially in the passive voice while teaching sentence structure patterns.
- ii. Teachers should give pupils a lot of exercises to help in mastering of spellings in English. Some of the spelling strategies are filling in gaps, checking up words in the dictionary extensive reading and locating correct spelled words in a text.
- iii. Teachers need to teach the proper English word formation processes and patterns
- iv. Schools should provide a language policy which should be strictly adhered to in order to minimize the negative influence of Sheng on composition writing.
- v. KICD should come up with a standard book on composition writing with an aim of minimizing the negative influence that Sheng has on composition writing in terms of sentence structure patterns, use of correct spelling, word formation and patterns and use of vocabulary in composition writing.
- vi. The English language assessment should not be pegged on exams only but also based on spoken and reading part, like in foreign languages; this will help in internalizing and practicing on language use and thus helping in writing compositions.
- vii. There should be censorship on the language used in the media to curb the spread of Sheng language.

#### **5.4 Suggestions for Further Studies**

The following suggestions are made for further research due to the scope of this study;

- i. The influence of sheng on the Spoken English
- ii. Effects of borrowing sheng words into English language.
- iii. Influence of Sheng on learning of Integrated English in Secondary schools.

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## **APPENDIX I: TEACHERS' QUESTIONNAIRE**

My name is Menjo Betty. I am a Postgraduate student at Moi University conducting a research on the influence of Sheng on the teaching of composition writing in public schools in Eldoret Municipality. I have selected you as my study respondent. Please take a few minutes to respond to the questionnaire items. I assure you that your answers will be kept confidential and was used for academic purposes only. Do not write your name or that of your school. Your participation in facilitating this study was highly appreciated.

Thanks in advance for your assistance

**1**

**2**

**INFLUENCE OF SHENG ON COMPOSITION WRITING**

1. The purpose of this section is to find out what you think about the effects sheng has on Composition writing. Please, indicate how far you agree with the statements bellow.

(Tick as appropriate)

**KEY:**

**A- Agree, U- Undecided, D- Disagree.**

1. Sheng and sentence structure patterns in composition writing.

Statement	1	2	3
	D	U	A
In composition writing the Subject Verb Order(SVO) structure should always be adhered to, but incase Pupils bring in other structures like the VSO , it should not be penalized provided their sentences can be understood.			
While presenting their ideas in composition writing, Pupils are encouraged to remain logical. In so doing, sometimes they will slot in sentences and phrases depicting thoughts in other sheng languages. This is allowed .e.g boyfriend of hers, brother of the girl etc.			
Expansion of sentences in composition writing is paramount for one to make his writing interesting. If Pupils bring in sheng expressions to their composition writing It should be encouraged since it gives flavor to their writing. For example; No problem, She dance to dance - Audience kudance.			
While writing a composition, Pupils are encouraged to bear in mind the function of writing. In so doing, they should stick to the tenses and come up with an interesting text, they should not be dismissed.			

ii) Drawing from your students work in composition writing, show how sheng impacts on:

(a) The sentence construction.

.....

.....

.....

.....

(b) Logical thought presentation in their sentences.

.....

.....

.....

.....

(c) Use of expressions.

.....

.....



.....  
 ..... Use of correct tenses.  
 .....  
 .....

2. correct spelling in composition writing.

Statement	1	2	3
	D	U	A
Sheng words such as Beste, Daro, Msafara and Ocha are interesting to use in composition writing since they make compositions nice to read.			
Spellings of some English words in a Sheng like structure is okey provided their meanings are clear. For example in Hao- House, Samo – something.			
Incase Pupils come up with a modified way of spelling words, for example in back spelling like Kevo- Vokes, Kubwa- Bwako, It should be encouraged since it shows creativity			

ii) Some of the sheng words I find my pupils using when writing composition include:

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

iii) Phrasing in sheng takes forms such as shown below:

- Boyfriend of hers
- People of Eldoret
- Brother to the girl

Give similar phrases your Pupils use in their composition writing

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

3) Sheng and word formation processes and patterns used in composition writing.

Statement	1	2	3
	D	U	A
In compositions writing, Pupils will come up with words formed by cutting off final syllables of words then fixing coined syllable or sound to complete it. For example in nouns like Collo – for Collins. This is allowed			
Pupils sometimes form words by adding sound (i) to English nouns to show peoples relationships. For example Desk- Deski			
In English, some words are formed by adding a syllable at the beginning of another word to change its function and form. Pupils use the same process to form words to be used in their compositions, but the syllables are always derived from sheng. For example Malecturer - Lecturers			
Pupils use words formed by mixing different languages in their composition writing. This shows their creativity in word formation and thus allowed.			

ii) From your experience in marking Pupils work, list down some of the words pupils form using the Sheng structure in composition writing.

.....

.....

.....

.....

4 (i) Sheng and the choice and use of vocabulary in composition writing

Statement	1	2	3
	D	U	A
Pupil’s use words from other languages not acceptably borrowed by English language in their composition writing. For example in Mtaa-Home, Ocha – Village, Bonoko – Gun.			
In English language, there are particular words used for particular situations and occasions. However, Pupils use words anyhowly without adhering to this while writing their compositions. For example he died while reporting death to ones relative, instead of he passed on.			
In composition writing, Pupils are encouraged to use relevant and related vocabulary to what they want to imply in a sentence. If Pupils			

use sheng words to relate to what they imply, it is still allowed since that depicts their background knowledge of the idea to be discussed			
Vocabulary to be used composition writing should be contextualized. If Pupils use words they understand in their setting to elaborate what they imply, that is allowed.			

ii) Basing on your experience as an English language teacher, outline briefly how sheng impacts on choice and use of vocabulary in composition writing.

.....

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.....

.....

4. (a) From your own experience, state any serious challenges the Sheng language poses in composition writing.

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.....

Suggest ways in which the challenges you have stated in (a) above can be countered

.....

.....

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.....

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.....

5. a. In your own opinion, should sheng be condemned for poor composition writing in primary schools?

.....

b. Give reasons for your answer?

.....

.....

**APPENDIX II: QUESTIONNAIRE FOR PUPILS**

**Part I: Background/General information**

(Please indicate with a tick)

- 1. Please indicate your age bracket  
10 –13 ( ) 14- 15 ( ) 16 and over ( )

2. Name the languages you speak

.....  
.....

3. How many compositions do you write in a week?

.....

4. Name any difficulties you experience in spelling and vocabulary during composition writing.

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

5. Do you think it is a good idea for pupils to speak sheng in school?

.....

6. Give reasons for your answer

.....  
.....

7. a. Have you ever come across a composition written with sheng words? .....

b. What was your opinion about it?

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

8. What do you think can be done by teachers to assist you in how to form words to use in composition writing?

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



**APPENDIX IV: SAMPLE SIZE DETERMINATION TABLE**

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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## APPENDIX VI: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/13/013/235**

**14<sup>th</sup>** March, 2013

Betty Jesang Saina  
Moi University  
P.O BOX 3900  
ELDORET

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “**The influence of Sheng on composition writing among pupils in public primary schools in Eldoret Municipality**” I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province for a period ending 31<sup>st</sup> August, 2013.**

You are advised to report to **the District Commissioner, and the District Education Officer, Uasin Gishu District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR.M.K.RUGUTT, PhD, BSC**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Uasin Gishu District.





## **APPENDIX VIII: SAMPLE STUDENT COMPOSITIONS**

## APPENDIX III: Writing Task for Pupils.

Complete the given story below with not more than four paragraphs. Make it as interesting as possible.

The day for the inter schools dancing competition was at hand. The stage was well set with the best DJ in town. His name was called Mr. FLASH. He told us that "MIME COME FROM ETHIOPIA" then he start mixing. He said again "Mr. YOYO JAKUZ" have in front. Mr. YOYO start talking "Shega Mabunda BOSS I have come here to dance" DJ FLASH start.

Then it was time was for us all the (buda BOSS) were there we start dancing but before we start dancing we said (wello wangwa). When we start dancing a group of people gave us some money or money. We were so happy some policemen (JAKUZ) come in front when we were already finish.

They said Sisi ni (manga police) even us we want to (saka dance). They were very happy they dance (milish). The master of (Semet ceremony) told us to eat (difu) but (mbuyu ya me) came even I wonder what he have come to do.

He found me and said JAKUZ (SE TO) at Jose he start taking me he have to saka dance in the show that a lot of difu come we (dis) all the difu. The competition (isha over).



## APPENDIX III: Writing Task for Pupils.

Complete the given story below with not more than four paragraphs. Make it as interesting as possible.

The day for the inter schools dancing competition was at hand. The stage was well set with the best DJ in town. Who was Lalez. I tell I want to go with Him to eat some chapo Pibreshe. She tell me that she want to dancing competi- tion. That Lalez wa a good girl. She goes to the floor and starting dancing. She was dancing wit my Chux.

I asked her why are you dan- cing with Clucida. She tell me and I aske her Siapaa you by a song could you zina? I dont want to sing # for me I was not interest then I asked her I want to tak e some Mkuajia. I was exted with her when she take me I said to her I want to go 'ok' she said I nira to the maake with some Miswanita I run to the Maake and I by some ni-bye of pa shs and some juice of pa when I finished I see a girl Man I was happy as a kid's daughter moving around the palace and that was my party.

## APPENDIX III: Writing Task for Pupils.

Complete the given story below with not more than four paragraphs. Make it as interesting as possible.

The day for the inter schools dancing competition was at hand. The stage was well set with the best DJ in town. was called Mr. Rorlich. I was so happy to see Mr. Rorlich in the studio playing a music. I saw latez dancing in the ground. They were dancing competition. I saw some people gang to Oduka to buy some Oranjo. Then me I had some Mukwari to buy some Oranjo to eat because I was very hungry. My sister was dancing. She won the dancing competition. I was a man who was welcomed people in the ground. That man Kuyoya 2: get in the get. I was very happy to see some by dancing Sukuti by S dancing. I was very happy.

My M told my sister that you are latez girl in the d competition in the ground. My F was very happy to see my S dancing. Then my brother was there in the br competition. My relatives was very happy. My F buy 4 me some Oranjo 2 eat with soda. I told my cough thanks 2 train my S so much. Then me I was very surprise to see my sister w the dancing competition. 2 my brother. I was very happy 2 see M. brother won the Sukuti dancing. When the game was over I was the latez and the Mizae Kuyoya in the ground. I was very happy to see my siste dancing.

## APPENDIX III: Writing Task for Pupils.

Complete the given story below with not more than four paragraphs. Make it as interesting as possible.

The day for the inter schools dancing competition was at hand. The stage was well set with the best DJ in town.

My uncle came with some help to use the DJ instrument. I was with my cousin on the stage. It was so entertaining; there were so many people like my cousin.

Even I was with my cousin dancing on the floor and my cousin with his cousin dancing on the stage. My uncle had so much money he decided to buy my cousin's bed so that they can come to the dancing competition when they talked at the competition, he said to one another like an uncle with his cousin's friends.

And my uncle looked at them and went to ask them where have you got all that cash. He asked as he going near and near. My uncle went in a shop to get some things with some things and something to share them in a very happy way as the uncle to one another.

When they finish taking the products with cash, they decided to finish with some. I forgot that I was my uncle's son my uncle's son as he like to himself and my uncle made to him.

It was so entertainment there at inter school dancing competition, I was very happy that we were well.