

**THE INFLUENCE OF CODE SWITCHING AND CODE MIXING ON WRITTEN
ENGLISH ESSAYS AMONG STUDENTS IN SECONDARY SCHOOLS IN
TRANS-NZOIA COUNTY, KENYA**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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ABSTRACT

English language in Kenyan education system has faced and still faces many challenges, with the issues usually revolving around the place and development of the local indigenous languages. The purpose of the study was to investigate the influence of code switching and code mixing on written English essays among students in secondary schools. The specific objectives of the study were to: describe the nature of code switching and code mixing among the selected secondary schools in Kenya, identify reasons for engagement of code switching and code mixing among students in selected secondary schools in Kenya, find out the morphological influence of code switching and code mixing on students written English essays in, establish the semantical influence of code switching and code mixing on students written English essays and lastly, to find out the syntactical influence of code switching and code mixing on students written essays. This study was based on constructivism theory developed by Jesse Delia and his associates at the University of Illinois in 1970s. The study targeted 2,424 students and 80 teachers. Out of the total population, 260 students and 24 teachers were sampled. It adopted a cross-sectional survey research design and questionnaire and written tasks were used as the principal data collection instruments. Data analysis was done using quantitative methods and the information presented in frequencies and percentages in tables and figures based on the study objectives. Data was presented descriptively and thematically based on the study objective. It is hoped that the findings of the study would go a long way to ensure that the correct language is adopted while writing essays in secondary schools to facilitate proper development of writing skills in English language. The findings established that both students and teachers use code switching and code mixing spontaneously and as a mode of learning, the learning environment needs to be created in such a way that the students are able to use consistent language both in the learning environment and in writing essays. Thus the study recommends that, teachers and other stakeholders in language education should come up with other ways of ensuring that understanding during classroom discussions and lessons are reinforced using other means other than code switching and code mixing. Use of code mixing and code switching should be limited to social contexts and environments and the same should not be carried to the academic avenue. This means that teachers and students need to develop an understanding that classroom is a formal environment and such proper languages should be used especially at the form four level, and be limited to social contexts and environments and the same should not be carried to Academic Avenue.

DEDICATION

This research work is dedicated to my beloved Father, Joseck Chonge Ismael for his inspiration and encouragement, my mother Eclay Chonge and my dear wife Chelagat for their incessant support during my research. To Marcel and Amara, my God given gifts.

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LIST OF ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
CLIL	Content and Language Integrated Learning
CM	Code mixing
CS	Code Switching
CQASO	County Quality Assurance and Standards Officer
DQASO	District Quality Assurance and Standards Officer
FD	Foreign Discourse
FDGs	Focus Group Discussions
FPE	Free Primary Education
KNCHR	Kenya National Commission of Human Rights
LEP	Language Education Policy
MLF	Matrix Language Frame Model
MOE	Ministry of Education
MOEST	Ministry Of Education Science and Technology
L 1	First language
SLA	Second Language Acquisition

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents; background of the study, statement of the problem, objectives of the study and research questions. It also contains research variables in which the researcher explains the variables in the study, significance of the study, justification of the study, assumptions of the study and scope of the study. Also included is the limitation of the study, theoretical framework and operational definition of terms.

1.2 Background of the Study

According to Zabrodskaia (2007), code-switching is the alternation between two or more languages in a person's speech and occurs naturally in the scheme of bilinguals. Studies by Yohannes, Mekonnen (2009) established that code-switching often happens subconsciously; people may not be aware that they have code-switched, or report following a conversation, which code they used for a particular topic. Sampson (2012) notes that one of the differences between the two terms is the way each of them is used, in that, code switching is used for cases in which the two codes maintain their monolingual features, while code-mixing is used for cases where there is some convergence between the two languages. In the education system in Kenya, teachers have complained in various forums that code switching and code mixing interferes with English learning and writing which in turn affects performance of students in English as a subject. According to Schunk (2008), academic performance of students in written

language has continued to decline with emergence of code mixing and code switching as a new trend.

Use of Sheng', which is a mixture of more than one language has been blamed for the dismal performance in English in the national examinations by students across the country.

According to Omondi (2007), many students find it difficult to express themselves properly during and after the examination, since they are unable to stick to one language while making their sentences or utterances. English language in Kenyan education system has faced and still faces many challenges, with the challenge usually revolving around the place and development of the local indigenous languages that is mostly used in social set ups including at home and other social functions. The need and means to strengthen Kiswahili as it is the national language and concerns about the usefulness of the English language, its effective teaching and/or its falling standards lead to adoption of code switching and code mixing. According to Muthuri (2002), code switching is seen to have originated from Eastlands areas of Nairobi, where majority of people are of low social class, supports that point by Shohamy (2006) who argues that code mixing is used by students who have poorly developed language to compensate for the deficit in the target language in use. The continued use of code switching and code mixing in secondary schools is one of the areas which have raised issues in the Education system. Buhere (2010) raised a serious issue with teachers regarding the use of code switching in schools, accusing them of giving up the fight and taking a back seat.

The continued use of code switching and code mixing has led to communication problems among school leavers especially those from secondary schools with majority unable to speak fluently or make simple sentences in English. As much as code switching has been given a negative attitude in Kenya, researches has shown that C.S helps teachers in reinforcing understanding in classroom environment.

In substituting a word in another language, Omondi (2007) found that in Kenyan schools, both teachers' and students' major reason for code switching was that there was no direct translation of words between English and other language like Kiswahili which is commonly used in communication. Additionally, the same study found that teachers in schools use code switching also to ease tension and inject humor in to conversations. In a previous study, Eldridge (1996) (in Sert, 2005) has listed four purposes in which students code switch as; equivalence, floor-holding, reiteration and conflict control. Equivalence which is a strategy that bilingual used to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in competence of the second language.

However most people in Kenya are of the opinion that this code interferes with standard languages hence it has negative effects on formal education. Recently the Standard newspaper of Kenya, took issue with the Kenya Publishers Association where in one of it's Book exhibition declared that it will in future publish books in 'Sheng' (Editor-Standard newspaper, 29/9/2006). This led to a wide national outcry because of the effects that this move will have in the education system. At the same time, the same Association cautions the youth that this code should only be used in informal set-ups and standard Kiswahili to be used in formal situations, it does not realize the lasting effects this code

will have in their lives through publishing. Perhaps the question which one can ask is; which particular code will they adopt to publish since 'Sheng' is spoken in different varieties depending on the locality? Secondly, the social stigmatization associated with this code makes it much more difficult to gain acceptance across the social circles.

According to Qorro (2009) code switching has had adverse effects on learning of the second language in secondary schools in Kenya. Code switching has a wide range of functions which in most cases vary according to the topic, people involved in conversation and the context in which the conversation is takes place. Baker (2006) listed twelve main purposes of code switching, which are relevant to bilingual's talks in general. Some of these functions can be observed in classroom environment and in relevance to teachers and students interactions. Code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humour into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced. This study therefore intends to establish the influence that code switching and code mixing has on performance in English Written essays among secondary school students in Kenya.

1.3 Statement of the Problem

The assumptions behind official position that the English taught in Kenyan schools is of the Standard British variety are that the Kenyan teachers, even at primary school level, are capable of teaching this model effectively and that Kenyans view deviations in their

use of English as errors that are acquisitioned deficiencies. According to Kimemia (2002), these assumptions distort many facts about the forms and functions of English in Kenya and raise academic concerns and largely contributed to code switching and code mixing among students in secondary school. Poor performance has been recorded in written English among students, where students find it more comfortable to write essays with words, phrases from other languages apart from English, for better expression, thereby, eroding the gains made in effort to increase the literacy level. The fact that most students cannot express themselves properly in English language has equally affected academic performance in other subjects because English is the language of instruction. The Trans-Nzoia County is inhabited by people who speak three or more languages a fact which was noted by the County Quality Assurance and Standards Officer (CQASO) during the 2012 county Education Day, where teachers were urged to adopt new management, teaching and communication practices. Adopting new teaching practices involves among other things, the communication to the students in a language they understand better and this has prompted teachers to use code mixing and code switching to increase the participation of students in class discussions. Studies done tried to establish levels of code switching and code mixing and to an extent, they have attempted to explain the situations that lead to the C.S and C.M, but have failed to clearly bring out how the spoken code switching and code mixing ultimately affects performance in writing of English essays, hence failing to explain whether there is any relationship between speaking (code switching and code mixing) and writing. This research sought to establish the influence of code switching and code mixing on students' written essays in

English. The results would further help in coming up with proper ways of teaching writing English essays.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of code switching and code mixing on students written English essays among selected secondary schools in Trans-Nzoia County Kenya.

1.5 Objectives of the Study

In order to attain this purpose, the objectives of the study were;

- i. To describe the nature of code switching and code mixing among secondary school students.
- ii. To identify the reasons for code switching and code mixing among secondary school students in selected secondary schools in Kenya.
- iii. To find out the morphological influence of code switching and code mixing on students' written essays in English.
- iv. To establish the semantical influence of code switching and code mixing on students written essays in English.
- v. To find out the syntactical influence of code switching and code mixing on students written essays in English.

1.5.1 Research Questions

The research questions of the study were;

- i. What is the nature of code switching and code mixing among students' in selected secondary schools in Kenya?
- ii. What are reasons for code switching and code mixing among secondary school students?
- iii. What is the morphological influence of code switching and code mixing on students' written essays in English?
- iv. What is the semantical influence of code switching and code mixing on students' essays in English?
- v. What is the syntactical influence of code switching and code mixing on students written essays in English?

1.6 Significance of the Study

The study aimed at providing relevant basic information that would go a long way to assist in coming up with proper ways of handling writing English essays in secondary schools. The study provides additional knowledge and understanding on the existing concept of code switching and code mixing among secondary school learners. The study further provide information on the influence of code mixing and code switching on students' performance of written English essays. In addition, the findings of the research study will provide information for language education in schools, as well as provide reference materials for further research on the same or related field of study. i.e understanding how code switching and code mixing influences writing, teachers will be able to successfully handle English essay writing lessons and provide appropriate

guidance to learners. Equally, learners will be conscious of situations (in speaking) that affect their writing of essays.

1.7 Justification of the Study

The main aim of the introduction of the 8-4-4 system of education was to fully equip learners with skills that makes them self reliant after every level of education. The most basic way of achieving this objective is by making learning as manageable as possible and using the most basic language that learners can understand. This perhaps is the main reason why teaching of mother tongue as a first language was common practice, especially among schools in rural areas,since this provided the learner's with a reference point.

Use of code switching in the classroom therefore is not a new phenomenon in school but rather a practice that has been developed with time and its effects both positive and negative have been clearly seen in the education system. There is a clear need to dig deeper into the attitude that is attached to code switching and code mixing. This study compared studies in different parts of the world and did empirical analysis of the findings and drew conclusions as to why code switching and code mixing is common among students and the contexts within which it should not be encouraged.

1.8 Assumptions of the study

The study was based on the assumption that the respondents were truthful in providing information relating to this study. The research further assumed that all students have a common trend in using code switching and code mixing both in formal and social setups.

Code switching and code mixing is not encouraged by teachers in all schools because it has got negative effects on language development among learners.

1.9 Scope of the Study

The dominant issues in the study were code mixing and code switching and the influence on written English essays by secondary school students in Trans-Nzoia County. Performance was also confined to essays written in the classroom, and those written for the purposes of county examination. The study aimed at collecting information from 80 teachers of English, out of which a study sample of 24 was considered and 2,424 form two students of which 260 of them were equally considered as part of the study sample. The study aimed at 65 selected secondary schools for a sample out of 219 schools in the county.

Questionnaires and written task were used to collect data and the study adopted a cross-sectional survey design owing to the fact that there was need to get conclusive information on various levels of engagement including; the nature of C.S and C.M, reasons of students engagement in C.S and C.M, morphological, semantical and syntactical levels of C.S and C.M an their influence on students written essays.

1.10 Limitation of the Study

The study focused on Trans-Nzoia County. The study findings were however not to be generalized as a true reflection in all secondary schools because it only engages few selected secondary schools which may be sharing a common way of code switching and code mixing. This is so because of the effect of the local languages spoken and may not

be used to draw generalizations on other schools in different parts of the country. However, the research findings can be generalized to other schools in other surrounding regions where students share L1 or commonly associate at similar language levels.

1.11 Theoretical Framework

This study utilizes two theories; constructivism theory and interlanguage theory as a way of assuring the validity of research.

1.11.1 Constructivism Theory

Developed by Jesse Delia in early 1970s, constructivism theory refers to the idea that learners do construct knowledge for themselves. According to Hein (1991), through constructivism theory, each learner individually and socially constructs meaning from time to time as they learn.

This theory explains the understanding of how people interpret their social world which has direct influence in their communicative behavior (Butler and Griffin, 2010). The social lives of students in Kenyan Secondary Schools largely influence the extent to which they use either code switching or code mixing. The use of code mixing and code switching among these students emanates from their social interaction with their peers as well as other members of the society. This results from constructivism as these students tend to construct their own understanding and knowledge of the world through their own experiences and reflecting on these experiences, hence the use of code mixing and code switching. Since communication is a skill and a practical art that aims at accomplishing various purposes, individual differences in the perception of people and social events

any relate to the use of more or less effective communication. In order to fit within their social groups and peers, students tend to code mix and code switch in their normal day to day conversation and in some cases, official engagements either consciously or unconsciously. This is a way through which learners reconcile previous experiences whenever they encounter something new and in the process, they may discard the old information as irrelevant. This explains why old code mixing and code switching terms such as *ushago* has been replaced with other ones like *gichagi* to mean rural areas. In the case of code mixing and code switching, most students tend to get new terms from their social environment or outside the classroom and try to fit them into their daily conversation and finally end up putting them in written form. In the classroom, the constructivist view of learning means encouraging students to use active techniques such as experiments and real-world problem solving using authentic data if possible, and to create knowledge and reflect on their understanding. This theory focuses more on the aspect of learners being able to reconstruct or construct their language use based on other languages familiar to them, or those they already know. Today, constructivist theory continues to be refined and applied in new settings, leading to improved understandings of many communication events and behaviors for instance, code switching and code mixing in communication.

1.11.1 Interlanguage Theory

This research study also utilized interlanguage theory developed by Selinker (1972). In the theory, Selinker explains that structural autonomy of developmental stage of learning a language and its inherent characteristics as; systematicity, variability and rule governed.

Language learners linguistic systems tend to be different from their first language as well as second language. This understanding was developed by Nsemser (1971). Interlanguage theory is the systematicity that deals with planned and organized practice where the learning of a given language is rule-governed by variability which the rule governing changes. According to Ellis (1985), Interlanguage Theory is based on the hypothesis that there is a psychological structure hidden in the brain which is activated when one attempts to learn a second language. According to Selinker and Douglas (1985) interlanguage can be observed to be variable across different contexts. Psychological processes involved in code mixing can be studied by comparing the Interlanguage utterances of the learner in two ways; the utterances in the native language to convey the same message produced by the learner and the utterances in the target language to convey the same message, produced by a native speaker of that language. Griffiths and Parr, (2001) Interlanguage Theory is significant as it is the first attempt to take into account the possibility of learner conscious attempts to the control of their own learning, they choose the learning strategies they employ.

Interlanguage Theory works as vibrant microcosm of linguistics hence its perspective can be applied to learners' phonology, morphology, syntax, lexical and language use norms found among learners which is termed Interlanguage pragmatics. The theory works as a vibrant microcosm means that the theory is full of life and energy it is exciting and can be applied broadly in the learning of a second language therefore it is applicable in the study of code mixing and the learning of English as a second language, White (1992) puts it clear on the need to consider Interlanguage grammars in their own right with respect to principles and parameters of Universal grammar (UG), arguing that one

should not compare L2 learners to native speakers of L2 but instead consider whether Interlanguage grammars are natural systems. This shows that L2 learners may arrive at representations which indeed account for the L2 input, though not in the same way as the grammar of a native speaker. Interlanguage Theory therefore is appropriate in the discussion of code mixing both manifested orally and in written. There is evidence of drawing codes from national language Kiswahili into English hence coming up with a new code. In code-mixing language interference is experienced, therefore the Interlanguage theory is appropriate for the study as it is concerned with language continuum.

1.12 Conceptual Framework

According to Selinker (1972) and Corder (1981) language learners develop their own transitional language as they attempt to achieve the target norm. It is on this basis that the study intends to establish the influence code mixing and code switching has on written English Essays among students in Trans-Nzoia County.

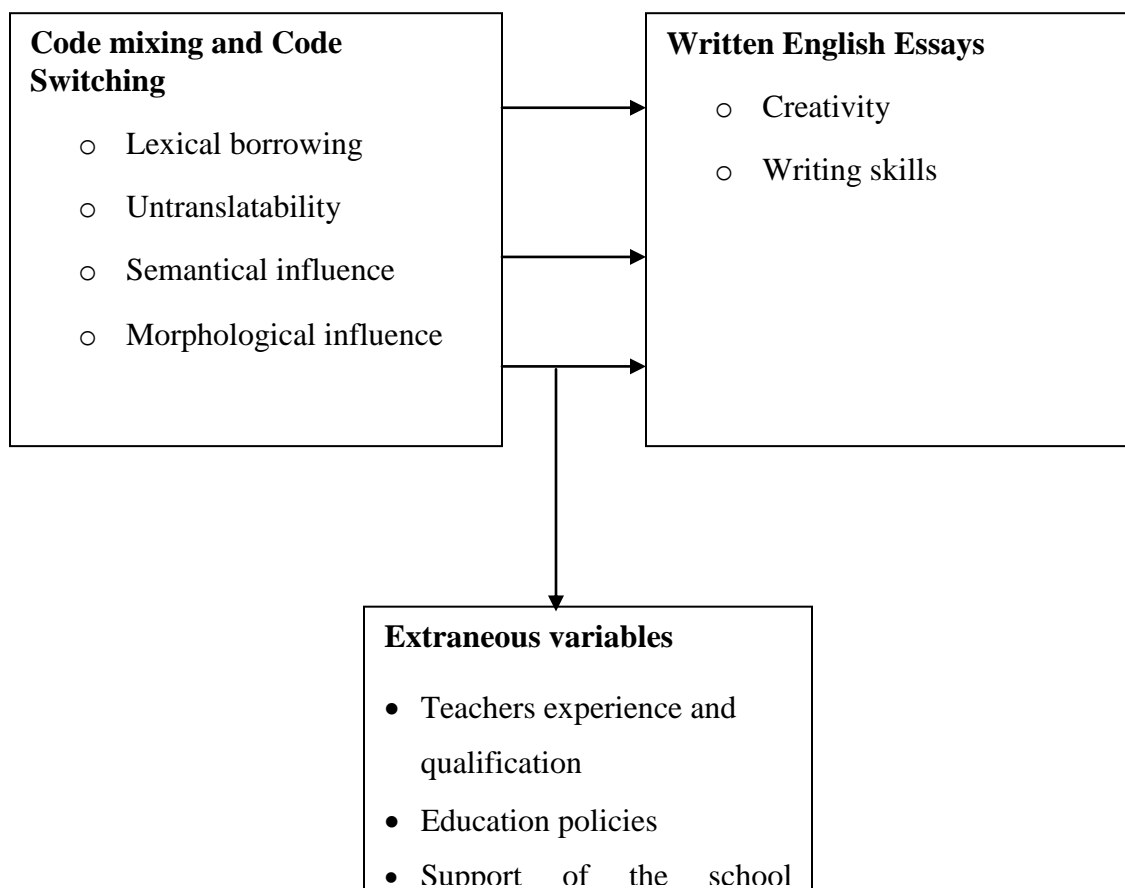
According to Hymes (1992), code switching is a term for alternative use of two or more languages or variety of languages or uneven speech styles. Kenya being a multi-ethnic society, students in Trans-Nzoia county are generally bilinguals; they speak their ethnic languages as well as English and Kiswahili which are the official and national languages. Hudson (1996) code mixing is a case where the speaker uses fluent bilingual talking to another fluent bilingual changes in language without any changes at all in the situation. In this case, the speakers balances the two languages against each other as a kind of linguistic cocktail. This is very common among secondary school students across the

country especially interchanging of English and Kiswahili. The strongest possible motive for language learning is the need of associating with the speakers of the language (1953). Use of code mixing and code switching among secondary school students has become so common that it tends to affect their written English Essays. The more they use code mixing and code switching the more it influences their written English Essays while on the other hand, low and less frequency in code mixing and code switching has less influence on their written English Essays.

Figure 1: Conceptual Framework Model

Independent variables

Dependent variables



1.13 Operational Definition of Terms

Bilingualism; This is one's ability to understand and correctly speak two languages. One has both language competence and performance in the two languages.

Code Mixin: This is the using of more than one language in one sentence or Statement during communication.

Code switching: This is the changing from one language to another in spoken or written communication for various reasons.

Language Educational Policy: A centralized Education systems (ideas, plans that are used as a basis for making decisions in education sector.) imposed by a governing body.

Language : This is a systems which consists of a set of sounds or written symbols used by people of a country or region to communicate.

Language competence: This describes one's ability of knowing or understanding a Language in terms of meaning, structure and all the Grammatical rules of that language (rules governing language use)

Language performance: It is the ability to communicate in written, spoken and even to listen and understand effectively in a given language without difficulty and within the language rules provided.

Morphological influence: This is the way words are constructed with stems, prefixes and Suffixes. The study examines lexical items that appear in words and sentence and how they influence writing.

Semantical influence: This deals with the meaning of words and sentences as used in different contexts (semantical) and how this influences writing of essays.

Sociolinguistic: The Study of use of languages in a social context and how the Language is affected by differences in social class, religion, gender; in this study it refers to how language is used in specific regions and it influences their writing.

Syntactical influence: This relates to the way words can be put together or put together in order to make sentences (sentence structure). In this study words from different languages are put together to make a new meaning and sentence complete.

Written English essays: These are students' written responses on a given topic for reasons of gauging students' expression and communicative abilities.

1.14 Chapter summary

This chapter has presented the background of the study in which it has been noted that code mixing and code switching has had adverse effects on Standard English among learners in secondary schools. The chapter also contains statement of the problem. The broad objective was to investigate the influence of code mixing and code switching and student's written essays. The study was based on constructivism theory developed by Jesse Dalia and his associates at the University of Illinois in 1970s, specific words have also been defined in the context of this study. The next chapter presents the review of relevant literature in relation to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Code-mixing and code-switching are widespread phenomena in bilingual communities where speakers use their native tongue and their second language in different domains. However, it is not always the case where each distinct language is exclusively used in one particular domain. Instead, what tends to happen is that a mixture of the two languages in question is used. This chapter presents some details on the nature of code switching and code mixing among students, reasons for engagement of code switching and code mixing and the morphological effects of code switching and code mixing on students' written essays. It also presents information on semantical and syntactical relationship between code switching and code mixing and students' essays based on what is already known and documented. This chapter also presents information on studies related to the study area.

2.2 The Concept of Code Switching and Code mixing among Students

Muysken (2000) refers to code-switching as the rapid succession of several languages in a single speech event; however, code mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence. According to Wardaugh (1998), studies have reported that code-switching often happened subconsciously, people may not be aware that they have switched, or be able to report, following a conversation, which code they used for a particular topic. However, although a good number of

bilingual speakers claim that code-switching is an unconscious behavior, several researches as attested by Li Wei (1998), have also shown that it is not a random phenomenon.

Code-switching is thus, seen as a purposeful activity, there are functions and intentions assigned to this behavior (Hoffman,1991).

The phenomenon of code switching without any doubt is as old as that of language contact leading to bilingualism (Ager,2001). As much as the nature of code-switching is spontaneous and subconscious, studies have reported that it is actually used as a communicative device depending on the switcher's communicative intents (Tay, 1989;Myers-scotton,Andendorff,1996). Speakers use switching strategies to organize, enhance and enrich their speech in order to achieve their communicative objectives. Therefore, development of speaking skills during a teaching- learning process, it is necessary to consider a number of factors that influence this process. Oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact are only a small part of what developing speaking skills makes. The motivation behind the move towards using a second language in teaching, or content and language integrated learning (CLIL) is first and foremost to improve the local students' English language competence as mastery in the language is an asset in seeking employment in the globalised economic world.

Studies on code-switching have moved from the notion that the switching behavior is a compensation for linguistic deficiency in bilingual speakers. Code-switching is seen as functionally motivated behavior. Studies have also shown that it occurs in both formal and informal contexts of communication and has become a normal verbal mode among Malay-English bilinguals (Jacobs,2004).

If code-switching is functionally motivated, a study that investigates the functions of code-switching occurring in Kenyan students' communication will, therefore, be meaningful towards the understanding of this phenomenon. In addition, Harmer (2001), when suggesting features of CLT implies that 'the language learning will take care of itself and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task. In relation to communicative language teaching, Revell (1991) reminds that, theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate and suggests that it is necessary to make a link between linguistic competence and communicative competence. At this point, William Littlewood (1991) proposes a solution for bridging the gap by categorizing activities into two groups: pre-communicative activities, and communicative activities.

Stockwell (2002) views a code, as a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes. It is a system that is used by people to communicate with each other. When people want to talk to each other, they do so in a particular code to express their feeling depending on the formality of their conversation.

Code-switching or code-mixing therefore, could be seen as a problem of language interference, or the speaker's inadequacy in the second language. It may be concluded that code-switching is not language interference on the basic that it supplements speech according to Richard and Skiba (2001). Where it is used due to an inability of expression, code-switching provides continuity in speech rather than presenting interference in language.

The socio-linguistic benefits have also been identified as a means of communicating solidarity, or affiliation to a particular social group, whereby code switching should be viewed from the perspective of providing a linguistic advantage rather than an obstruction to communication.

2.3 Writing Skills among Students

Effective writing skills are central in both middle level education and in the world of work that follows as it enables learners to come out of the education system much better people who are able to properly express themselves. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year gains informative and analytical writing ability are, moreover, taken as a good indicator of the value added by middle level education.

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability and ability of the students to freely express themselves in a particular language without difficulties. It demands rapid retrieval of domain-specific knowledge about the language rules from long-term memory .A high degree of verbal

ability is necessary to generate cohesive text that clearly expresses the additional content, but does speaking affect writing? Writing ability depends on the ability to think clearly about substantive matters that may make sense to the reader, and expressing them in the right way-written language.

Learners are aware that the final goal of learning various languages and being able to use them are two different things. The lack of contextualized practice to work on what they have learned impedes their progress towards this goal.

Learners who concentrate too much on isolated short-term retention of form and meaning will not gain communicative competence. As to why most EFL learners do not use this method, it is hypothesized that for many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native and other languages without any real context practice. In a way, therefore, strongly inculcated traditions and learning habits are blamed. The notion of context is central to Wei's (2007) research on vocabulary learning, which allows EFL teachers and learners to see that, word learning is not simply a matter of memorization chore. The definition of context of a word is; the setting in which the word occurs in speech or writing. Moreover, mature writers concurrently juggle the planning of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention. Given these demands, it is not surprising that both developmental and individual differences in writing ability can be explained in terms of the limitations of working memory .One must have the capacity to maintain multiple representations and control interactions among planning, generation, and reviewing in order to write well.

Cognitive science has focused more on numeracy and the reading side of literacy in comparison with writing. Even so, several findings have implications for the design of writing instruction as noted in previous reviews of the literature. Our focus here is on a principle found useful in training complex skills but relatively overlooked to date in the field of written composition (essays).

Secondary school students' fluency in generating written text is limited until they master the mechanical skills of handwriting and spelling. Learning the mechanics of writing to a point of automaticity during primary school years frees the components of working memory for planning, generating, and reviewing. Mastery of handwriting and spelling is also a necessary condition for writers to begin to develop the control of cognition, emotion, and behavior that is needed to sustain the production of texts. It is important to note that, advancement to the use of writing as a means of thinking, as well as language production, emerges only after a decade or so of writing experience. In late adolescence and young adulthood, writers move beyond merely telling the reader what the author knows. Mature adult authors transform their own ideas as a consequence of generating text and reviewing their ideas and text. They come to use writing as a way of thinking through matters and constructing new knowledge structures in long-term memory. Reviewing the text often triggers more planning that transform the author's ideas about the topic. Reviewing can also trigger more language generation to reduce the difference between what the author means and what the text says at the moment.

Such knowledge transforming requires concurrent representations in working memory of the author's ideas and the text's meaning (implied meaning). The notion of implied meaning costs learners in great ways, they end using words borrowed from other languages with the mind that the reader will definitely place them and understand what they mean. This spoils good writing. Code switching and code mixing comes about as a result of knowledge of the environment, speaking different languages and trying to express oneself in those languages, interfering with target language of communication, coordinating with what one is so familiar with and makes them use nouns locally referred to them in different language say L1 to effectively express. (lack of the equivalent word)

It also requires the coordination of complex interactions ranging from diction, fluency in target language, vocabulary range, planning, generating, and reviewing. Each of these basics is constrained by working memory limitations. The number of processes that a writer can coordinate at once and their qualitative nature are dependent on attaining sufficient fluency with each process. Writers appear to never move beyond knowledge telling in the absence of sufficient mastery of and cognitive control over their work and ends up code switching and code mixing to beef up to what they cannot provide in the target language of communication.

Student's essays that communicate in more than one language are looked at as sub-standard work since the student is thought to lack language competence. The students have various reasons for writing in this manner, some of the reasons are self intended like wanting to flower their work to make it vividly communicate while others include lack of equivalent vocabularies to communicate the same issues`

2.4 Code Mixing and Writing

Code switching and code mixing has in the recent past generated a lot of interest with many researchers trying to link it directly to students writing ability and skills. For example, Haugen (1953) in his research claimed to be the first person to introduce the term code switching as the use of alternating languages used in a conversation. However Benson (2001) refuted it as she pointed out that Haugen discussed the framework of code switching mainly as language interference and attributed switching to low grade intelligence, which is a different phenomenon than code switching.

Accordingly, code switching and code mixing is considered as an important social situation where bilinguals communicate using a “unique language system” representing their cultural setting. Kachru (2003), Baumgardener (1996), Myers-Scotton(1995), Seligson 1988, Baker (2008), and De Houwer (2008) considers it as a natural language, change occurs due to the constant political, cultural, and social assimilations and shifts in the world. This is in contrast to the present view which looks at the phenomenon as a discourse tool used by the proficient bilinguals. The magnitude of their work has initiated the latest trends in the research that advocates the need to study language patterns as a result of social and political requirements.

According to Azevedo (1991), the students are in a constant struggle to decide when to code-switch or otherwise. During the decision-making process, the only other option available is to translate from one language to another. As discussed earlier, code switching performs specific functions of conveying only those concepts that are not present in language system—translations that are strictly concept mediated and

contextual knowledge is of primary importance. The translation is not only literal word value but also includes a whole set of social connotations behind it. Such translation instances encountered by the bilingual students involve “socio-cultural and political connotations attendant on its use, which sometimes is not achieved by translation in a second language.

Presently, many researchers refer to code switching and code mixing as a hindrance to in achieving proficiency level in a second language especially among students. Others, disagree that borrowing lexical items under the cultural influence impairs the acquisition and development of the second language vocabulary.

Other recent research supports the use of alternate language as a discourse strategy which manifests high levels of proficiency in both languages. Poplack, Wheeler, and Westwood (1987), for instance, noticed in their Finnish/English oral corpus that switching was met with production difficulties such as pauses, and ratification markers only when speakers lacked a certain level of proficiency.

As a result after the initial negative understanding of the term, many researchers including Houwer (2008), have made useful contributions have been made to assert the phenomenon as positive. They argue that the bilingual speakers engaged in code-switching are proficient speakers who have the ability to produce well formed constituents in their dialects of either language involved in their discourse. This definition is in direct contrast to what early researchers proposed by this time when they thought that it could slow down second language acquisition. Thus, the field of sociolinguistic looked at the phenomena to investigate who is speaking which language to whom and

what kind of prevalent social factors affect this choice. Furthermore, it also studies the varieties of one language as it is written in various regions regarding what changes a language undergoes. Students tend to transfer the same to writing for various reasons that includes effective communication and proper description, generally, the language of a state, anywhere in the world, has never uniformly had a language of authority and symbolic power for all minority groups, even when that language was consistently supported by the government and education systems

2.5 Code Switching and Writing

Code-mixing, as a sociolinguistic phenomenon, are familiar practices throughout the world, most especially among those who are bilingual or trilingual's in which they combine certain linguistic items from two different languages as a linguistic reflection of borrowing. This is why code-mixing appears to be the main feature of the academics using their mother tongue words such as block, church, office, bread, skirt, card and so on ,are commonly used not only by literate people but also by those who have not been to schools at all. These words and many could then be treated as loan words because of their low frequency of usage among Secondary School Students and most importantly because they denote concepts which are alien to us.

Nartey (1982) conducted another study on code switching with young Ghanaian college students in a pub. He observed through their communications that social factors influence patterns of code switching more than the structural regularities of the two languages. His results indicated both inter-sentential and intra-sentential overlaps in students' conversations without conscious efforts. This was in direct contrast to the studies by

Poplack (1980), who studied grammatical patterns and established that code-switching happens only when the surfaces of two languages map on to each other (the equivalence constraint). Her studies are consistent with other researchers like and Hall (2005), who looked at the phenomena as psychological and social rather than purely linguistic in nature. The Matrix Language Frame Model (MLF) provides a scheme of grammatical structure in an utterance with a code-switch. Thus, it combines the two approaches. The model argues that for a switch to happen it is important for the two grammars to keep their functional status intact in a conversation.

According to Callahan (2004), though grammars of the language pair involved are correct, code-switching occurs less and serves different purposes in written corpus. He further noticed that code-switches that occur in nonfiction access people after much editing and proof reading, though less in number is an authentic phenomena to study. CS in written work involves more thought processing and consideration. It is not as casual as in oral conversation. Burciaga (1992) proposed two reasons for less code-switching in written corpus mainly because it is not limited to one community to adopt certain rights and obligations or unmarked code choice. Secondly, it is used in the main narrative where it represents the author's voice as characters are absent. Many scholars have realized that although code switching generally occurs among different people in life, it has been unwillingly accepted in academic settings. Now the contemporary research has re-oriented itself and the role of using first language in conjunction with the second language is redefined.

A study by Scott and Fuenta (2008) directly addresses the question of how first language can be used as a resource. The study was conducted with French and Spanish learners. They were audio-taped for the conversation analysis. The results showed that using first language while solving the grammar problems was extremely beneficial for the students. They observed that allowing the use of first language to have specific functions, like contextualizing the meaning, helped a class fellow. In addition to allowing only certain amount of first language as a resource, they also identified the situations of CS were similar to the bilingual situations outside the classrooms.

2.6 Nature of Code Mixing and Code Switching on Writing Skills in Essays

English language is the foundation on which the entire school curriculum is based in Kenya. It is important to note that a child's personal development stems from his/her ability to speak, to read, and to write.

Learning to speak relies heavily on listening, and that all the linguistic skills can best be fostered when the child has experiences directly gained from listening and seeing. The nature of code switching and code mixing among speakers was based on words, phrases, sentences and even whole passage which are transferred directly to their academic work. To students, C.S and C.M while speaking may be an efficient way of communication which in deed may not be the case, putting in mind the academic requirement. One of the objectives of teaching English in secondary schools in Kenya is to enable the learners to communicate fluently, independently and accurately in English Language in everyday life (Kenya Institute of Education Secondary syllabus vol, 2002). This means that at the end of the Education course, all students are expected to have acquired a sufficient

command of English in spoken and written forms to enable them to communicate fluently, follow subject courses and textbook, and read for pleasure and for information.

The fact that language is an integral part of the curriculum, declining standards has been the cause of big worries among many teachers as well as other stakeholders. This is because when students have poorly developed language, they tend to perform dismally in other subject areas, and thereby transferring the problem. (Ngonga, 2002; Bett, 2008). The fact that languages form an integral part in the curriculum, decline in standards performance both at primary and secondary school level causes a lot of worries to teachers and other stakeholders.

A study conducted in Botswana schools revealed that the absence of appropriate use of learners main language, and a delivery of instruction through English only, subtracted out opportunities for exploratory talk, and thus for meaning-making.

The findings of the above study show that the learners, home language is very important in the teaching and learning of other subjects. This puts more emphasis on the fact that having a definite language goes a long way to foster understanding.

2.7 Reasons for Engaging in Code Switching and Code Mixing among Students

According to linguistic investigations into the field of code-switching, factors that bring about the phenomenon are numerous and extremely varied. While in many cases, code-switching is commonly viewed with suspicion in any languages classes. Teachers and researchers in languages have, on the whole, been concerned to minimize code-switching

in the classroom, taking it that the switches either indicate a failure to learn the target language or an unwillingness to do so.

Willis (2001), for instance, suggests that when students start speaking in their own language without the permission of the teacher, it generally means that something is wrong with the lesson. Cummins and Swain (2000) similarly argue that progress in the language classes must be facilitated if only one code is used in the classroom, asserting that the teacher's exclusive use of the target code will counteract the 'pull' towards the native code. There also seems to be a feeling that languages should be kept strictly demarcated despite the fact that code-switching is employed in the repertoires of most bilingual people and in most bilingual communities. For instance, the speaker cannot express himself adequately in one language and therefore switches to the other to make good the deficiency.

This may trigger the speaker to continue in the other language for a while. Experiments have proved that code-switching of this type tends to happen a great deal when the speaker is upset, tired, or otherwise distracted. However, if the switch takes place into a minority language, it is usually thought of as a means of solidarity with a social group. In this case the majority language speaker's change into the minority tongue signals to the listener that a good rapport is going to be established. There are certain examples, though, when the same change between languages may occur to exclude other people from the conversation who do not know the language. There are universal motivations for code-switching as well as motivations for particular code-switched language varieties. Initially, code switching was seen as evidence of internal mental confusion or inability to

effectively speak two different languages. However, studies by David (2003) have shown that code-switching is not mental confusion but rule governed behavior among bilinguals which is motivated by certain linguistic as well as socio- psychological factors. It is a manifestation of notes that an alien concept often has a speaker switch to the language from which the concept is borrowed. When speakers are not equally competent in two languages and when the speakers do not know the terms in two languages, then code switching occurs. For example, students often code switch by moving from Kiswahili to English. In certain occupations code switching takes place in the speech of doctors, lawyers, engineers while they interact among themselves owing to the fact that proper terms in Kiswahili or in any other language other than English may not be available to them. As a result, they utilize the English terminology that they are familiar with. Thus, one can identify a great deal of lexical code mixing.

As David (2003) notes, it is vital for a classroom setting in Kenya that a specific terminology be used to refer correctly to an object or a character.

The use of the exact terminology or vocabulary is important in this setting when the terminology plays an important role and has the potentiality to reinforce understanding among the learners.

Therefore, whichever the code is that enables the speaker to get his/her exact meaning across will be the one that is acceptable to the integrationists' including one where code switching occurs. Code switching provides many different strategies for explaining and reinforcing the matters taught. In the example below: the teacher literally repeats the

previous statement in Tamil. Although repetition can be considered as an unnecessary redundancy, it serves a purpose similar to translation that helps to enhance clarity.

2.8 Morphological influence of Code Switching and Code Mixing on Students' Essays

Muysken (2000) states that code mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence. It has become a common phenomenon in communities where two or more languages are alternately used for communication. On the contrary, code-switching (also known as inter-sentential code-switching) is defined as a means of communication involving a speaker alternating between one language and another at the level of sentence. Callahan (2004) explains that Code-switching is also the use of words and structures from more than one language or linguistic variety by the same coder within the same utterance. Patterns of code-switching are found to be different from one another because of several distinct processes such as insertion, alternation and congruent lexicalization. These three processes correspond to dominant models, and approaches, (Muysken, 2000).

The approach associated with Myers-Scotton (1993) that departs from the notion of insertion views the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as the insertion of an alien lexical or phrasal category into a given structure (Muysken, 2000). Another approach which departs from alternation is one that views the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point (Muysken,2000). However, the approach associated with Labov's (1972) and Trudgill's

(1986) works departs from the notion of congruent lexicalization and focuses on the study of shifting, and language variation rather than on the use of bilingual language.

The size of constituent constraint states that major and main constituents such as sentences and clauses tend to be switched more frequently than smaller constituents, for example, nouns, determiners, verbs, adverbs, and adjectives. The free morpheme constraint, on the other hand, entails the forbidding of codeswitching between a bound morpheme and a lexical form unless the latter has been phonologically integrated into the language of the bound morpheme. The tendency to consider these linguistic constraints universal and valid for any pair of languages resulted in various research studies which focus on examining the structural principles that govern the patterns of code switching, and on investigating linguistic factors and constraints, that block switching to occur at certain points.

2.9 Semantical Influence of Code Switching and Code Mixing on Student's Essays

Semantics being a branch of linguistics dealing with meaning of words and sentences, gives a greater guidance since the words and sentences engaged do not carry the first meaning most words used have been given an implied meaning besides its original meaning, and that is what is transferred in the writing their essays. Students carefully try constructing sentences that can flow, putting in mind sentence structure to communicate their message.

2.10 Related Studies

The literature abounds with research studies on code mixing and code switching. Earlier studies that dealt with code switching as a major topic. In 1970s, most of the code mixing studies drew on two interacting language systems Spanish-English to analyze the grammatical structures and syntactic rules of these two interacting language systems in code switched sentences. In the past decades, the study of code switching and in particular the investigation of the syntax of code switching has attracted considerable attention. Various studies have investigated different language pairs and looked at the linguistic factors that operate to constrain code switching, and the syntactic constraints that restrict the environments where switching can occur. These research studies have revealed controversial findings right from semantical effects touching on over and under differentiation situations revealed some phonetic substitutions and simplification in sentences were said to occur.

A study done by Alenezi (2010) noted that selection of the language of instruction is a vital decision for academic institutes and learners as well. This is because language educational policy for academic institutions in a centralized system of education is often imposed by a governing body, whether that is a ministry, educational board, or any other forms of governing organizations. Such decisions usually impacts learners' academic performance in all subjects and therefore learners' alike are mainly affected by this selection, yet learners' opinions and believes rarely considered, and usually excluded from this vital decision. This decision has to put into consideration the attitude within which the world of languages use, code -switching has often been perceived as being of lower status, a strategy used by weak language performers to compensate for language

deficiency. This view of code-switching and bilingual talk in general is more normatively based than research-based as pointed by Lin (1996) who added that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language. An extensive body of literature studies reported that code switching in classrooms is not only just normal but useful tool of learning. Cook (2001) referred to code switching in the classroom as a natural response in a bilingual situation. Furthermore, in the same study, Cook (2001) considered the ability to go from one language to another as highly desirable among learners. Moreover, in eliciting teachers reflections to their classroom teachings, Probyn (2010) noticed that most notable strategy that teachers used, was code switching to achieve a number of communicative and metalinguistic aspects.

Code switching as a field of study has a rich and varied literature encompassing research based on various theoretical models and research methodologies. The dominant perspectives in the study of code switching have been either sociolinguistic or grammatical in nature. The sociolinguistic approach has examined languages in contact in bilingual or migrant communities and concerns itself with the social and political motivations for its use. For example, code switching as a conversational strategy has been investigated in Gibraltar, where Spanish and English have been in contact for several hundred years (Moyer, 1998), social networks used by bilingual communities in Britain (Yamamoto, 2001), Neuhuatl speakers (MacSwan, 2000), and many other studies from around the world.

The grammatical approach to the study of code switching is psycholinguistic in nature, which entails experimental studies to support models of bilingual language processing.

These models try to explain how bilinguals differ from monolinguals in the way their languages are internalized. Issues such as message construction, lexical access, and the integration of lexical and syntactic representation in bilingual language production and comprehension have been addressed (Bialystok, 2001; Dussais, 2001; Grosjean, 1997; Muyksen, 2000; Myers Scotton & Jake, 2001). In addition, the grammatical and syntactic investigation of code switching is driven by the notion that there are structural constraints on its production and that there is a systematic favoritism for switches to involve certain forms.

The experimental methodologies used include elicitation, comprehension and grammaticality judgment tasks. Studies like those by Woolford (1983) and McSwann (2000) seek to explain code switching in terms of the Chomskian underlying frameworks for generative grammar. This approach can be seen as a “Micro” perspective, as it concerns itself purely with the syntactic formulation of code switched bilingual production and way their languages are internalized. More recently, attention has been drawn to code switching as discourse related, in that its use contributes to the interactional meaning of the utterance and organizes conversation.

The verbal interaction between bilingual speakers is therefore open to, as Auer (1995) has said, “local processes of language negotiation and code selection”.

This view is attempting to bridge the gap between the sociolinguistic approaches that restricts its analysis to the social significance of code switching within bilingual communities, and the strictly grammatical approach, which seeks to explain models of psycholinguistic language processing or to define code switching in terms of grammatical

models. Forms of code switching, including intra sentential, none borrowing, a shift to another language for a word or phrase, is now looked at within the context of conversational interaction, including change of topic, situation or interlocutor. Auer (1998) identifies eight conversational loci in which code switching is frequent: Code switching has also been viewed as embedding relationships and attitudes in a wider social context. Woolard (1988) sees CS as socially motivated, functional and strategic, and represents the intersection of social identity, consciousness and action. Blom & Gumperz (1972) note code switching as being either “situational” or “metaphorical”, and can show clear changes in the participants’ definition of each other’s rights and obligations (p.424).

Situational code switching is seen as a code selection or language choice rather than “switching”, and tends to be inter- rather than intra-sentential. Shifting perspective is also noted as an underlying factor (Gumperz & Hernandez Chavez, 1975). Gal (1987) points out that some bilingual communities may allow intimate mixing, while others sanction a strict compartmentalization of codes. Heller (1988) discusses CS and attempts made towards a dynamic model in which it can be seen as “a resource for indexing situational salient aspects of context in speaker’s attempts to accomplish interactional goals” and to produce conventional social discourse or referential meaning

2.11 Chapter summary

This chapter has highlighted the major effects of code switching and code mixing on writing Skills among secondary school students. It is evident that the use of code mixing is rampant both inside and outside classroom, between teachers and students and also among students in their ordinary conversations. It also important to note that code

switching reinforces understanding in different subjects given that the teachers can use it for slow learners. However, It affects the ability of the students to properly express themselves in a formal setting hence it should be applied with caution and necessary checks put in place. The chapter has also attempted to mention motivating factors to C.S and C.W, morphological, semantic and syntactical items as seen during C.S and C.M. The next chapter focuses on the research design and methodology used by the researcher.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures used in data collection to address the influence of code mixing and code switching on students written essays in selected secondary schools in Trans-Nzoia County. The chapter further outlines how data was collected, analyzed, presented and describes in details the research design, location and population of the study, sample size and sampling procedures, data collection procedures, reliability and validity, trustworthiness of the qualitative data generation instruments, data analysis procedures and finally presentation procedures on research objectives

3.2 Research Design

According to Crotty (1994), research design is the researcher's overall strategy for achieving the research objectives and a blue print for conducting the research. Research design is a conceptual structure within which research is conducted and informs the arrangement of the conditions for the collections and analysis of the data in a manner that aims to combine relevance to the research purpose (Kothari *et al*,2003).The function of a research design is to ensure that the evidence obtained enables the researcher to answer the initial question as unambiguously as possible. The researcher adopted a cross-sectional survey design to provide quantitative analysis of the study population and was suitable for this study because it is used for preliminary and exploratory studies. According to Luke and Reuben (1992), it allows the researcher to gather the information, summary, present and interpret for the purpose of clarification. It has been chosen suitable for this study since the study involves several categories of stakeholders in

education and specifically those involved in teaching of English language. A descriptive survey design provided a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. From the sample results, the researcher was able to make inferences about the larger population in the study area.

3.3 Location of the Study

The study was conducted in Trans-Nzoia County in the wider North Rift Region in Kenya which covers an estimated area of 2,496 sq kilometers, and lies within 1.1⁰N, 34.95⁰E. Trans-Nzoia County is a cosmopolitan area inhabited by people of different tribes, social dialects and socio-economic status. The county has been chosen because it inhabited by people who speak three or more language a fact which was noted by the District Quality Assurance and Standards Officer (DQASO) during the 2012 district Education Day, where teachers were urged to adopt new management, teaching and communication practices. Adopting new teaching practices involves among other things the communication to the students in a language they understand better and this has prompted teachers to use code mixing and code switching to increase the participation of students in class discussions. The Trans-Nzoia County borders Uasin Gishu County to the south west, Turkana County to the north, West Pokot to the west, Elgeyo Marakwet to the North West, Kakamega to the south and Bungoma to the South West.

3.4 Target Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. A population is a group of individual

persons; objects or items from samples are taken for measurement for example, a population of presidents, professors, books, or students (Ortega, 2010). There are a total of 279 public primary schools in Trans-Nzoia County with a student population of 9,830 students. Out of the 279 schools, two are national schools, 12 are extra-county schools, 74 are county schools while the remaining 191 are county and sub-county schools. The 279 schools has a total of 1,116 English Teachers distributed across all schools. The study targeted the two national schools and extract county schools because they admit students from different areas across the nation and therefore they are more multi-ethnic in nature. The schools would therefore give more accurate information regarding code mixing and code switching.

Table 3.1 Target Population

Stratum	Target population
Schools	14
Heads of Departments	20
Subject Heads	20
Teachers of English	40
Students	2,424
Total	2,504

Source: District Education Office, Trans-Nzoia East, (2013)

This study targeted a total of 80 teachers; 20 heads of departments, 20 subjects heads and 40 language teachers and 2,424 Form two students from 65 public secondary schools in Trans-Nzoia County. The population included head of departments and their subject heads, and language teachers because of the role they play in teaching and subsequent performance of written English.

3.5 Sample Size and Sampling Procedure

Sampling is that part of statistical practice concerned with the selection of individuals intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference (Saunders et al, 2009). According to McLeod (2014), sampling may be defined as the process of selecting participants from an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. Therefore, it can be concluded that from sampling, the researcher can draw precise inferences on all the units based on a relatively small number of units. The researcher purposeivley sampled out high performing schools in Trans-Nzoia County using KCSE results over the past 5 years. The form two students were selected as part of the study due the fact that they have interacted with each other and many other people in the secondary school environment and had ample time to participate in the study compared to other classes. The study also employed stratified random sampling design. A stratified random sample is a sampling plan in which a population is divided into mutually exclusive and exhaustive strata, and a simple random sample of elements is taken within each stratum. The sampling is performed independently within each stratum. In this study, the researcher grouped the respondents according to their positions as: heads of departments, subject heads, teachers and students. The researcher then randomly picked a sample of 30% from each stratum to give each member of the population an equal chance of representation. According to Gay (1987) a sample of 10% of the population is considered to be the minimum while 100% of the population is required for a small population. Large populations attract a small percentage of sample size while small populations

require a large representation in the sample size. The study therefore took a representative sample of 10.7% students was taken for the sample due to their big number.

Table 3.2 Study Sample Size

Stratum	Target population	Sample size
Heads of Departments	20	6
Subject Heads	20	6
Teachers of English	40	12
Students	2424	260
Total	2504	284

The researcher first grouped the respondents according to their schools and upon which they were randomly selected from the population of teachers, head of departments, their subject heads and form two students were randomly selected for a sample.

3.6 Data Collection Instruments

The study utilized both primary and secondary data. Secondary data was collected through library research while primary data was obtained by use of various data collection instruments mainly the questionnaires, interview schedule and written tasks. These instruments were adopted due to the nature of the data that was to be collected, the time available as well as the research objectives to be achieved.

3.6.1 Questionnaires

The questionnaire is one of the major instruments of data collection that was put in use in the study. They were used to source information associated with the intensive inquiry nature of the research (Best & Kahn, 2006).

3.6.1.1 Questionnaires for Teachers

The study adopted semi-structured questionnaires for teachers; these questionnaires included both closed and open ended questions. The closed ended questions restricted the respondents not to include information that was not relevant for the study and also save time for data collection. Open ended questions were used to allow the respondents to add their input in form of opinion into the study. Such information aimed at getting details on the nature of code switching and code mixing used by the respondents and the motivations factors behind the practice.

3.6.1.2 Questionnaire for Students Data

The researcher used structured questionnaires for students; this type of questionnaires contained closed ended questions. This type of questionnaire is easier to analyze, administer and economical in terms of time. Questionnaires enabled the researcher to collect data within a shorter time since most of the information was easily described in writing. Questionnaire technique has the ability to source information associated with the intensive inquiry nature of the research. The researcher administered the questionnaires with the help of a research assistant with knowledge in language since some of the participants required clarification

3.6.2 Written Task

This study also considered using a written task which was given to students as an essay. A set of essay questions were given to them for their response as a task and the answers provided in essay form. This acted as the researchers sample evidence that went along way in helping in the linguistic analysis at different levels like semantic, syntactic,

morphological lexical levels and nature of code switching and code mixing. It also helped the respondents who are not good in spoken communication but can put it down on paper to do so hence the researcher got the required data for the study.

3.7 Data Collection Procedure

Before the researcher embarked on the collection of data, permission to carry out the study was sought from the school of Education, Department of Curriculum Instruction and Educational Media. Moi University. After that, a research permit was obtained from National Council of Science and Technology and the permit was presented to Trans-Nzoia County Director of Education. Through the County Director of Education, the head teachers of the schools which the research was carried out were informed of the presence of the researcher in the county. Before the main research, the researcher conducted a pre-visit to familiarize himself with the respondents in the new schools and gain their confidence and trust. Data collection instruments were then distributed and the respondents given ample time to complete the research instruments. Dates for the researcher to collect data were booked. The participants filled the questionnaires in an empty room at the time that was convenient so as not to disrupt their school routine. During the filling of the questionnaires, the researcher assisted the participants who had problems in understanding the statements. The researcher was assisted by the research assistant for easier, faster and effective administration of the tools to be used especially the questionnaires.

3.8 Pilot study

The researcher administered the research instruments to a few different respondents (not target population) to see the consistency in their response. Data collected was then analyzed and relevant adjustments were then made to the research instruments accordingly in preparation for the real data collection. The study used data from three county schools within Trans-Nzoia County that were randomly picked to conduct a pilot study before actual data collection.

3.9 Validity and Reliability of Research Instruments

According to Mugenda and Mugenda (1999), Validity of an instrument is the success of the scale in measuring what it sets out to measure so that, the differences in individual scores can be taken as representing true differences in the characteristic under study. The questions were made clear, precise and based on the objectives of the study. A pilot study was carried out prior to the main study to assess the reliability and accuracy of the tools and the feasibility of whole study. The instruments for data collection was subdivided as per the variables and objectives to ascertain whether the content was comprehensive and representative of the behavior domains that were measured.

3.9.1 Content Validity of the Questionnaires and written task

Content validity is being a subjective measure where we ask whether the content of a measure covers the full domain of the content. This is considered a subjective form of measurement because it still relies on people's perception for measuring constructs that would otherwise be difficult to measure (Silverman, 2000). Content validations of the

instrument were determined through expert judgment which involved discussing the items in the instruments with the Supervisors, Lecturers and Colleagues. Their suggestions for change were incorporated in the final instruments that were used in the study.

3.9.2 Criterion-Related Validity of the Questionnaire and written task

Criterion-related validity can alternately be referred to as Instrumental Validity. The accuracy of a measure is demonstrated by comparing it with a measure that has been demonstrated to be valid (Shenton, 2002). In other words, correlations with other measures were done. Further, there are no appropriate criteria that always exist. The criteria one uses as a standard of judgment accounts for the different approaches one would use. To determine criterion-related validity, the study first used questionnaires for students in super county schools and then, gave a task to them together with observation to be used to confirm information obtained from other students and their teachers.

3.9.3 Construct Validity of the Questionnaire and written task

It is the extent to which measurements justify or support the existence of code mixing and code switching and whether it influences writing (Nasibi, 2003). A construct represents a collection of behaviors that are associated in a meaningful way to create an image or an idea invented for a research purpose. In this case, code switching and code mixing are the construct that represents a speech character that manifests itself in written essays. According to Mugenda & Mugenda (2003), the existence of a construct is manifested by observing the collection of related indicators. Any one sign may be associated with

several constructs. Questionnaires were developed by the researcher, however, before administration; the questionnaire were discussed with four lecturers and supervisors of this research proposal from the department of curriculum instruction and education media to determine construct validity.

3.9.4 Reliability of Research Instruments

An instrument is considered reliable when it is able to elicit the same responses each time it is administered. By definition, in quantitative research, reliability is a synonym for consistency and reliability over time, over instruments and over groups of respondents Cohen and Morrison (2000). Any random influence that tends to make the measurement different from occasions to occasion is a source of error unless the differences are such that they maximize systematic variance. Reliability is concerned with precision and accuracy. For research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found. Poor reliability degrades the precision of a single measurement and reduces ability to track (Misevy,2004). The researcher found the research tools used as valid and reliable with comprehensive content to measure the representation of the behavior domains from the pilot study.

3.10 Data Analysis procedure

The statistical package for social science (SPSS) and a scientific calculator were utilized in the final analysis of the data collected. Data was analyzed by the use of measures of central tendencies. Data was presented using, percentages and frequencies in tables, pie

charts and bar graphs. They were useful in explaining variable distributions, summarizing and organizing data to make meaning and observe trends, thus enabling a thematic description of data based on the objectives of the study.

3.11 Ethical Consideration

Permission to carry out the study was sought from the School of Education, Moi University, and from the respondents who participated in the study. The nature and the rationale for the study was explained to the respondents by the researcher. The researcher respects the individuals' rights and also safeguards their personal integrity. In the course of this study, the respondents were assured of anonymity, confidentiality and they are assured of their ability to withdraw from the study at any time if they wish to do so. There were no names or person identification numbers to be reflect on the questionnaires except the numbering and identification of data during data editing.

3.12 Chapter Summary

This chapter has presented the methodology that the researcher used. The cross-sectional survey cut across the division and ensured that the research obtained the desired results. The chapter further presented the target population, sample size and discusses types of validity of the instruments used. It further focuses on how the instruments were administered ethical guidelines followed in data collection to ensure that the rights and privacy of the respondents were not infringed. The next chapter presents data collected from the field, analyzed, interpreted and discussed in details.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study sought to establish the influence of code switching and code mixing on performance in written English essay among selected secondary school students in Trans-Nzoia County. The specific objectives of the study were;

- a) to describe the nature of code switching and code mixing among students;
- b) to identify the reasons for code switching and code mixing among students in selected secondary schools in Kenya;
- c) to find out the morphological influence of code switching and code mixing on students' essays;
- d) to establish the semantical influence of code switching and code mixing on students' essays;
- e) to find out the syntactical influence of code switching and code mixing on student's essays;

This chapter presents the data, its analysis and interpretation which are arranged according to the objectives of the study.

4.2 Code Switching and Code mixing in Communication among Students

Code mixing and Code switching has emerged as a serious component of language in communication among students in secondary schools across the country.

The study established that all the students do code switch and code mix although the teachers do not approve of it.

4.2.1 Results and Data analysis From Teachers' Questionnaires

4.2.1.1 Distribution of Teachers according to their Subject Areas

The study established that 60% of the teachers who participated in the study taught languages, while 20.0% taught humanities. The study further established that 10% of the teachers taught applied sciences and another 10.0% taught pure science. The distribution of teachers according to their subject areas is illustrated in figure 4.1.

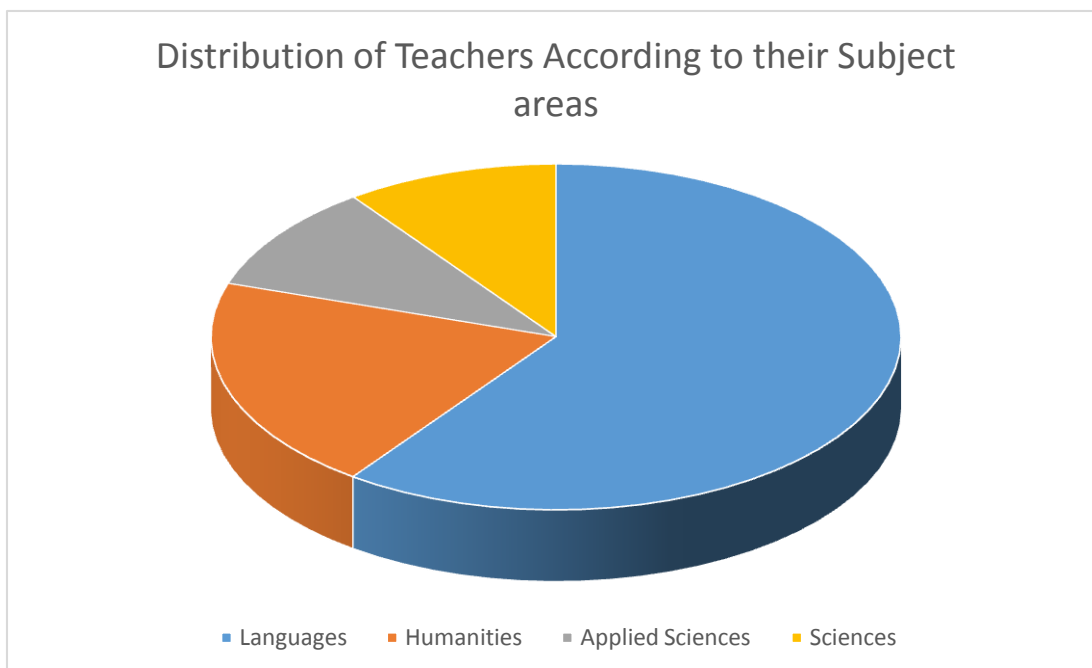


Figure 4.1 Distribution of Teachers According to their Subject areas.

From the above illustration of findings, more languages teachers participated in the study and since the study focused on the influence of code switching and code mixing on students written english essays, participation of the more languages teachers added value and accuracy to the study because they have a daily engagement with students written essays.

4.2.2.2 Use of Lexical Items among Teachers in Secondary Schools

Although use of lexical items is usually viewed as a sign of progress towards fluency in languages among, it was noted that few students apply lexical items. According to the study, 32.5% of the teachers are of the opinion that students are not using lexical items for lack confidence, 35.5% of the teachers stated that students are not using lexical items

for lack of proper understanding, while the remaining 32.0% of the teachers believe that students are not using lexical items because of language deficiency .

Table 4.1 Use of Lexical Items among Teachers in Secondary Schools

Response	Frequency	Percentage
Students not using lexical items for lack confidence	6	32.5
Students not using lexical items for lack of proper understanding	7	35.5
Students not using lexical items because of language deficiency	5	32
Total	18	100

The study further established that the coinage (coming up with new words to deliver the meaning) of official language, natural code switching and code mixing and spontaneous code mixing and code switching are more common among the students.

4.2.2.3 Perception of Teachers's on Reasons why Students use code Mixing and Code Switching.

The study established that different students have different reasons for code mixing and code switching depending on their environment, the people they are addressing and the social context of their communication. According to the findings of the study, 25.5% of the teachers believe students use code mixing and code switching spontaneously without necessarily being conscious of their actions. The study further established that 20.3% of the teachers believe that students use code mixing and switch to draw attention of their peers while 15.4% of the teachers believe that students use it to impress the opposite sex

and another for show off. The study further established that 11.3% of the teachers believe that students use code switching and code mixing as a medium of education/training in English while 5.3% believes that the students use it for lack of translation equivalent. The study also revealed that 20.2% of the teachers believe that students use code mixing and code switching so as to draw attention of the opposite sex and to exclude older people from the conversation. 2.0% of the teachers believe that students use code mixing and code switching to draw attention from other students in lower classes.

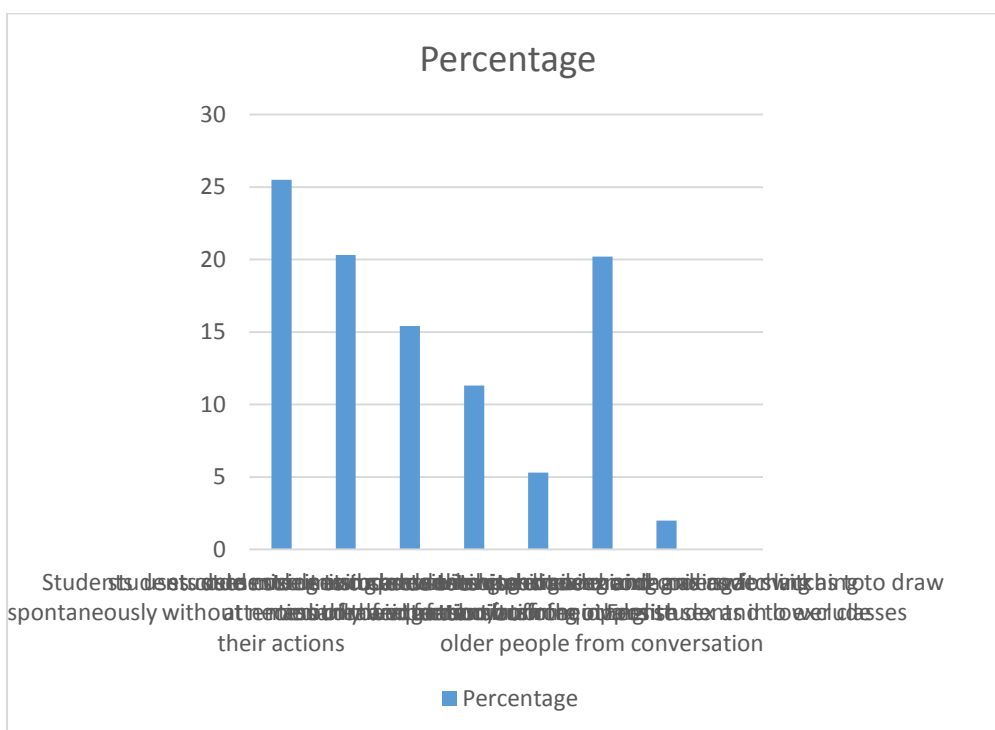


Figure 4.2 Perception of Teachers on why Students uses Code Mixing and Code Switching

4.2.3 Reasons for Code Switching among Students

The study also established that 30.5% of the students use code mixing and code switching to draw attention from their peers, 27.4% of the students use code mixing and code switching to draw attention from their peers, 31.6% use code mixing and code switching to assert their identity within their age group, while 10.3% of the students use code mixing and code switching for lack of translation equivalent. However, 2.2% of the students tend to use code mixing and code switching to draw attention from other students in lower classes (form one and two).

4.2.4 Effects of code mixing and code switching on writing Skills of Secondary School Students

The study established that 25.4% of the teachers strongly agreed that Code switching and code mixing helps students express themselves better, 24.3% agreed that Code switching and code mixing helps students express themselves better while 15.4% were undecided. It was further established that 17.9% of the teachers strongly disagreed that Code switching and code mixing helps students express themselves better while the remaining 17.0% disagreed that Code switching and code mixing helps students express themselves better. The study further established that 30.2% of the teachers strongly agreed that students gain satisfaction from using code mixing and code switching, 28.6% agreed that Students gain satisfaction from using code mixing and code switching while 10.3% were undecided. The study also established that 20.4% of the teachers strongly disagreed that Students gain satisfaction from using code mixing and code switching while the remaining 10.5% disagreed. The findings of the study also showed that 32.3% strongly agreed that code mixing and code switching gives learners a sense of belonging, 27.5% of

the teachers agreed that code mixing and code switching gives learners a sense of belonging. 10.1% of the teachers were undecided while 20.4% of the teachers strongly disagreed that code mixing and code switching gives learners a sense of belonging. The remaining 10.5% of the teachers disagreed that code mixing and code switching gives learners a sense of belonging. The study further established that 28.8% strongly agreed that code mixing and code switching helps reinforce understanding among students while a further 32.1% disagreed while 8.5% were undecided.

The findings also showed that 14.3% of the teachers strongly disagreed that Code mixing and code switching helps reinforce understanding among students while 16.3% disagreed. From the findings, the study showed that 29.5% of the teachers strongly agreed that Code mixing and code switching is just a matter of happiness, 30.3% agreed that Code mixing and code switching is just a matter of happiness. 10.0% of the teachers were undecided while 18.1% of the teachers strongly disagreed that Code mixing and code switching is just a matter of happiness while 12.1% disagreed. The researcher also established that 30.1% of the teachers strongly agreed that code switching and code mixing increase students participation in class, 27.1% agreed that code switching and code mixing increase students participation in class while 9.2% were undecided. The study also showed that 19.9% of the teachers strongly disagreed that Code switching and code mixing increase students participation in class while 13.7% disagreed.

Table 4.2 Effects of code mixing and code switching on writing Skills of Secondary School Students

Response	5	4	3	2	1
Code switching and code mixing helps students express themselves better	25.4%	24.3%	15.4%	17.9%	17.0%
Students gain satisfaction from using code mixing and code switching	30.2%	28.6%	10.3%	20.4%	10.5%
Code mixing and code switching gives learners a sense of belonging	32.3%	27.5%	10.1%	19.1%	11.0%
Code mixing and code switching helps reinforce understanding among students.	28.8%	32.1%	8.5%	14.3%	16.3%
Code mixing and code switching is just a matter of happiness	29.5%	30.3%	10.0%	18.1%	12.1%
Code switching and code mixing increase students participation in class	30.1%	27.1%	9.2%	19.9%	13.7%

4.3 Types of Language alteration Types used by Learners

The study established that 25.5% of the teachers stated that students use only words or phrases, 30.5% of the teachers stated that most students use sentences alteration while the remaining 44.0% stated that students alter whole passages.

Table 4.3 Results and Data from Student Questionnaire

Language alteration	Frequency	Percentage
Students uses only words or phrases	5	25.5
Sentences alteration	6	30.5
Whole passages	7	44.0
Total	18	100

4.3.1 Influence of Code Switching on Students Writing Skills

The study establishes that 25.6% of the teachers strongly agreed that code switching and code mixing improves learners writing skills, while 29.1% agreed that code switching and code mixing improves learners writing skills. The study also revealed that 11.2% were undecided. Additionally, 20.1% strongly disagreed that code switching and code mixing improves learners writing skills while 14.0% disagreed that code switching and code mixing improves learners writing skills. The study further established 10.4% of the teachers strongly agreed that code switching and code mixing enhances good writing, 11.2% agreed that established while 5.5% were undecided. The study further established that 37.5% of the teachers strongly disagreed that established while 35.4% disagreed that code switching and code mixing enhances good writing. The findings of the study further showed that 23.4% of the teachers strongly agreed that code switching and code mixing increases students participation in class, 21.3% agreed that code switching and code mixing increases students participation in class while 2.1% were undecided.

The study also showed that 30.0% of the teachers strongly disagreed that Code switching and code mixing increases students participation in class while 23.2% disagreed.

Table 4.4 Influence of Code Switching on Students Writing Skills

Influence	5	4	3	2	1
Code switching and code mixing improves learners writing skills	25.6%	29.1%	11.2%	20.1%	14.0%
Code switching and code mixing enhances good writing	10.4%	11.2%	5.5%	37.5%	35.4%
Code switching and code mixing increases students participation in class	23.4%	21.3%	2.1%	30.0%	23.2%

4.3.2 Kinds of Code Switching and Code Mixing used by Students

The study further sought to establish the kinds of code switching and code mixing used by students sampled in the study.

The findings showed that 36.7% of the students use direct insertions where they just insert phrases and sentences in different languages into their conversation, 38.2% uses lexical hybridization where they uses a mixture of direct insertions and a hybrid while 25.1% uses hybrid reduplication.

Table 4.5 Kinds of code Switching and Code Mixing used by Students

Kinds of Code Switching and Code Mixing	Frequency	Percentage
Direct insertions	104	36.7
Lexical hybridization	108	38.2
Hybrid reduplication	71	25.1
Total	284	100

The study established that 35.3% of the respondents frequently uses direct insertions, 32.1% of the students moderately uses direct insertions, while 22.5% of the respondents rarely uses direct insertions. It was noted that only 10.1% of the respondents does not use direct insertion at all.

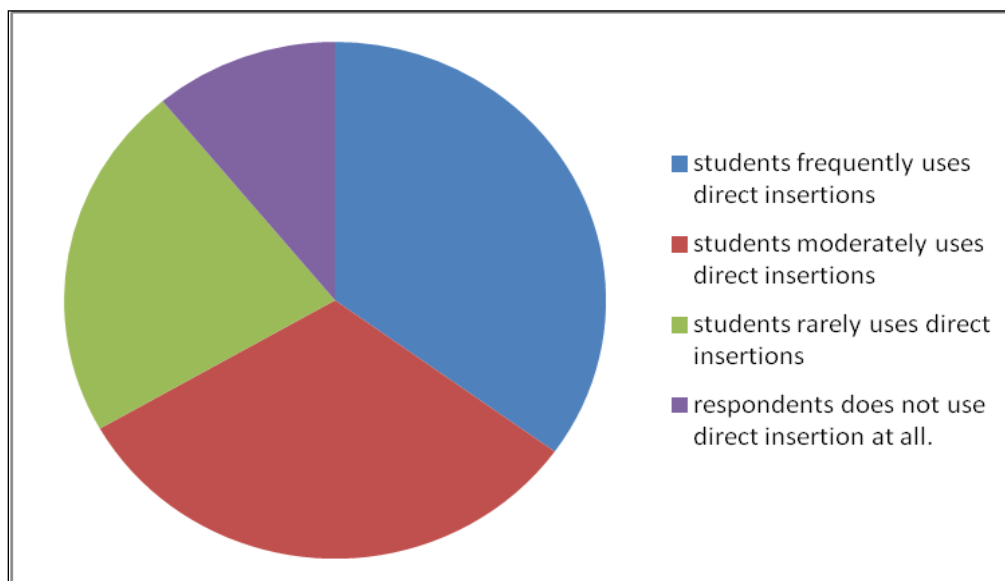


Figure 4.3 Use of Direct Insertion in Code Switching and Code Mixing

4.4 Influence of code Mixing and Code Switching on Language Development

The study also established that 12.3% of the respondents strongly agreed that use of code switching and code mixing helps in faster language development and understanding, 10.3% of the respondents agreed that Use of code switching and code mixing helps in faster language development and understanding while 15.2% were undecided. The study also further revealed that 30.1% of the respondents strongly disagreed that Use of code switching and code mixing helps in faster language development and understanding while 32.1% disagreed. It was further revealed that 17.1% of the respondents strongly agreed

that Code mixing and and code switching helps develop conversational fluency, 22.3% of them agreed that code mixing and and code switching helps develop conversational fluency. 17.2% of the responders were undecided while 28.4% strongly disagreed that Code mixing and and code switching helps develop conversational fluency. The research further established that 24.3% of the respondents strongly agreed that code switching helps create an inference barrier since learners do not make up their own version of words, 28.1% agreed that Code switching helps create an inference barrier since learners do not make up their own version of words. While 11.3% were undecided. The study further revealed that 20.0% of the respondents strongly disagreed that code switching helps create an inference barrier since learners do not make up their own version of words. While 16.3% disagreed that code switching helps create an inference barrier since learners do not make up their own version of words. The study further established that 27.5% of the respondents strongly agreed that Code switching helps students with language deficiency make up in their language development, 23.4% agreed that Code switching helps students with language deficiency make up in their language development while 8.1% of them were undecided.

21.4% strongly disagreed that code switching helps students with language deficiency make up in their language development while 20.6% disagreed that code switching helps students with language deficiency make up in their language development.

Table 4.6 Influence of code Mixing and Code Switching on Language Development

Influence	5	4	3	2	1
Use of code switching and code mixing helps in faster language development and understanding	12.3%	10.3%	15.2%	30.1%	32.1%
Code mixing and and code switching helps develop conversational fluency	17.1%	22.3%	17.2%	28.4%	15.0%
Code switching helps create an inference barrier since learners do not make up their own version of words.	24.3%	28.1%	11.3%	20.0%	16.3%
Code switching helps students with language deficiency make up in their language development	27.5%	23.4%	8.1%	21.4%	20.6%

4.4.1 Nature of Code Switching and Code Mixing Among Secondary Schools

The first objective of the study was to describe the nature of code switching and code mixing among students in selected secondary schools. The study sought to establish the nature of code switching and code mixing among secondary schools students. Code mixing and code mixing has emerged as a serious component of language of communication among school students in Secondary Schools across the country.

The study established that all the students do code mix and code switch although the teacher do not approve. It was noted that 35% of the respondents uses code mixing and code switching in Lexical items where a language borrows it is mainly in the area of vocabulary, 25% of the respondents uses simply use coinage of official or first languages

to derive a new or different meaning, 20% of the respondents uses code switching and code mixing naturally while the remaining 20% uses spontaneous code mixing and code switching which comes automatically without much struggle

Table 4.7 Nature of Code Switching and Code Mixing used by Students in Secondary Schools

Response	Frequency	Percentage
Uses code mixing and code switching in Lexical items	99	35
Uses coinage of official or first languages to derive a new or different meaning	71	25
Uses code switching and code mixing naturally	57	20
Uses spontaneous code mixing and code switching	57	20
Total	284	100

The study established that use of lexical items which involved vocabulary borrowing was mainly used by the teachers as illustrated in Figure 4.1

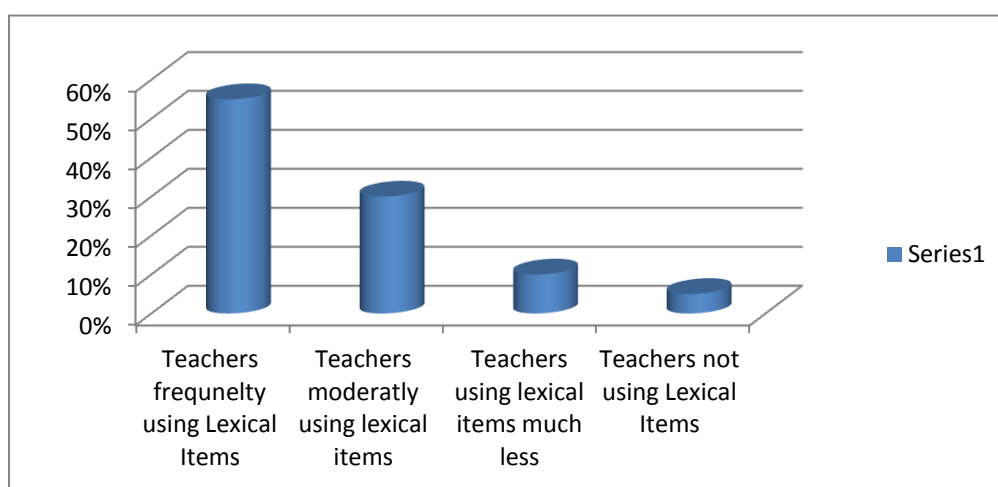


Figure 4.4 Use of Lexical Items among Teachers

From essay writing, the study observed that few students were able to effectively apply English lexical terms and still convey a meaningful message in their sentences.

For example from the sample data from one of the research finding, *... at the time it was raining cats and dogs...and the saloon car was almost swept away...it was ridiculers...*

This affirms the fact that in languages, when a sentence is formed the writer needs to (consciously or unconsciously) make a lexical selection at different points in the sentence. In the sentence above, for example, by choosing *saloon car*, you would have rejected other possibilities of a lorry or vehicle. Language use therefore involves lexical choice.

For example

...it was such a hard time that I had to redeem my bonga points to make a call...

In this case, the word *bonga* has been used to mean customer loyalty points which accrue as one uses his phone especially for making voice calls.

It is originally a Swahili word for ‘talking’ and is used by a telecommunication service provider and such it’s meaning could have been lost if translated.

It was further observed that during informal talks especially during free times, the students loosely uses code mixing and code switching when talking to peers or addressing any other person other than the teachers. For example;

It is high time *wasee wajishugulishe na maisha yao, ...kwani utado?* Which loosely translates to ‘It is high time people concentrate on their own affairs... what will you do?’

In the above sentence, the speaker had used three different languages in one sentence, a trend which was noted to be very common among the youths.

However, the study established that code switching and code mixing among the teachers has a different trend where only two languages are used by the speakers at a time, and is restricted to informal environments only. The research observed in classroom environment, code switching and code mixing were used by teachers when there was need to reinforce understanding in the long run; it has an effect on the student since the student may do the same in writing.

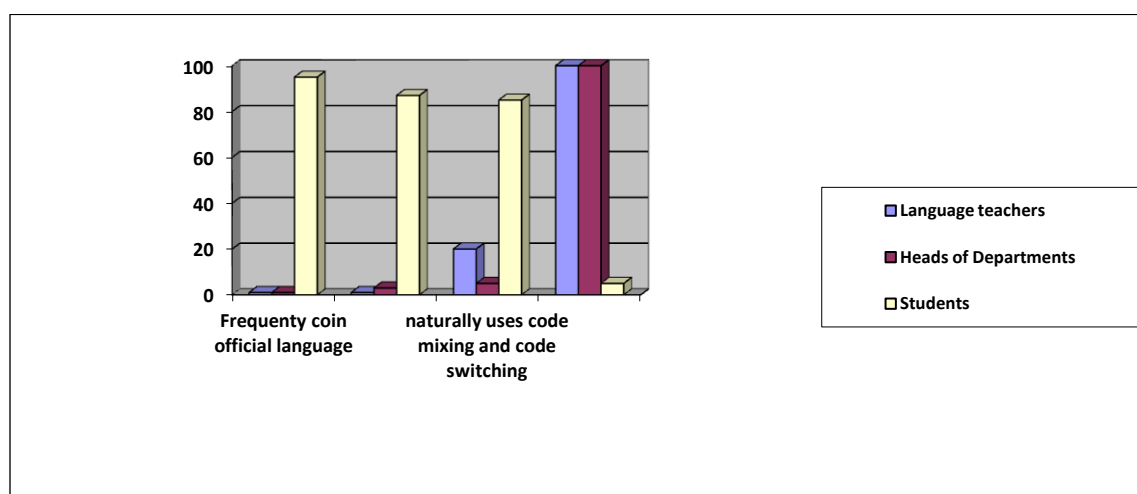


Figure 4.5 Nature of Code mixing and Code Switching used by Students alone.

4.4.2 Reasons for Code Switching among Students

The second objective of the study was to identify the reasons for engagement of code switching and code mixing among secondary school students.

Table 4.8 Use of Code Mixing and Code Switching By Students to Draw Attention

Response	Frequency	Percentage
Students using code mixing and code switching to draw attention from the opposite sex	79	30.5
Students using code mixing and code switching to draw attention from their peers	94	27.4
Students using code mixing and code switching to assert their identity within their age group	80	31.6
Students using code mixing and code switching to exclude older people from conversation	27	10.6
Students using code mixing and code switching to draw attention from others students in lower classes	5	2.2
Total	260	100

The study further established that students use code mixing and code switching and code mixing due to lack of translation when the term in question is in a different language. It was observed that in writing essays, the students would insert a term then put it in quotes to show that it is in a different language.

It was further noted that Lexical hybridization is not very common among the students as only 29.8% of them were noted to be frequently using it, 38.9% moderately uses Lexical hybridization, while 30% rarely uses it. 1.3% of the respondents were found not to be using Lexical hybridization at all.

Table 4.9 Use of Lexical hybridization in Code Switching and Code Mixing

Response	Frequency	Percentage
Students frequently uses Lexical hybridization	77	29.8
Students uses moderately uses Lexical hybridization	101	38.9
Students uses rarely uses Lexical hybridization	78	30
Students does not use Lexical hybridization at all	04	1.3
Total	260	100

It was further observed that use of Lexical hybridization is not properly developed among students as where it is used the real sense does not come out very clearly.

4.4.3 Reasons for using more languages to express an idea among Students

The study revealed that there various reasons why students use more than one language to express themselves in English Written Essays. It was established that 35.6% of the students spontaneously use more than one language while 29.5% uses more than one language for lack of translation. A further 25.6% uses more than one language because it is a medium of translation while a paltry 9.3% have no reasons for using more than one language.

Table 4.10 Reasons for using several Languages to express an idea among students

Response	Frequency	Percentage
Spontaneous	101	35.6
Lack of translation	83	29.5
Medium of Education/training in English	73	25.6
No reason at all	27	9.3
Total	284	100

Spontaneous code mixing and code switching was observed to be very common in both formal and informal conversations among students. This was seen to be practiced both inside and outside classrooms. For example it was observed that students would find themselves inserting different language in their sentences without knowing.

4.5 Level of Code Switching and Code Mixing among Students

The study revealed that 47.6% of the students use only words/phrases in written essays. This finding was further corroborated by the essays given to form two students in which Kiswahili words such as '*wananchi* and *mtaa* were used by one of the students. The study further revealed that 33.4% of the students use sentences while only 19% of the students use code switching and code mixing in whole passages.

Table 4.11 Nature of Code Switching and Code Mixing among Secondary School Students

Nature of code switching	Frequency	Percentage
Words/phrases	123	47.6
Sentences	87	33.4
Whole passages	50	19
Total	260	100

The study further established that 33.7% of the students frequency uses words/phrases, 31.3% of the respondents uses word/phrases moderately, while 25.4% of the respondents rarely uses word/phrases. It was also noted that 9.6% of the respondents does not use words and phrases when code mixing or code switching.

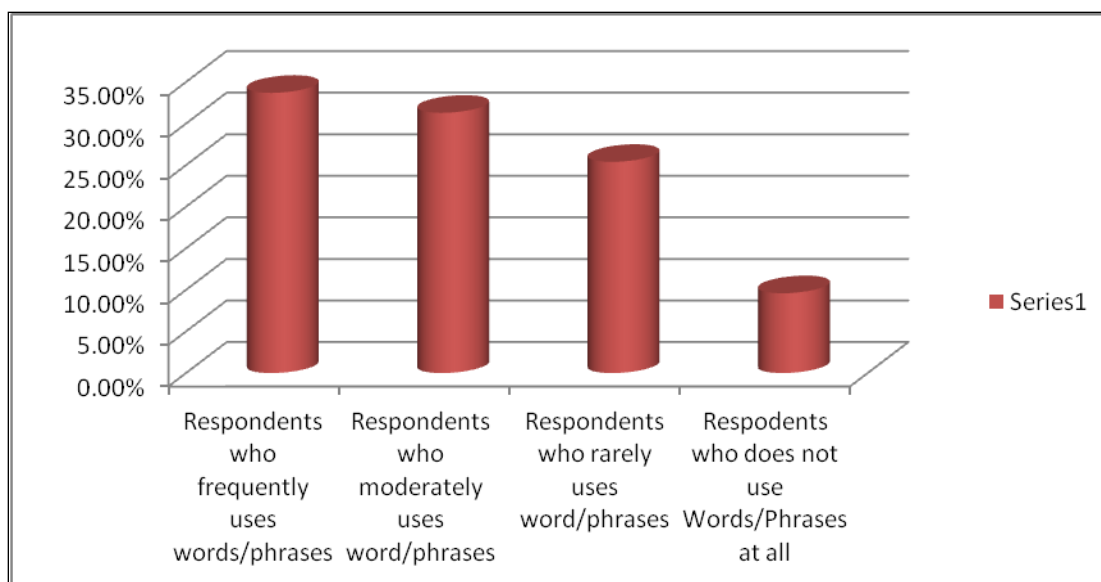


Figure 4.6 Use of Words/Phrases in Code Mixing and Code Switching

4.5.1 Morphological Effects of Code Switching and Code Mixing on Students' Written Essays.

The study established that there are morphological effects on students' English Essays as a result of code switching and code mixing. The study revealed that code mixing and code switching has led to compatibility of languages involved form 37.4% of the students while the same had led to equivalence of languages involved in code switching and code mixing for 34.6% of the respondents. The study further revealed that code switching has led to linguistic constrains for 28% of the respondents. This is an indication that depending on how the code switching and code mixing is used by the students, it is bound to have either positive or negative effects among students when it comes to essay writing since students may not quickly recall some of the terms either in English or any other language thus language deficiency.

Table 4.12 Morphological Effects of Code Switching and Code Mixing on Students'

Effects	Frequency	Percentage
Code mixing and code switching has effects of Compatibility of Languages	107	37.4
Code mixing has effects of equivalence of languages involved	98	34.6
Code mixing and code switching has led to linguistic constrains	79	28
Total	284	100

Written Essays**4.5.2 Effects of Code Mixing and Code Switching on Compatibility of Languages**

The study established that code mixing and code switching have significant effect compatibility of languages uses in classroom environment. According to the study, 32.6% of the respondents said that code mixing and code switching has led to intense borrowing of foreign languages and insertion in their original form making it difficult to comprehend. 29.3% of the respondents said that code mixing and code mixing increases the frequency in use of foreign languages in local context, while 30.0% of the respondents said that integration of loan words from code switching and code mixing devotes constant attention to. It was further noted that 8.1% of the respondents were of the opinion that code switching and code mixing do not have any impact on compatibility of languages.

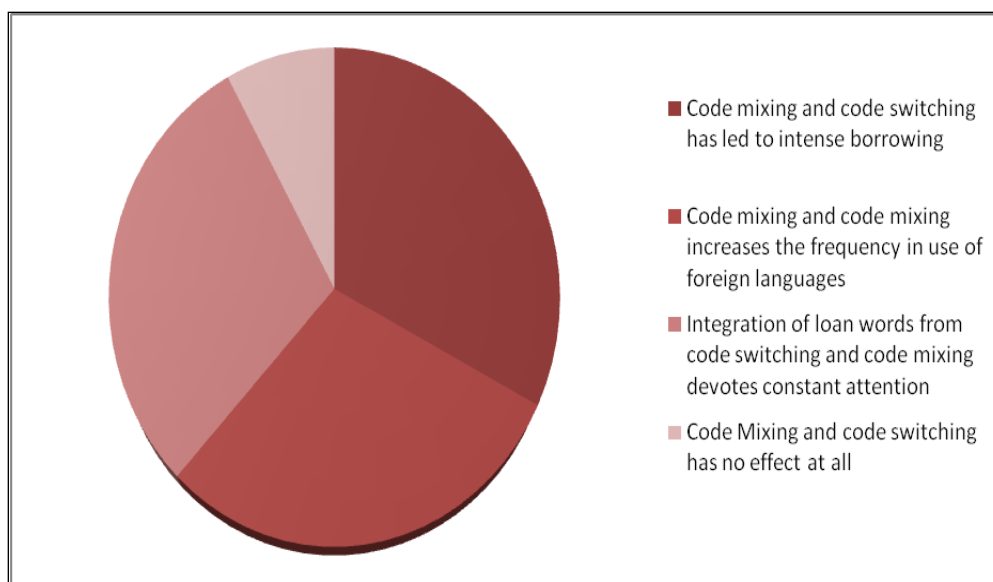


Figure 4.7 Effets of Code Mixing and Code Switching on Compatibility of Languages.

From observation, it was evident that there is direct effect on compatibility in written essays as a result of code mixing and code switching.

This was seen by the fact that there were high number of foreign languages that were inserted by the students in essay writing, for example;

...is known for overcrowding as many people troop to the market to buy Mtumba either to stock their businesses or for personal use. it is also known as ready market for malimali...

In this context, the word *mtumba* has been used to mean second hand clothes usually sold in open air markets while *malimali* is used to mean merchandise.

From the interview, heads of departments confirmed that indeed use of code switching and code mixing has had great impact on language compatibility among the students

since they continuously come up with new terms however much it is discouraged in classroom.

4.5.3 Effects of Code mixing and Code Switching on Equivalence of Languages Involved

The study noted that 43.5% of the respondents agreed that use of code mixing and code switching leads to regular expression of the foreign languages and terms used in communication. It was also noted that 23.4% of the respondents agreed that code switching and code mixing has presented an improved variance while 33.5% of the respondents stated the impact has been minimal.

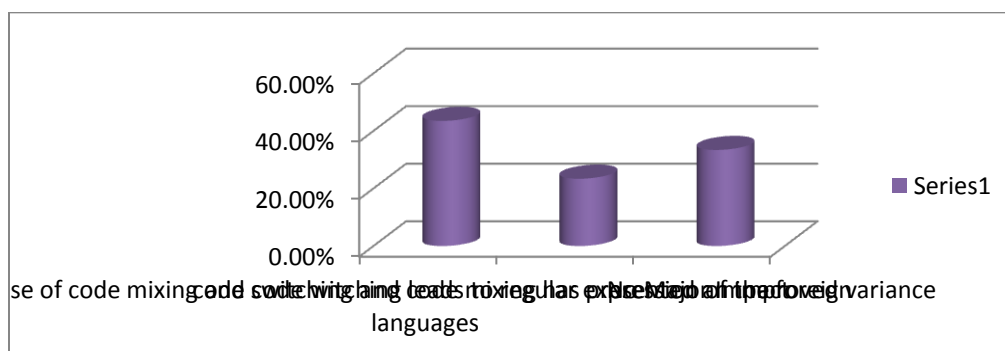


Figure 4.8 Effects of Code mixing and Code Switching on Equivalence of Languages Involved.

The study through the interview schedules noted that Code mixing and code switching has led to linguistic constraints as students find it hard to express themselves fluently in written essays.

4.5.4 Influence of Code Mixing and Code Switching on Students Writing Skills

The study revealed that Code switching and code mixing improves writing skills for 33.5% of the students who participated in the study, while the same mixing enhances good writing among 36.3% of the students. The study also established that Code switching and code mixing reflects negatively on writing skills of 30.2% of the students.

Table 4.13 Influence of Code Mixing and Code Switching on Students Writing Skills

Influence of Code Switching and Code Mixing	Frequency	Percentage
Code switching and code mixing improves writing skills	95	33.5
Code switching and code enhances good writing	103	36.3
Code switching and code mixing reflects negatively on writing skills	86	30.2
Total	284	100

The study noted that code mixing and code switching only enhances understanding as the students get to know what the teachers is teaching and understand it much better but it reflects positively on written essays when things such as direct insertions are used by improving the richness of the essays.

4.5.5 Semantical influence of Code Switching and Code Mixing on Students' Essay

The study revealed that indeed there is a semantical relationship between code mixing and code switching and students written essays. The study established that 25.4% of the respondents experience under differentiation as a result of code mixing and code switching, 29.2% experience over differentiation, 20.4% of the respondents experience

re-interpretation of sounds, 10% experience phonemic substitutions, 5% hyper correction while the remaining 10% experience epenthesis and simplification.

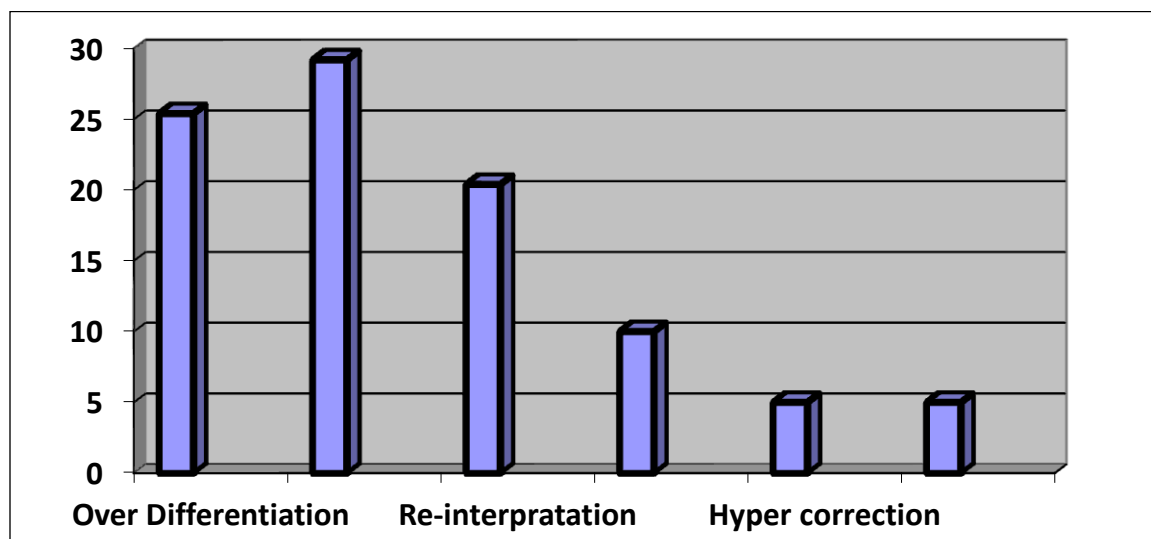


Figure 4.9 Semantical influence of Code Switching and Code Mixing on Student's Essays.

The study noted that 34.7% agreed that over differentiation provides a holistic understanding among secondary school students, 27.2% agreed that over differentiation create individual differences in learning outcomes. 15.2% of the respondents agreed that over differentiation help students build their grasp of a language, while the remaining 22.9% agreed that it is important in attainment in language acquisition.

Table 4.14 Effects of over differentiation on Language

Effect	Frequency	Percentage
Differentiation provides a holistic understanding among secondary school students	99	34.7
Over differentiation create individual differences in learning outcomes	77	27.2
Over differentiation help students build their grasp of a language	43	15.2
Over differentiation is important in attainment in language acquisition	65	22.9
Total	284	100

The study further established that 35.6% of the respondents said that under differentiation undermines the holistic process of learning, 28.7% of the respondents were of the opinion that it reduced the chances of students naturally absorbing a particular language, 25.3% said that it does not allow for wide outreach for students, while the remaining 10.4% said that there is no significance effects on languages.

Table 4.15 Effects of under differentiation on Language

Effect	Frequency	Percentage
Under differentiation undermines the holistic process of learning	101	35.6
Under differentiation reduced the chances of students naturally absorbing a particular language	81	28.7
Under differentiation does not allow for wide outreach for students	72	25.3
Under differentiation has no significance effects on languages	30	10.4%
Total	284	100

4.5.6 Syntactical influence of Code Switching and Code Mixing on Students Written Essays.

The study established that 36.3% of the respondents agree that syntax scuttle the categorization of nouns, 30% of the respondents agreed that code mixing and code switching imposes other languages syntactical structure on English syntax, 26% said that syntax helps in demonstrative pronoun, while the remaining 7.7% said there is no significant influence.

Table 4.16 Syntactical influence of Code Switching and Code Mixing on Students**Written Essays**

Relationship	Frequency	Percentage
Syntax scuttles the categorization of nouns	103	36.3
Code mixing and code switching imposes on other languages syntactical structure of English syntax.	85	30.0
Syntax helps in demonstrative pronoun	74	26
There is no significant influence.	22	7.7
Total	284	100

It was noted that both teachers and students use direct insertions in making sentences for example:

...all these chokoras were supposed to be taken out of the town when they struck...

Here, the word *chokora*,(a Hindu word for a lad), has been directly inserted into the sentence to make it fit like an ordinary English word.

For example;

...hiyo safari ilipangwa vipoa tu sana...

To mean that the journey was properly planned...

Lexical innovation abounds in *code mixing and code switching*. Most words are derived from creative similes and metaphors. The study further observed that use of hybrid reduplication is very common among the students especially in an informal setting where they have the opportunity to express themselves freely.

for example:

..... the moment I 'fikaad'

Use of code switching and code mixing for lack of translation was common in written essays since essay writing or written communication involves intensive thinking as opposed to oral communication. It was further noted that code switching and code mixing is not extensively used among students perhaps because code switching and code mixing for lack of proper translation makes them feel odd. However, it was noted that the quality of their essay writing is very poor given that there is a direct relationship between speaking and writing in that if a student is not able to speak proper language, is mostly likely to do the same in writing.

Code switching and code mixing as a mode of teaching was found to be extensively used by teachers especially when elaborating on a point, especially in a Swahili class a fact that explains why students tend to do the same in their writing of essays.

4.6 Discussion on Findings

4.6.1 Nature of Code Switching and Code Mixing Among Students

The study established that both the students and teachers use various natures of code mixing and code switching. In the first instance, the use of code mixing and code switching in lexical items where a language only borrows from a vocabulary. New lexical terms emerge as the technological and scientific landscapes evolve. Little wonder then, that lexical paradigms are said to be open to new additions. Moreover, these paradigms are conceptual in the sense that they denote or designate entities in the world, real or possible, or attribute qualities to them. The conceptual paradigms comprise nouns, adjectives and adverbs.

The study established that the use of lexical items is common both among teachers and the students. Coinage of official languages was also noted to be common among learners and teachers especially in the informal set-ups. This involves making changes to the official language either by adding prefix or suffix to give it a different meaning and use it in a different context. It was noted that high frequency use of code mixing and code switching leads to spontaneity in application of different languages in a sentence.

4.6.2 Reasons for Engagement of Code Switching and Code Mixing among Students

Code mixing and code switching is a solution to multilingualism, the lack of cohesion and nationalism in society, and a policy that makes them (Kenyans) at least trilingual. This is an accurate observation that recognizes that code mixing and code switching has arisen out of necessity, social necessity. He blames the emergence of code mixing and code switching on the absence of a focused language policy in Kenya. It was noted that students and teachers engage in code switching for various reasons key among them being, to draw attention from the opposite gender, draw attention from their peers, to assert their identity within their age group, to exclude older people from conversation and draw attention from others students in lower classes. However among teachers code switching and code mixing is mainly used to elaborate points during lessons.

4.6.3 Morphological influence of Code Switching and Code Mixing on Students'

Written Essays

As far as the inflectional morphology of borrowed nouns and adjectives is concerned, both material and structural borrowing are possible.

Material borrowing can consist, for example, of the usage of a plural morpheme, whereas structural borrowing can consist, for example, in borrowing an entire morphological class from the donor language. An example of material morphological borrowing is the morphemes that Bolivian Quechua has copied from Spanish and has extended to almost all nouns, including native nouns. From the study, it was established that that over reliance on code switching and code mixing is used by both teachers and the students, it is bound to have either positive or negative effects among students when it comes to essay writing since students may not quickly recall some of the terms either in English or any other language thus language deficiency.

4.6.4 Semantical influence of Code Switching and Code Mixing on Students Essays

There was significant relationship between semantical effects and written essays by secondary school students owing to the fact that various aspects such as differentiation provides a holistic understanding among secondary school students, over differentiation which creates individual differences in learning outcomes and is important in attainment in language acquisition, and at some levels help students build their grasp of a language. The integration of loanwords is an aspect which the literature devotes constant attention to. An element of the donor language, in fact, may have characteristics that are not compatible with the target language.

In brief, the study established that indeed different people construct their own understanding of issues and language through experiences and reflection on such experiences in line with Constructivism as a theory.

For example, in constructivism theory, when learners encounter something new, they reconcile it with previous knowledge and experience which leads to emergence of new terms in code switching and code mixing among learners especially in Secondary schools. In the classroom, the constructivist view of learning means encouraging students to use active techniques such as experiments and real-world problem solving using authentic data if possible, and to create knowledge and reflect on their understanding.

4.7 Results and Data from Written Essays

The study established that students in their written essays use code mixing and code switching interchangeably when explaining a point. Use of words from local dialects such as ‘*gishagi*’ to mean rural areas, ‘*sandaka*’ to mean offering were found to be highly frequent in the written essays submitted by the students. This is an indication that use of code mixing and code switching has affected both the speech and written language among secondary schools students.

From essay writing, the study observed that few students were able to effectively apply English lexical terms and still convey a meaningful message in their sentences. For example from the sample data from one of the research findings, *... at the time it was raining cats and dogs...and the saloon car was almost swept away...it was ridiculous...*

This affirms the fact that in languages, when a sentence is formed the writer needs to (consciously or unconsciously) make a lexical selection at different points in the sentence. In the sentence above, for example, by choosing *saloon car*, you would have

rejected other possibilities of a lorry or vehicle. Language use therefore involves lexical choice.

In this case, the word *bonga* has been used to mean customer loyalty points which accrue as one uses his phone especially for making voice calls.

It is originally a Swahili word for ‘talking’ and is used by a telecommunication service provider and such it’s meaning could have been lost if translated. It was further observed that during informal talks especially during free times, the students loosely uses code mixing and code switching when talking to peers or addressing any other person other than the teachers. For example; It is high time *wasee wajishugulishe na maisha yao, ...kwani utado?* Which loosely translates to ‘It is high time people concentrate on their own affairs... what will you do?’

In the above sentence, the speaker had used three different languages in one sentence, a trend which was noted to be very common among the youths. However, the study established that code switching and code mixing among the teachers has a different trend where only two languages are used by the speakers at a time, and is restricted to informal environments only. The research observed in classroom environment, code switching and code mixing were used by teachers when there was need to reinforce understanding in the long run; it has an effect on the student since the student may do the same in writing.

4.8 Chapter Summary

This chapter has demonstrated that students in secondary schools live in a diverse and dynamic society which exposes them to different linguistic varieties. As a habit, they are able to use these different codes for different functions. These different situations lead them to construct and enact different language identities that are influenced by their experiences that are also ideological. The foregoing discussion has also shown that Kenyan institutions, especially schools, have adopted language policies that pressure Kenyans to abandon an important part of their identity – local. The next chapter presents the summary of the findings conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the findings of the research objectives and answers to the research questions. The specific objectives of this study were; to describe the nature of code switching and code mixing among students in Trans-Nzoia County, to identify the reasons for engagement of code switching and code mixing among secondary school students in Trans-Nzoia County, to find out the morphological influence of code switching and code mixing on students' written essays in secondary schools, to establish the semantical influence of code switching and code mixing on students essays, to find out the syntactical influence of code switching and code mixing on students written essays in selected secondary schools.

5.2 Summary of Findings

5.2.1 Nature of Code Switching and Code Mixing among Students

While in many cases, code-switching is commonly viewed with suspicion in any languages used. Teachers and researchers in languages have, on the whole, been concerned to minimize code-switching in the classroom, taking it that the switches either indicate a failure to learn the target language or an unwillingness to do so. Language classes must be facilitated if only one code is used in the classroom, asserting that the teacher's exclusive use of the target code will counteract the 'pull' towards the native code. The study established that students use code mixing and code switching

spontaneously without necessarily being conscious of their actions and this is carried right to their written essays.

5.2.2 Reasons for Code Switchings and Code Mixing among Students

There are many reasons for engagement of Code Switching and Code Mixing among Secondary School Students. Code-switching is a linguistic behavior that arises as a result of languages coming into contact. Other phenomena that could result from languages coming in contact with one another are: bilingualism, borrowing, pidginization and creolization. Code switching which is sometimes referred to as code-mixing, code shifting or code-changing has been defined as the act of alternation of two languages within a single discourse, sentence or Constituent.

5.2.3 Morphological Influences of code switching and code mixing on student's essays

There is also the Morphological influence of CS and CM on Students' Written Essays. For instance, borrowing lexical items under the cultural influence impaired the acquisition and development of the second language vocabulary. The study revealed that code mixing and code switching has led to compatibility and equivalence of languages involved in code switching and code mixing of languages involved. This is an indication that depending on how the code switching and code mixing is used by both teachers and the students, it is bound to have either positive or negative effects among students when it comes to essay writing, since students may not quickly recall some of the terms either in English or any other language, thus language deficiency.

5.2.4 Semantical Influence of code switching and code mixing on student's essays

The study established that there is a Semantical influence of Code Switching and Code Mixing on Students' Essays 25.4% of the respondents experience under differentiation as a result of code mixing and code switching, 29.2% experience over differentiation, 20.4% of the respondents experience re-interpretation of sounds, 10% experience phonemic substitutions, 5% hyper correction while the remaining 10% experience epenthesis and simplification. Under differentiation occurs when two or more phonemic segments which are acoustically contrastive but appear similar are confused.

Over-differentiation ensures where a language speaker prenames a single phoneme in many different ways which are not in a way allophonic. Reinterpretation coincides with a case where a speaker gives a totally different sequence of phonemic use in the target language. An example is a case where /æks/ is used in place of /æsk/ (for the word "ask").

Substitution is major types of phonological interference triggered by language contact phenomenon Hyper correction arises as a result of over sensitivity to contrasting features in the target language. A typical illustration of this is characteristics of a Kenyan who is prepared at all cost to learn an alien sound in the target language. Such an individual may over generalize. Epenthesis is a superfluous insertion of vowel segments as a way of alleviating the complexity of consonant clusters which characterize English. For instance /rɪðem/ for /rɪðm/ (rhythm) in hurried speech.

5.2.5 Sytactical Influence of code switching and code mixing on Student's essays

Syntactical influence of Code Switching and Code Mixing on Students Written essays was clearly noted from the data collected. This has to do with the transfer of meanings in language especially through borrowing, however, owing to the fact that language varies in alignment with contact with new ideas and development, with meaning being shifted or extended in new context, "Lexical" may not be adequate enough to describe this phenomenon. All languages borrow lexical items from other codes, and have always done so. In the European context, it can be said that certain languages seem to have been particularly prone to borrowing from others, as for instance German, which has over the centuries incorporated large numbers of words from Latin, Italian, French and, more recently, English.

English too, has over the centuries borrowed extensively from other European languages: Today it is the most prolific donor giving words to most languages in Europe and beyond often replacing indigenous items which, from a linguistic point of view, were perfectly acceptable.

5.3 Conclusion

- i. The study established that students use code switching and code mixing either spontaneously, lack of translation equivalent word or as a medium of Education/training in English, this language behavior is governed by linguistic and socio-linguistic factors. It is also called language mixing and it occurs in a sentence mode of elements of language 'A' and language 'B'. Code mixing

occurs when lexical or phrasal elements of two or more languages are blended in a given sentence.

- ii. This study revealed that code mixing and code switching has led to compatibility and equivalence of languages involved. From the data collected, indigenous languages have a negative influence on the English language since there are many of them with differing consonant sounds. This is because; all the functions meant to be performed by English languages have been taken over by various languages because of the purported integration they foster.
- iii. There is high level of morphological influence of code switching and code mixing on written essays of students in secondary schools. Borrowing of lexical items was found to be common among learners, this is influenced by cultural influence which impairs the acquisition and development of the second language vocabulary. Code mixing and code switching has led to compatibility and equivalence of languages involved in code switching and code mixing of languages involved.
- iv. The study further revealed that there is semantical influence of code switching and code mixing on performance in student's written essays. The study however established that there is no syntactical influence of code switching and code mixing on performance in Students written English essays.
- v. Syntactical influence of Code Switching and Code Mixing on Students Written essays was noted in transfer of meanings in language especially through borrowing. Language was found to vary in alignment with contact with new ideas and development, with meaning being shifted or extended in new context.

5.4 Recommendations

Based on above highlights, the study recommends the following;

1. That since both students and teachers use code switching and code mixing spontaneously and as a mode of learning, learning environment need to be created in such a way that the students are able to use specific language consistently, both in the learning environment and in writing of English essays. However, teachers and other stakeholders in language education, should come up with other ways of ensuring that understanding during classroom discussions and lessons are reinforced using other means other than code switching and code mixing.
2. One of the reasons why both students and teachers engage in code mixing and code switching was found to be the desire to have effective communication. Code mixing and code switching was found to have positive influence on communication but it gives students some challenges when it comes to written essays especially because English in Kenya is a second language. Teachers and other stakeholders should therefore start educational forms for students emphasise on the importance of achieving good command in English when doing their scholarly articles.
3. Use of code mixing and code switching should be limited to social contexts and environments and the same should not be carried to Academic Avenue. This means that teachers and students need to develop understanding that classroom is a formal environment and as such proper languages should be used especially at the form four levels.

4. Teachers while doing illustration in a classroom environment should use other methods to reinforce understanding other than use of code mixing and code switching in light of the negative influence they have written English essay among the secondary school students.

5.5 Suggestions for Further Research

The study has raised several avenues for further research such as:

1. Further research should be done to determine the extent to which code mixing and code switching influences academic performance of students in other subjects such as sciences.
2. Further studies should be broaden to include the relationship between code switching and code mixing in social contexts and how it affects the academic achievements among secondary school students.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Questionnaire for Teachers

I am a Moi University master's student at the department of Curriculum Instruction and Education Media doing a research on the influence of code switching and code mixing on students written English essays in selected secondary schools in Kenya. You are one of the teachers chosen to participate in the study, your response will be treated in confidence and for academic purpose only and not for evaluation. Your contributions will be highly appreciated.

(Please respond by ticking appropriately)

Section A

1. What is your age bracket?
 - a. Below – 15 years ()
 - b. 16 – 18 years ()
 - c. 19 years and above ()

 2. What is your gender?
 - a. Male ()
 - b. Female ()

 3. For how long have you been a teacher?
-

4. What is your main subject area?
 - a) Languages ()
 - b) Humanities ()
 - c) Applied Sciences ()
 - d) Sciences ()

Section B

(Scale 5, 4, 3, 2, 1) Highest to lowest

**Key: SA (Strongly agree) =5 A (Agree) =4 SD U (Undecided) =3 (strongly Disagree)
D =2(Disagree) =1**

5. Do you code-switch while communicating?
 - a) Yes ()
 - b) No ()

6. Do you approve of it?
 - a) Yes ()
 - b) No ()

7. What are the main reasons for code switch among students?
 - a. Spontaneous ()
 - b. Draw attention of others ()
 - c. For show off ()
 - d. Impress for professional purpose ()
 - e. Impress the opposite sex ()
 - f. Alienate a particular group ()
 - g. Lack of translation equivalent ()
 - h. Medium of education/training in English ()
 - i. Euphemism ()

8. Do social contexts play significant role in your choice of code?
 - a) Yes ()
 - b) No ()
 - c) Some times ()

9. Do you think code mixing and code switching influences students writing skills?

Y/N

If yes to what extent does you it affects learners' writing skills?

	5	4	3	2	1
a. Code switching and code mixing helps students to express themselves better					
b. Code mixing and code switching gives me satisfaction					
c. Code mixing and code switching helps reinforce students' understanding					
d. Code mixing and code switching gives learners a sense of belonging					
e. Code switching and code mixing is just a matter of happiness					
f. Code switching and code mixing increases students participation in class					

10. Which language alteration types do learners commonly use?

- a. Only words/phrase ()
- b. Sentences ()
- c. Whole passages ()
- d. Any other

12(b) How do you think code switching influence students writing skills?

- a. Code switching and code mixing improves

learners writing skills

(5) (4) (3) (2) (1)

- b. Code switching and code mixing enhances

good writing

(5) (4) (3) (2) (1)

c. Code switching and code mixing reflects negatively

on writing skills

5	4	3	2	1
---	---	---	---	---

d. Any other

11. What kind of code-switching do most students employ? Tick as many as you want to.

- a. Direct insertions ()
- b. lexical hybridization ()
- c. Hybrid reduplication ()
- d. All of the above ()

12. What are the influence of code mixing and code switching on learners speaking skills?

8 (a). Do you consider the effects positive or negative?

- a. Yes ()
- b. No ()

13. How does code switching and code mixing influence language development of learners?

Statement	5	4	3	2	1
Use of code switching and code mixing helps in faster language development and understanding					
Code mixing and code switching helps develop conversational fluency					
Code switching is a technique that encourages active participation of learners					
Code switching helps create an interference barrier since code switching learners do not make up their own version of the words					
Code switching enhances high level of language and grammatical competence among learners					
Code switching helps students with language deficiency make up in their language development					

14. How does code switching and code mixing influence language learning among secondary school students?

- a) Code switching and code mixing makes learning interesting and language easier to understand ()
- b) Code switching is a learning strategy with positive effects on their languages ()
- c) Code switching helps in getting quality outcomes from learners ()
- d) Code mixing gives learners ability to maintain good conversation

15. What motivates you to use code switching?

16.) In which places do you use code switching and code mixing

- a. Classroom ()
- b. During clubs and games meeting ()
- c. During social times ()
- d. At home ()

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

Questionnaire for Students

I am a Moi University master's student at the department of Curriculum Instruction and Education Media doing a research on the influence of code switching and code mixing on students written English essays in selected secondary schools in Kenya. You are one of the students chosen to participate in the study, your response will be treated in confidence and for academic purpose only and not for evaluation. Your contributions will be highly appreciated.

(Please respond by ticking appropriately)

Section A

A.) What is your age bracket?

d. Below 12 years ()

e. 13 – 15 years ()

f. 16 – 18 years ()

g. 19 years and above ()

B.) What is your gender?

a. Male ()

b. Female ()

SECTION B

(Scale 5, 4, 3, 2, 1) Highest to lowest

Key: SA (Strongly agree) =5 A (Agree) =4 SD U (Undecided) =3 (strongly Disagree)

D =2(Disagree) =1

1. Do you code-switch while communicating?

c) Yes ()

d) No ()

2. Do you approve of it?

c) Yes ()

d) No ()

3. What are the main reasons for code switch among students?

a. Spontaneous ()

b. Draw attention of others ()

c. For show off ()

d. Impress for professional purpose ()

e. Impress the opposite sex ()

f. Alienate a particular group ()

g. Lack of translation equivalent ()

h. Medium of education/training in English ()

i. Euphemism ()

4. Do social contexts play significant role in your choice of code?

a) Yes ()

b) No ()

c) Some times ()

5. Do you think code mixing and code switching influences your writing skills as a students? Y/N

If yes to what extent does you it affects your writing skills?

a. Code switching and code mixing helps me to

express myself better

(5) (4) (3) (2) (1)

b. Code mixing and code switching gives me

satisfaction

(5) (4) (3) (2) (1)

c. Code mixing and code switching helps reinforce

my understanding

(5) (4) (3) (2) (1)

d. Code mixing and code switching gives me a

sense of belonging

(5) (4) (3) (2) (1)

e. Code switching and code mixing is just a matter

of happiness

(5) (4) (3) (2) (1)

6. Which language alteration types do students commonly use?

e. Only words/phrase ()

f. Sentences ()

g. Whole passages ()

h. Any other

6(b) How do you think code switching influence your writing skills?

e. Code switching and code mixing improves my

writing skills

(5) (4) (3) (2) (1)

f. Code switching and code mixing enhances

good writing

(5) (4) (3) (2) (1)

g. Code switching and code mixing reflects negatively

on writing skills

(5) (4) (3) (2) (1)

h. Any other

7. What kind of code-switching do you employ? Tick as many as you want to.

- a. Direct insertions ()
 b. lexical hybridization ()
 c. Hybrid reduplication ()
 d. All of the above ()

8. What are the influence of code mixing and code switching on your speaking skills?

8(a).Do you consider the effects positive or negative?

- c. Yes ()
 d. No ()

9. How does code switching and code mixing influence your language development?

Statement	5	4	3	2	1
Use of code switching and code mixing helps in faster language development and understanding					
Code mixing and code switching helps develop conversational fluency					
Code switching is a technique that encourages					

active participation of learners					
Code switching helps create an interference barrier since code switching learners do not make up their own version of the words					
Code switching enhances high level of language and grammatical competence among learners					
Code switching helps students with language deficiency make up in their language development					

10. How does code switching and code mixing influence language learning among secondary school students?

- e) Code switching and code mixing makes learning interesting and language easier to understand ()
- f) Code switching is a learning strategy with positive effects on their languages ()
- g) Code switching helps in getting quality outcomes from learners ()
- h) Code mixing gives learners ability to maintain good conversation ()

11. What motivates you to use code switching?

Response	5	4	3	2	1
My peers motivates me to use code switching so much					
The learning environment always make me feel comfortable with code switching					
I feel motivated to code switch within my home environment					
My language shift is spontaneous					
I use code switch and code mixing to get attention					
Code is switching is used by students because of need of association					

In which places do you use code switching and code mixing

- e. Classroom ()
- f. During clubs and games meeting ()
- g. During social times ()
- h. At home ()

APPENDIX C: WRITTEN TASK

From the topics listed below, choose any one that you feel comfortable with and write an essay of about 450 words. Give a vivid description of events as you purport they were.

1. Imagine that you witnessed the voting process and counting of the votes in the last general elections, write an account of what took place from the start to the end.

Or

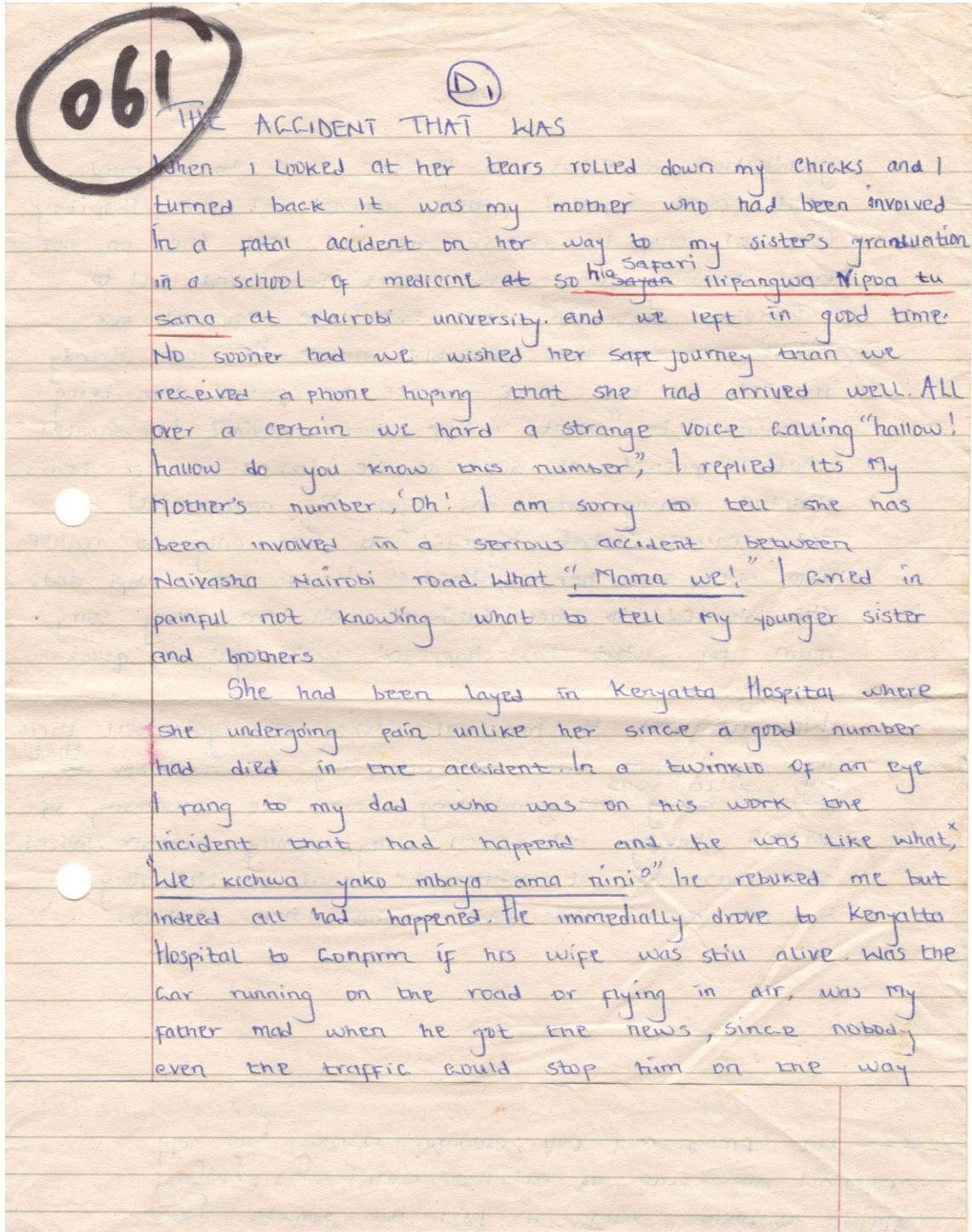
2. Having witnessed a heated argument that later lead to a fight, write a composition, explaining, as you would do to your best friend, what really took place.

Or

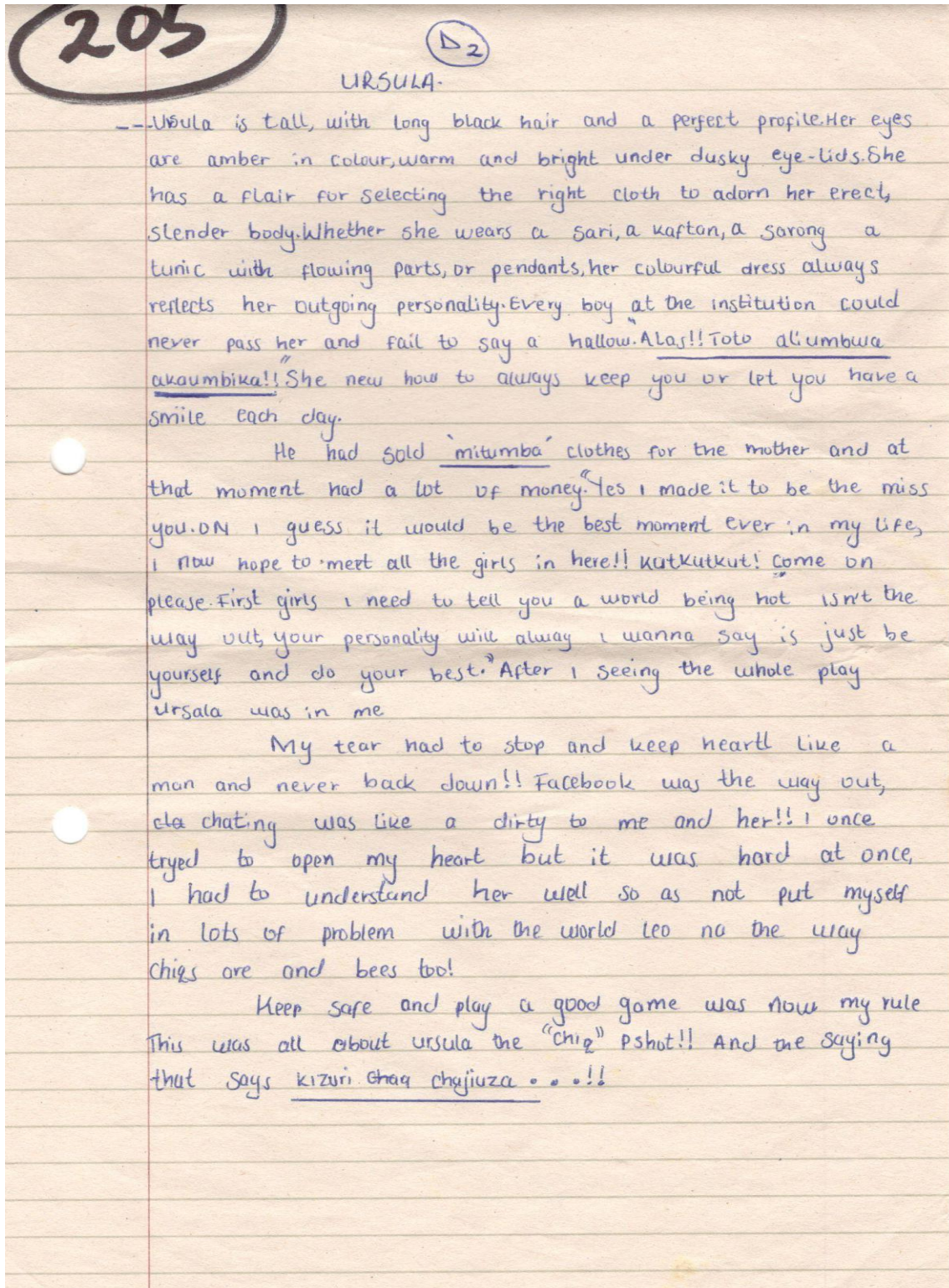
3. Write an essay that begins;

When I looked at her, tears rolled down my cheeks and I turned back

APPENDIX D 1: SAMPLE OF A WRITTEN ESSAY



APPENDIX D 2: SAMPLE OF A WRITTEN ESSAY



APPENDIX D 3: SAMPLE OF A WRITTEN ESSAY

D3

ELECTION DAY

The election was held on 4th March at every polling station the day came, calm and good weather condition as the earliest man of all gift rise from eastern side of Kenya.

It gets to a point where voting officials were arrived ready and wananchi came matching from different mitaas, with their identity cards. The election began smoothly, digitally and historically to all other nation.

All the same, the event continues peacefully without any Quarelling with each other. although the police incharge of security was tireless, he had no bussiness there. all of a sudden the Biometric voters registration machine fails and let in delays. The supervisor decided not otherwise.

All the same the capacity of human being inteligency as compared to those machine is much more. People of their own were present to others hanging themselves along the window pens. Around the polling station were different people especially the ICC witnesses, whispering, another one speaking out saying in tounge, "Chi na mapichini rutto metinyei Sabe amu ketou Chemaret ya Chita."

In fact sometime it's good to make plan before plan plans for you. the great people there outside made an arrangement of cheating especially from the "ngome zetu." So that they says they are favourable and well chosen.

Since the tallings station gure wrong instructions the people all suffered from diseases and if not that quiet of it because Kenya is all known for tribalism and the end of that everything will be upside down. The chairperson incharge of IEBC will be the matter about because he/she is concerned, in interesting to that the wise has a way forward.

APPENDIX D 4: SAMPLE OF A WRITTEN ESSAY

PAINFUL TEARS

When I looked at her, tears rolled down my cheeks and I turned back to her, got hold of her hand and lead her to my office. I was the general manager of Pasis Insurance Company. She sat down and I went behind the table and also took my chair. I wiped off my tears and waited for her to calm down.

"Acha kulia miss Patricia," I said in a soft voice. Earlier I had found her leaning on the computer desk crying. It was like her daily routine while she never had something to do. "Miss Patricia, can you tell me kinachokusumbua?" I asked in a concerned tone.

I remember while she was a new employee, she addressed herself as Mrs. Chuma but recently she had change her name to Miss Patricia, so I was wondering. She started narrating to me the cause of her sobbing. Janet came from a middle class background. She had a boyfriend who came from a very rich family. She couldn't even afford calling her since to her, it was such a hard time that she had to redeem bonga points to make a call.

This did not go down well with her boyfriend, who thought she had another relationship 'mpango wa kardo' and for fear of contracting any disease, he dumped the poor girl.

APPENDIX D 5: SAMPLE OF A WRITTEN ESSAY

54

D5

When I looked at her, tears rolled down my cheeks and I turned back to catch a glimpse of the scene. I could not escape this, and if by luck I did, it would haunt me forever. I would always live to judge myself guilty, and this would have meant a miserable life, as I would even commit suicide.

"What had I done?... What a stupid thing?..." All these questions criss-crossed my mind. I could not really understand who I was, had I forgotten myself? Surely, when a lion emerges from the forest, no one bothers to know whether it is male or female, but they run away. No one bothered to understand whether this pregnancy was mine or not, the crowd was so demanding, wanting to find out, who this man was.

As the scenario continued, I gave myself a shoulder to lean on through several ideas, 'heroes never shed tears', 'when the sun goes down, never allow...'; no, this could not be a solution. My wife was also hawking just within the crowd, wanting to carefully and evidently find out whether his husband was such a sheep in a goat's skin.

I had impregnated a school girl, Elizabeth, six months ago. This all had happened with the fact that my wife, Mercy, had gone to visit her parents. She had longed to come and I had longed for her. My desire for her always grew day by day. We had one lovely child, John. John was five years old and had already joined baby-class.

As the men of the old concluded, 'simba akikosa nyasi kula nyama', SM and, 'paka akiondoka, panya hutawala', all these ideas had stood before me every meal time, every morning and even at night so as to wish me a good night. Elizabeth, a form three girl, with whom my mind always felt comforted, always gave me an ear, an eye, a almost everything. I had always provided her with pocket money for the three months my wife was away.

Morning and evening always turned up, revealing that time was always on the run. When my wife came back, I had already buried the hatchet between Elizabeth and I but by hook or crook, I had tried my best to convince Elizabeth to leave my compound. Mercy was

APPENDIX D 6: SAMPLE OF A WRITTEN ESSAY

20

D6

THE 2013 POST ELECTION

On 4th march during election, many thing happen especially when the ballot of voting arrived. perhaps it would be linger in the kenyan's minds for the next five years. people would open their hearts and make a decision by them self how they want to choose.

The candidates ran across the country ^{convincing} ~~convincing~~ kenyan's to vote for them. Some make false decision and unreasonable promise. But you could read some seriousness from their face.

Many people accused one of the candidate that is the one who make them to suffer during the post election of 2007 when he came with some boys who destroy their property and other lost their lives because is the one who were together with Raila and says that kuochwa wanyonge waumije! but one of the people said that hukungu muda ya kubishana na watakutana kwa ballot kwa sababu hiyo si issue.

When people start to line up one of the woman who stand to the line for a long minute and people says that he is feeling hungry because he has come to vote for the candidate who told him that would give him even five hundred shilling if he vote for him.

There was a girl who came when he had wear a trouser which had hide him and pass ~~the~~ through to the line and went ~~around~~ in front because he thing that he was testing people's faith. He was being condemned and being wanted to be beaten by the people if there no police the girl would be die on that day. people learn that during election people don't be a hornbill. it was high time wasee waisishuguishe na maisha yao ukichungu wengine

APPENDIX D 7: SAMPLE OF A WRITTEN ESSAY

(D7)

4

When I looked at her, tears rolled down my cheeks and I turned back to hide my face. She had just done it again. This girl in front of me was the one who introduced me to issues of love and yet she had started to chum up with a group of boys and girls who are known for their bad deeds.

Recently she was with that group just kidding and doing nothing. They were spotted kissing and hugging like no one's business. At first I didn't believe but when I asked her, she confessed that it was true. "how could she associate with such a group?" ooh, I wondered. The following day I decided to go and find her by myself. I woke up and dressed in a way she had not seen me before.

I went to town and waited for the group of boys where they usually go and kiss and hug. Luckily, they came though late in a saloon car, they went under some unfinished though roofed building and started doing it, at that time it was raining cats and dogs, we were sheltering too in the veranda and the saloon car was almost swept away, to us, it was ridiculous coz they came out with falling trousers running to try and save the car.

we could see it all. one boy drive the car near the building and they all entered I was so sad to see mary get in too. where they went, I don't know

APPENDIX D 8: SAMPLE OF A WRITTEN ESSAY

53

(D 8)

EVERY DOG HAS ITS DAY

When I looked at her, tears rolled down my cheek and I turned back only to see my ^{younger} sister was bleeding furiously. This was after she had boarded on a matatu on her way to school, unfortunately, the driver had lost control and he decided to collaborate head-on-collision with a trailer which seemed to be carrying heavy goods. I stood aghast at the sight of a pool of blood which resembles biblically to one of the plagues during Israelites who had been staying to Egyptians as refugees. Everyone in the market was driven by the obliged attitude towards providing aid to the victims. Thanks to the almighty that I got hold of my younger sister and I rushed her to the hospital.

As I approached the hospital, I tried all means to prevent my younger sister from loss of blood but all was in vain. However, I never quit to help my sister since I had only her as my sister and no one else. Whenever I tried to hashback on her goods deeds to me, I usually gain the momentum and courage to offer some aid since the adage that goes, prevention is better than cure. Suddenly, my sister was being admitted to the hospital. Hardly had I rushed her to the hospital when I luckily become the first one to be admitted. Within a duck wagging its tail, there was a long queue in the hospital, though, the examination rooms were less compared to the injured victims. No sooner had they finished admitting her than I went to pick her in the examination room. I had incurred a lot ^{of} expenses such that I was almost pronounced to be "msoto" in terms of monetary value. All in all, I had to rescue my sister's life who had been covered by bandage almost all over her body. Not only did I inform my parents about the scene but also we boarded the matatu heading towards home. Both my parents were waiting eagerly for us at the stage. When we alighted on the matatu we met our parents face to face.

APPENDIX D 9: SAMPLE OF A WRITTEN ESSAY

56

D9

were missing. I had no choice. The only answer that I could hear from her was that, "Nt'bio za sakafuni hushia ukingoni". The most frequent words that she used to say was that, "Ndige mjiwa hunaswa kwa mtego mbovu". Those words used to make me almost to collapse. As I thought, I had no destiny at all.

After struggle and partition for registration, I realised later that I was betrayed. I realised that the more I used to excel, the more I made that lady jealous. That lady did not want me to succeed. She wanted my life time be in trouble till the end. She had shown her spiteful attitude ^{towards} to me. She had only achieved to deny me a chance for registration through my documents but her decisions had failed. Kuexplain became hard.

Since I was a believer, God revealed her secrets and my documents were followed up. I had known how a good friend can be your worst enemy. She was trying to catch a bull by its tail and yet the horns were available. I had knew how a skin of a sheep can hide a fox. Although that incidence was a challenge to me, It also ^{taught} gave me a lesson which was a memory in my medulla Oblongata.

APPENDIX D 10: SAMPLE OF A WRITTEN ESSAY

5

POLITICS ^(D 10) Campaign compensation.

A 99% kenyans support TNA BabaSM Yao, while 10% support this other party which are greedy for leadership especially ~~the~~ kipii instead of using that money for campaign to Kukata, he spoil with his supporter. what he knows is VitandawiliSM, and child thing his brain was not matured.

The balulyaSM they were going with wind instead of supporting Musalia were supporting one dangerous man who want to Kupendu a Silikal and picking other peoples land ~~but~~ musalia

State house line TNA mps claim deal to front Mr ungali, chiswaSM was pushed by a state house official. But head of Public service Buyu kimemia denied this saying the office of prezo is not engaged in party politic = but it propaganda.

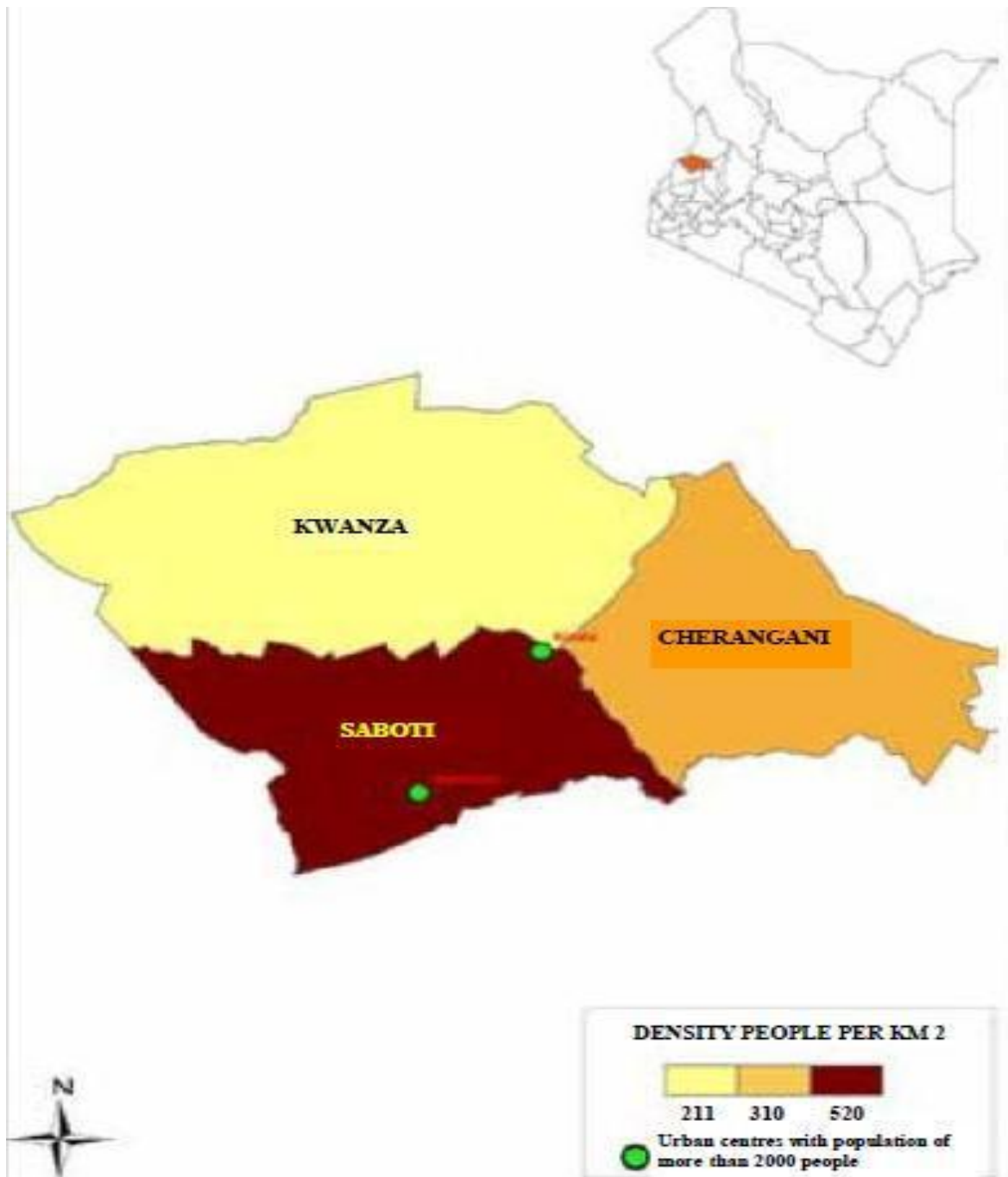
Aboy and Kiveti if can ~~lead~~ rule Kenya They can bring ndevo churches because boy is vice chairman of Eliminati which offer people as ~~set~~ sandakaSM and suck innocent people blood. but God can't allow Ndevo to rule his people.

There is no need of Kujisumbua Kiketi, is for Mwanake Mundai, wa Nyumba ya Mumbi for 10 year the Ruto fir 10 year the rulers

APPENDIX E: MAP OF KENYA SHOWING LOCATION OF TRANS-NZOIA COUNTY



APPENDIX F: MAP OF TRANS-NZOIA COUNTY



APPENDIX G: RESEARCH AUTHORIZATION LETTER

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

12th May, 2014

NACOSTI/P/14/0474/1566

Edwin Kusienya Chonge
Moi University
P.O.Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of code switching and code mixing on written English Essays among secondary schools in Transzoia County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Transzoia County** for a period ending **26th August, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Transzoia County** 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Transzoia County.




APPENDIX H: RESEARCH PERMIT

APPENDIX H: RESEARCH PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI
 National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A/1665


CONDITIONS: see back page


THIS IS TO CERTIFY THAT:

MR. EDWIN KUSIENYA CHONGE
of MOI UNIVERSITY, 101-30200
Kitale, has been permitted to conduct
research in Transzoia County
on the topic: THIS RESEARCH PROJECT
SEEKS TO FIND THE INFLUENCE OF
CODE SWITCHING AND CODE MIXING ON
WRITTEN ENGLISH ESSAYS AMONG
SECONDARY SCHOOLS IN TRANSZOAIA
COUNTY KENYA.

for the period ending:
26th August, 2014

Permit No : NACOSTI/P/14/0474/1566
Date Of Issue : 12th May, 2014
Fee Received :Ksh 1,000


Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation