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**The Effects of Sheng' Vocabulary Usage in the Learning of Kiswahili Grammar in Public Secondary Schools in Kenya**



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## The Effects of Sheng' Vocabulary Usage in the Learning of Kiswahili Grammar in Public Secondary Schools in Kenya

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### Abstract

**Purpose:** Sheng' is a linguistic code based primarily on the Kiswahili structure and grammar with the lexicon drawn from Kiswahili, English and the various ethnic languages of Kenya; that are mostly spoken in towns and other urban areas. The purpose of this paper was to examine the effects of Sheng' vocabulary on the learning of Kiswahili grammar in public secondary schools in Kenya.

**Methodology:** Krejcie & Morgan sampling table was used to sample the schools. Stratified random sampling, simple random sampling and purposive strategy were used to sample the public secondary schools to participate. Krejcie and Morgan sampling table was used to sample 55 teachers of Kiswahili and 360 students to take part in the study. Data was collected using observation schedules, focused group discussion guides and a writing task for students. Questionnaires and interview guides were used for teachers of Kiswahili. Qualitative data collected was analyzed thematically to generate information that was summarized in graphics and discussed in narrative form. Quantitative data was analyzed with the help of Statistical package for social Studies.

**Findings:** The findings of the study further revealed that Sheng' vocabulary influenced written Kiswahili grammar as learners wrote Sheng' words whereas they were expected to write standard Kiswahili.

**Unique Contribution to Theory, Policy, and Practice:** School administrators should come up with a school-based language policy so as to control learners' language environment. The ministry of education should encourage the culture of drama, music and debate competition among schools. The Kenya Institute of Curriculum Development should also ensure language use is stipulated in Kiswahili curriculum and Sheng' be considered as an independent language code in the country.

**Keywords:** *Impact, Sheng, Vocabulary, Learning, Kiswahili, Grammar*

## INTRODUCTION

Sheng', a hybrid linguistic code, is thought to have developed in Nairobi during the 1960s and 1970s. Various factors such as language contact, limited knowledge of standard languages (Swahili and English), identity, obfuscation of meaning, and cognitive efficiency have been linked to its evolution and usage (Angalia 2017). Obata (2022) states that Sheng' cannot be classified as a pidgin, creole, slang (despite the acronym), or jargon because it exhibits characteristics of each category without fully fitting into any one of them. It is widely accepted that Sheng' originated in the impoverished residential areas of Nairobi. There is a widespread belief that Sheng' originated in the low-income residential areas of Nairobi's East lands and then gradually expanded to other impoverished residential areas in Nairobi and its surroundings. Presently, it has become a distinctive linguistic feature of Nairobi and other multi-ethnic urban areas in Kenya, with varying levels of proficiency and involvement among different speakers in different regions (Githiora, 2018). As a language code, Sheng' can influence students' thinking and their expressions in both verbal and written communication. This study aimed to investigate the effects of Sheng' on Kiswahili grammar and explore methods to reduce this effect on verbal and written expressions. The Kiswahili language's origins can be traced to the colonial era, with oral culture being deeply ingrained in the Kenyan populace for an extended period (Ogechi, 2011). The advent of foreign religions such as Christianity and Islam facilitated the introduction of written forms of communication. Consequently, Kiswahili emerged as one of the first indigenous languages to be transcribed (Gitira, 2016). The Ominde Commission recommended that the widespread use of the Kiswahili language serve as a means for national coordination and unification. It also significantly facilitated international communication in East Africa and beyond. The importance of including Kiswahili in the curriculum was emphasized by all subsequent government commissions tasked with reviewing the educational system.

In Kenya, English was the sole compulsory and examinable subject for a long time and served as the primary medium of instruction across all subjects. This negatively impacted the attention given to Kiswahili by both teachers and learners. Consequently, Gachathi recommended making Kiswahili compulsory at both primary and secondary educational levels. He suggested that while Kiswahili should be compulsory, it should not be an examinable subject at these levels (Wanyama, 2014). The dominance of English in education meant that Kiswahili received little focus, which had adverse effects on its prominence (Mbugua, 2009). Beyond its educational significance, Kiswahili was viewed as a vital instrument for fostering identity, deeply embedded in society, and a key vehicle for transmitting culture, values, attitudes, and aspirations.

The Kenyan government, made recommendations on the teaching of Kiswahili through the education commission. The primary aim of this recommendation was to Africanize the curriculum, making it more attuned to African culture Kariuki (2021). Besides fostering national unity, the

introduction of Kiswahili played a crucial role in the development, transmission, and preservation of African culture and its norms. The Kenyan bilingual education system needs to address who can learn a second language more easily, quickly, and effectively, as well as focus on language retention to achieve the desired competence in the targeted languages (Mutiga, 2013). Typically, a pupil starting school in Kenya is already proficient in their mother tongue or first language and sometimes in English or a home variety of Kiswahili.

The extent of exposure in one's immediate environment significantly influences the level of language acquisition, determining one's proficiency in using a particular language. (Ladegaard, 2020). This exposure encompasses how much one speaks and is spoken to in that language, and the frequency of interaction with the language through speaking and listening. This aligns with Bloom's Theory of Language Learning from 1970. According to (Mutiga, 2013), the goal of language teaching and learning is to provide language knowledge to both individuals and the community. Ideally, individuals would have ample language exposure within their linguistic boundaries, and every speech community would have access to the language needed for communication competence. Language learning can be affected by the attitude and motivation of learners. The perceptions are responsible for their attitude.

## 1.2 Statement of the problem

Grammar serves as the foundation when learning any language and is crucial for performance in other assessed areas of Kiswahili, such as *Insha* (Kiswahili composition) and *fasihi* (Kiswahili literature). Therefore, achieving high proficiency in Kiswahili grammar is essential. There has been a great concern over the falling standards and underperformance of the Kiswahili language in national examinations. Despite this, students' performance in Kiswahili grammar remains notably low, with the factors contributing to this poor performance not being clearly documented. The widespread use of the Sheng' language code by students both inside and outside the classroom is a significant concern. This language code is increasingly becoming the primary mode of communication among learners, potentially impacting their overall performance in Kiswahili. Most of the linguistic difficulties experienced by learners have been investigated but the area of the Impact of Sheng' on the learning of Kiswahili grammar remains understudied. It is for this reason that the current study sought to investigate The Impact of Sheng' in the learning of Kiswahili grammar in public secondary schools in Uasin Gishu county- Kenya. The influence of Sheng' word order on the teaching and learning of Kiswahili grammar is likely a contributing factor.

Sheng' influence is now felt across Kenya's social strata, influencing the way other languages are acquired, learnt and used, even within the educational system such as schools and colleges (Mutiga, 2013). Sheng' is also evidently used in Tanzania and Uganda, where the urban youth in the major cities show off their proficiency as a sign of international exposure (Funk, 2020).

## **Objective of the Study**

The objective of the study was to establish the effect of Sheng' vocabulary usage in the learning of Kiswahili grammar in public secondary schools in Uasin Gishu County-Kenya.

### **1.4 Significance of the study**

The research findings would be useful to school managers, learners, teachers, parents and educational planners. The school managers can use the study findings in making decisions as to what teaching and learning materials to provide in schools so as to enhance Kiswahili performance. This should in turn be able to help in identifying ways to help learners achieve higher in the Kiswahili grammar and find ways of helping improve academic performance. The researcher also hoped that the findings would influence strategies that would be employed to minimize the influence of Sheng' on Kiswahili grammar. It was also forecasted that the findings of this research would provide vital information to the language team makers on how the influence of other languages on Kiswahili would be dealt with. The research further provided an open ground for sensitization of parents on the need to ensure control on their children's use of Sheng' language code at home. Similarly, it would benefit the Kenya Institute of Curriculum Development (KICD) in formulation of a standard book for teaching and learning Kiswahili language. Moreover, the study findings would guide the KICD in understanding the essence of conducting in-service courses on teaching and assessment together for emerging issues like the Sheng' linguistic code. Uasin Gishu County Kenya. The respondents in the study included; teachers of Kiswahili and students in the sampled schools. The study was conducted in the months of September to December 2023 when schools were in session.

## **LITERATURE REVIEW**

### **2.1 Effect of Sheng' vocabulary usage in teaching and learning of Kiswahili**

Recent studies indicate that parental practices significantly influence vocabulary development, particularly before the age of 7 (Githui, 2021). Children predominantly use words that are part of their conversations with parents and other adults, and they tend to acquire larger vocabularies when exposed to a greater variety of words. Vocabulary is a strong predictor of writing proficiency. Research has shown that the decline in children's writing skills is often due to a lack of vocabulary rather than a lack of innate ability, primarily stemming from limited learning opportunities (Githui, 2021). Sheng', with its rich vocabulary and syntactic structures, resembles a native language, offering ample linguistic resources to meet the communication needs of its speakers. Hence the Creole is an advanced stage of pidginization whereby the non-native speakers have become natives. In the streets of Nairobi and in other urban centers are to be found street families who use Sheng' as their means of communication. They do not have another language of expression

because some were born and brought up in the streets. Research is therefore required to establish the extent at which the code is used in order for it to be qualified as a Creole.

Among speakers, the impact of Sheng' varies depending on whether they are peripheral or core speakers, as well as their reasons for using Sheng'. Primarily, Sheng' is structured based on Kiswahili, employing Kiswahili grammar while incorporating vocabulary from Kiswahili, English, and various ethnic languages prevalent in urban centers. This prompts the researcher to delve into the influence of Sheng' on Kiswahili grammar. Initially, this amalgamated code displayed instability, randomness, and fluidity, but over time, it has developed more structured patterns at phonological, morphological, and syntactic levels. For instance, the term 'father' initially appeared as '*fadhee*,' later evolving into '*buda*' or '*budaa*,' and now it is '*mbuyu*.' (Githiora, 2018) notes that '*buda*' has roots in Gujarati and Hindi, meaning an elderly man, but the origin of '*mbuyu*' remains unclear. Sheng' dominates informal conversations among primary and secondary school students outside the classroom, as well as among street vendors, street children, public transport drivers, conductors, and small-scale traders in markets.

The Sheng' language code has emerged as the predominant urban vernacular among Kenyan youth. It is now also commonly used by young people in rural areas, as well as a significant portion of the adult population who grew up with the older form of Sheng' known as "old school" Sheng' from their youth. Both electronic and print media frequently incorporate Sheng', and popular music often features it as a preferred language. Kenya is home to approximately 40 living languages, with Swahili and English being the co-official languages (Muhando, 2022). This raises questions about the origins and reasons for the emergence of this new language.

In an attempt to put Sheng' in its proper perspective, (Basori, 2022) advances the view that Sheng' derives its lexicon from all the languages used in Kenya regardless of whether they are of African, Asian or European origin. The following examples attest to this fact:

1. *Dwazi* means foolishness or stupidity (from Kiswahili word {*duwaa*}, which refers to a person, who is slowing grasping things or acting.)
2. *Baika* is used to name a tightly fitting short, originally worn by professional bicycle riders but currently worn by sports women and men (from the English word "*biker*" which Means a person who rides a bicycle, especially a mountain bike)
3. *Saikoro* means old or out- dated (from Luhya word *Musakhulu* which means *old man*).
4. *Buda* means boss or father (from the Asian word *Buddha* who is an ancient *sage* and *philosopher*).
5. *Alei* means 'to go' (from the French word *aller* meaning *to go*)

6. *Giringo* means stranger, intruder, non-member (from a Latin American word *gringo*, which means *a foreigner*).
7. *Thogs* means ‘ your father ’(from a Kikuyu word *thoguo* meaning *your father*.) Sheng’ grammar is different from that of Standard Kiswahili as illustrated in the following examples:
8. *Fathee*                    *hizo*                    *ni*                    *uwongo*.  
       /*fathe:*                    *hi-zo*                    *ni*                    *u-ongo*  
       *Dad*                    *those*                    *are*                    *lies*
9. *Kibenje*                    *kina*                    *mamumu*                    *za*                    *sonyi*.  
       /*ki-benJe*                    *ki-na*                    *ma-mumu*                    *za*                    *sonyi:./*  
       *Lady’s handbag*                    *-has*                    *-money*                    *for*                    *police officer*.

The two sentences show that Standard Kiswahili noun markers are largely ignored in Sheng’ constructions. The following is also notable:

Example (1) /*fathee*/ is derived from the English noun father; /*hizo*/ is a demonstrative used in reference to the class ten nouns. This has been used in discord with *uwongo*, which is from class thirteen nouns.

Example (2) is constructed with morphemes from three sources: Kiswahili, Kikuyu and English. The word *kibenjei* a noun derived from the Kiswahili word *kibeti*. *Kinaisa* Kiswahili infinitive verb compounded from {*ki*}-which is a class even prefix and the root {*na*}. *Mamumu* is sourced from the Kikuyu word *kimumu* meaning numerous banknotes. The noun class four marker {*ma-*} (for plural) is affixed on *mumu* to imply plurality.

The associative {*za*} (of’) is sourced from Kiswahili. *Sonyi* is derived from an English word soldier. There is no concord between the possessed *mamumu* and the possess or *sonyi* of the noun phrase *mamumu za sonyi* (police officer’s money). This is because the surface form of the associative *za* is for noun and is therefore, appropriate if the pccessesive *mamumu* is a noun. Such discords area common characteristics of Sheng’ sentences. Another important feature of Sheng’ manifests itself in morphological structures. Morphemes are fixed at the verb initial before juxtaposing the existing Kiswahili root with an English verb derivative. Kariuki (2021) The following example testifies this fact.

*Atakamu*  
 /*a-ta-kamu*/  
 She/he will come

{a-} is a personal pronoun morpheme in references to the third person singular while {ta} is a tense marker. {-kamu} is a verb root derived from the English lexeme—come. The syllables of the verb come have been modified in order to conform to the rules of Kiswahili grammar. (Beck, 2022) focused on Sheng' lexemes. They dispute claims that Sheng' is a Creole on the ground that Sheng' has no native speakers. The emergence of Sheng' was not motivated by need for a language of inter-group communication as does pidgins that give rise to Creole.

Also, the vocabulary and grammar of Sheng' cannot be described as simple. This is because Sheng' speakers are competent in at least two languages, a mother tongue and either Kiswahili or English. (Marjie 2022) concurs with this view and states that it is the norm for dwellers to have competence (in varying degree) of at least three languages—an ethnic language, Kiswahili and English.

These views enriched this study since their search re-engaged in research on language interference. The grammar and vocabulary will inform the researcher's main elements of analysis. In order to establish what Sheng' is, it is important to refer to the socio-linguistic situation that preceded its emergence. One of the Shortcomings of Marjie's study is the brevity of the definitions given a disinclination to the semantic aspect of Sheng'. (Miringo, 2016), investigated the attitude of Sheng' as an emerging language among the people of Nairobi. The study reveals that the attitude towards Sheng' is largely negative. Sheng' speakers are thought of as incompetent in both Kiswahili and English. Another very important observation that Miringo made is that Kiswahili has a very important role as a national language and the lingua franca for the Kenyan population. Its role in unifying the forty-two stable codes in Kenya cannot be underscored. (Miringo, 2016). It is with the same concern that she mentions that Kiswahili is taught as a subject and pupils must pass in it at both primary and secondary school national examinations. The researcher's view calls for a practical step in the education sector. One such step is an in-depth examination of the effect of Sheng' on Standard Kiswahili and mother tongue interference. It is on the basis of this study that recommendations were made on how to improve on the teaching and learning process. The point of divergence is that Miringo's study is in the field of sociolinguistics whereas this study is in the field of applied linguistics. The current study therefore attempted to examine how Sheng' vocabulary impacted on Kiswahili grammar.

(Muhando, 2022) poses a challenge by claiming that there are local variations based on the ethnically predominant group of the respective localities. The Sheng' of predominantly Kikuyu Bahati, therefore, would be expected to have a higher proportion of Kikuyu linguistic items than, say, the Sheng' spoken in Majengo, even though both are situated in Nairobi. A significant portion of Swahili vocabulary originates from non-Bantu sources, primarily through borrowing. This borrowing process, known as convenience borrowing, continues to occur, especially when there is a need to describe a new concept or phenomenon in the language. It is common for languages to

incorporate loanwords; for instance, English has adopted approximately half of its vocabulary from Romance languages.

Arabic and Persian were among the early contributors to Swahili vocabulary, with English being a more recent source. Arabic remains the most significant contributor, followed by Persian, Indo-Aryan languages (such as Cutchi/Kachchi, Gujarati, Hindi, and Sanskrit), Portuguese, Turkish, German, and French, in descending order of importance (Mwila, 2021). Presently, new words entering Swahili predominantly originate from English.

However, the dynamic nature of language borrowing is illustrated by the fact that other Tanzanian Bantu languages now borrow technological terms from Swahili, which in turn borrowed them from English. There is no standardized approach for handling loanwords in Swahili (Lupke, 2016). For example, compounds may or may not use the associative morpheme "a," as seen in "kadi ya sauti" (sound card) and "barua pepe" (e-mail).

Despite efforts by institutions like BAKITA (Baraza la Kiswahili la Taifa) to create new terms, there is no universally accepted method for integrating new vocabulary into Swahili. The contemporary borrowings are primarily related to technology, science, sports, and modern entertainment. This discussion focuses solely on ICT vocabulary. According to (Lagat, 2010), the huge dynamism of Sheng' causes a challenge to Kiswahili language as a tool for communication and gives an example of "Niaje" (How are you?) whose use evolved to "Aje jo" then "Niwuodhes". (Iraki 2010) sees this dynamism as a normal trait of language, but agrees that change that is too rapid can be limiting.

The dynamism of Sheng' is high both in the rural and urban set ups which is the same at various institutions. Sheng' may be a model for trans-linguaging in classroom discussion (Kerfoot, 2013), a scenario that should be studied with regard to particular institutions. The vocabulary of Sheng' exhibits significant variation across different subdivisions and regions of Kenya (Jowal 2015). These linguistic variations are also present in universities across the country. This study, therefore, examines the impact of Sheng' vocabulary on Kiswahili grammar.

For nearly a decade, sociolinguists, journalists, and anthropologists have reported on or studied an unstable language variety primarily associated with urban youth in Kenya (Bosire, 2018; Angalia, 2017; Kiarie, 2004; Temba, 2021 and Thomas 2023) *Compendium of Promising Practices in Composition Instruction. Evaluation of the Bay Area Writing Project*. Berkeley, CA: California University School; (Shrenk, 2015). Various theories exist regarding the origins of Sheng'. (Bosire, 2018) suggests that Sheng' emerged as a peer youth code in the low socio-economic eastern suburbs of Nairobi in the 1970s. It is also suggested that Sheng' originated in the low-class estates of Nairobi, where children living in cramped living conditions with their parents devised a code to conceal their conversations from adults.

On the other hand, ( Bosire 2018) and (Ogechi 2011) indicate that a Sheng'-like code existed as early as the early 1930s in the Nairobi underworld among pickpockets. (Mutiga 2013) proposes that while Sheng' was used as early as the 1950s, it became more pronounced in the early 1970s. Despite the lack of consensus on its origins, it is generally agreed that Sheng' is a variety that sounds like Kiswahili but with a distinct and unstable vocabulary (Githiora, 2018). Sheng' borrows its lexicon from various Kenyan languages, with Kiswahili, English, Dholuo, Kamba, and Gikuyu being the main source (Bosire, 2018). Some Sheng' words also come from Hindi, American English, and terms related to karate and break dancing films. These borrowed lexemes are often manipulated, and new ones are continuously created. An example of a conversation using Sheng' lexicon is: "Hi-**zo** *digolo* ni poa **zi-na**- which translates to "Those sunglasses are really nice. They go for five hundred shillings in the shops." In this example, the surface morphemes are mainly sourced from Kiswahili, except for the bold and italicized "poa," which is a Kiswahili surface morpheme but has a different meaning in Sheng' (Shrenk, 2015)

Other examples of Sheng' vocabulary include "kindwa" (sell), "rwabi" (hundred), and "ngovo" (five). Previous studies have focused on the sociolinguistics of Sheng', its word formation processes, or attempts to determine its matrix language (ML). This study aims to investigate the attributes of Sheng' on students' grammar in selected secondary schools in Uasin Gishu County. According to (Wairungu, 2014), scholars generally agree that Sheng' is based on Kiswahili grammar. Additionally, a slang variety known as Sheng' has emerged, particularly in urban areas, which combines elements of Swahili as a matrix language with embedded English (Wairungu, 2014). However, (Ogechi 2011) argues that the matrix language (ML) of Sheng' varies depending on the predominant language of communication in the environment where Sheng' data is collected. He also suggest the existence of another language variety called Engsh, based on the English frame, spoken in the Westlands area of Nairobi, which represents a higher socio-economic class estate. While previous studies have identified several lexifying languages for Sheng' for example, (Gimode 2015, Shrenk 2015, Ogechi, 2011), it is noted that once lexemes are incorporated into Sheng', they undergo a semantic transformation, assuming new meanings (Angalia, 2017). However, the encoding of this new sense in Sheng' lexemes has received limited attention in previous research.

Despite documentation of Sheng's structure and sociolinguistics, lexicalization in Sheng', particularly regarding word semantics, has been relatively understudied ( Wawire 2023). This study aims to address this gap by examining how Sheng' attributes impact Kiswahili grammar in selected secondary schools in Uasin Gishu County. Lexicalization in Sheng' can occur at both phonological and morphological levels. Phonological lexicalization may involve sound reduction or addition, while morphological lexicalization may entail morphological motivation or demotivation (Lupke, 2016). Semantic change, including a degree of idiomatization, can also

contribute to lexicalization in Sheng', as seen in compound words such as "pata doo poa" (earn good money).

Coining is another process through which Sheng' vocabulary expands, resulting in the formation of new words not derived from existing lexemes ( Geia 2021). These coined nouns often exhibit restricted meanings or mimic characteristics of the objects they represent (Wanyama, 2014). Borrowing in Sheng' involves the incorporation of lexemes from stable languages, such as Kiswahili, English, Dholuo, Gikuyu, German, French, and terms from American Westerners and karate break dance films ( Beck, 2022). These borrowed words are often adapted or modified in Sheng', contributing to its lexicon's dynamic nature.

The current study investigates how Sheng's linguistic features influence Kiswahili grammar in secondary schools in Uasin Gishu County. Unlike pidgins, which emerge as a means of inter-group communication, the emergence of Sheng' was not similarly motivated. Furthermore, Sheng's vocabulary and grammar cannot be characterized as simplistic.

**Influence of Sheng' Vocabulary on Kiswahili Grammar:** One of the primary concerns raised by educators is the effect of Sheng' vocabulary usage on the teaching and learning of Kiswahili grammar in public secondary schools in Kenya. Sheng' is a hybrid language commonly spoken among the youth in urban areas, which integrates elements of Kiswahili, English, and local dialects. According to (Mwangi 2018), the widespread use of Sheng' vocabulary in informal settings has led to the blurring of linguistic boundaries between standard Kiswahili and Sheng', making it challenging for students to differentiate between the two.

**Impact on Language Proficiency:** The incorporation of Sheng' vocabulary in the teaching of Kiswahili grammar has raised concerns about its impact on students' language proficiency. According to (Njoroge 2020), the frequent use of Sheng' terms in classroom discussions and assignments may hinder students' ability to grasp the grammatical rules and structures of standard Kiswahili. This, in turn, can lead to a decline in students' language proficiency and overall performance in Kiswahili examinations.

**Cultural Implications** is another aspect to consider is the cultural implications of using Sheng' vocabulary in the teaching and learning of Kiswahili grammar. As noted by ( Ongeti 2010), the prevalence of Sheng' in public discourse reflects the changing cultural dynamics in Kenya, with the language serving as a symbol of urban youth culture. However, the over-reliance on Sheng' vocabulary in the classroom setting may undermine the importance of preserving and promoting standard Kiswahili as a national language and cultural heritage.

The influence of Sheng' on the teaching and learning of Kiswahili grammar in public secondary schools in Kenya has significant implications for students' language proficiency and cultural identity. Educators and policy makers need to address these challenges by promoting the use of

standard Kiswahili in educational settings and highlighting the importance of maintaining linguistic diversity while preserving the integrity of the national language. Further research is needed to explore effective strategies for integrating Sheng' vocabulary in Kiswahili instruction without compromising students' language skills and cultural values (Bosire, 2008).

## 2.8 Research gap

Despite the increasing influence of Sheng' on daily communication in Kenya, there is limited research on its effect on the teaching and learning of Kiswahili grammar in public secondary schools. While some studies have examined the use of Sheng' in informal settings, little is known about how its word formation, phonology, spelling, and vocabulary usage impact the teaching and learning of Kiswahili grammar in formal settings. Therefore, there exists a research gap regarding the implications of Sheng' on the teaching and learning of Kiswahili grammar in secondary schools, which this study aimed to address.

**Knowledge gap:** It is the element missing in the existing research literature that has not been answered by the existing studies. The area not explored is effect of Sheng' on the learning Kiswahili Grammar.

**Methodological Gap:** Previous studies used a method that either yielded qualitative or quantitative data. Mixed method Research (MMR) was used in this study with exploratory sequential design.

## METHODOLOGY

This study adopted exploratory sequential design. Exploratory sequential design begins with exploring a topic through qualitative methods and then using the findings to develop a quantitative instrument and a phase of the research study. The approach is commonly used when the topic or population of interest is under researched. Exploratory sequential design is based on sequencing or time ordering of the qualitative and quantitative methods. ( Herye, 2021). The study was carried out in two phases. Qualitative study used exploratory design by exploring the views of participants. The data was analyzed and information used to build into the second quantitative phase. The qualitative phase was used to build an instrument that best fits the sample under study, to identify appropriate instruments to use in the follow-up quantitative phase or specify variables that need follow-up in quantitative study Obuya (2020).

It is an approach that combines or associated with both qualitative and quantitative (Newlands, 2023). It involves collecting and analyzing data from both approaches so that overall strength of the study is greater than either quantitative or qualitative (Cresswell , 2023). The data was collected simultaneously to understand the research problem (Nassaji, 2020).

## CONCLUSIONS AND RECOMMENDATIOSS

#### 4.1 Conclusions

The study concluded that Sheng' vocabulary usage influenced teaching and learning Kiswahili grammar in public secondary schools in Kenya to a large extent. Sheng' vocabulary influenced written Kiswahili grammar as learners wrote Sheng' words whereas they were expected to write standard Kiswahili. Furthermore, students often use Sheng' vocabulary to explain Kiswahili concepts, leading to grammatical errors. The study further revealed that majority of respondents agreed that there were drawbacks of incorporating Sheng' vocabulary in teaching Kiswahili grammar. The study also revealed that Sheng' vocabulary should not be included in Kiswahili curriculum.

#### 4.2 Recommendations

Lastly, Sheng' vocabulary influenced written Kiswahili grammar as learners wrote Sheng' words whereas they were expected to write standard Kiswahili. The study thus recommends that school administrators should come up with a school-based language policy so as to control learners' language environment. The ministry of education should encourage the culture of drama, music and debate competition among schools. The Kenya Institute of Curriculum Development should also ensure language use is stipulated in Kiswahili curriculum and Sheng' be considered as an independent language code in the country.

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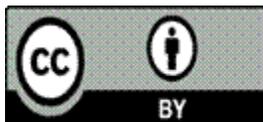
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