

**INVESTIGATING THE IMPLICATION OF 'SHENG' IN THE TEACHING
LEARNING OF KISWAHILI IN SECONDARY SCHOOL IN JERICHO
ESTATE EASTLANDS OF NAIROBI**

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ABSTRACT

This study investigates the implications of sheng dialect in the teaching learning of Kiswahili language in secondary schools in Eastlands of Nairobi. Many young people in Jericho Estate in Eastlands of Nairobi use sheng language as a mode of communication and therefore creating a big problem in the teaching and learning of Kiswahili language. There are varied perceptions regarding use of sheng language and speakers of this language. To investigate the implication of sheng dialect in the teaching learning of Kiswahili language in secondary schools in Eastlands of Nairobi, the study was guided by the following specific objectives: To examine educational implications of 'sheng', to find out teacher preparedness and readiness in dealing with the effects of sheng and to find out strategies of improving the teaching and learning skills. The study employed survey research design, covering public secondary schools in Jericho estate. It also used random sampling method to sample the schools. Questionnaires were used to collect data from student while interview guide were used with the teachers. The data were analyzed by the help of computer software that enabled the researcher to present the data in frequencies, percentages and summarize it in tables and figures. From the analysis the study found that sheng speaking among other factors was a major challenge to teaching and learning of Kiswahili. The study recommended various ways of improving the teaching and learning of Kiswahili despite the implications of sheng dialect which included encouragement to communicate in standard Kiswahili, teachers being trained in various areas that will make them teach well in Kiswahili language as well as provision of teaching and learning resources.