

**CODE - MIXING AND THE LEARNING OF ENGLISH
AS A SECOND LANGUAGE: A STUDY OF SELECTED
PRIMARY SCHOOLS IN MIGORI COUNTY-KENYA**

BY:

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DECLARATION

This project is my original work and has not been presented for the award of a degree at The University of Nairobi or in any other University.

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This project has been submitted to the University of Nairobi with our approval as the appointed university supervisors.

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DEDICATION

This work is dedicated to the Lord God Almighty. Thank you for your love, grace and mercy.

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My utmost gratitude goes to God Almighty who has been there for me and has not given up on me. He has been my strength through the hurdles of life and granted me favour throughout my days in this university.

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ABSTRACT

Language plays an important role in the society and this leads to the study of code mixing as a sociolinguistic phenomenon. The research attempts to expose the patterns of language behaviour of primary school pupils in Migori County. The study sampled three schools which were deemed fit to represent the county. Motivational factors and challenges of code mixing in the learning of English were analyzed. The goal of the study was to establish how code mixing of Dholuo and English relates to Interlanguage theory in learning English as a second language amongst primary school pupils. It was discovered that English language has adapted to Dholuo context especially when pupils engage in conversations in informal situations. English language remained the matrix language in formal situations where the learners were alert in their language choice. The objectives helped the study to get to an inner insight of the real cause of code mixing amongst primary school pupils. The data of this study was collected through qualitative approach. The methods of data collections included interviews and observations. The data collected were analyzed in order to understand the relationship between pupils' code mixing, the interlocutor and the challenges that code mixing poses to second language learning. It was concluded that the most common motivational factor behind pupils' code mixing was the need to fill a lexical gap. This was evident in data analysis whereby both interviews and observations revealed that when learners lack an equivalent English word they resort to a Dholuo word. Code mixing showed close connection of the linguistic behaviour with the linguistic environment exposing essential mechanisms of the learners' ability to approximate the target language.

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LIST OF SYMBOLS AND ABBREVIATIONS

- CM - Code Mixing
- CS - Code Switching
- L1 - First Language
- L2 - Second Language
- TL - Target Language
- SLA - Second Language Acquisition
- IL - Inter-Language

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The co – existence of English language and other languages in Kenya has produced some sociolinguistics consequences. The most widely reported consequences of this language contact situation is language interlarding, which features as interference, borrowing, loaning, code switching and code – mixing. This study focused on code-mixing between Dholuo and English.

Most languages spoken locally belong to two broad language families Niger – Congo (Bantu branch) spoken by the country’s Bantu and Nilo – Saharan (Nilotic branch) spoken by the country’s Nilotic branch respectively. Kenyan’s various groups typically speak their mother tongues within their own communities. English is widely spoken in commerce, schooling and government. Peri – urban and rural dwellers speak only their native languages.

Dholuo which originated from Nilo – Saharan language is widely spoken in Migori County as it is the language of the natives such that even non- natives who live in the county unconsciously and consciously adopt it.

Migori County is in the former Nyanza province of the southern Kenya. Its capital is Migori which is also its largest town. It is perhaps the most diverse county in Nyanza after Kisumu. The inhabitants of Migori include Suba- luos, Luos, Kuria, Kisii, Luhya, Somali and small pockets of Indians, Arabs and Nubians.

There are glaring deviations in the spoken and written English of primary school pupils in Migori County. The deviations are evidenced in code mixing of Dholuo and English. This study will focused on code mixing which embody variation and link between linguistic form and language use as social practices

In Kenya English plays an important function in national affairs since it is the language in which most government businesses are conducted. It also plays a key role in Kenyans educational system both as an important subject and as a medium of instruction. Due to the great importance of English, accuracy and fluency in all the aspects of the language is encouraged among pupils who need the language in their education as well as in the society. Since all subjects in the school curriculum in upper primary and secondary schools are taught in English except other languages, proficiency in the language will no doubt help the pupils to understand them easily.

Acquisition of English competence is vital. Being a compulsory subject in school, mastery of its syntax is significant. This is evident from Robin (1964: 223) assertion that acquisition of the syntactic components constitutes an important facility in grammar. Rederick (1968:281) observes that syntax is fundamental in that both semantic and phonological components operate on information provided by syntax. However despite vigorous teaching of English, learners more often depart from the prescribed models of the language.

Nattinger, J.R (1992:116) says that a common characteristic of acquiring language is the progression from routine to pattern to create language use hence one use of teaching lexical phrases would be to get pupils to the same way such that even though code mixing may be rampant they are started with a few basic fixed routines, which they would analyze as wrong especially at the beginning stages of language learning.

People learn language as part of a social interaction in which they have something they want to say. At some stage of socialization, dependent on class status, children learn that variants favoured in informal speech are associated with lower social status in the wider community Labov, W (2001:437). Contexts provide clues in language learning such as in Interlingual cues based on L1, loan words in L1 or knowledge of other languages. Intralingual cues based on knowledge of Dholuo are reflected in English. Contextual cues based on the text or informants knowledge of the world. Nation I.S (2001:242), Studies have examined whether and how the local vernacular rather than the language of instruction is used in school and how teachers treat its use by children. Children are explicitly instructed to use the language of instruction and they are sometimes corrected, reprimanded or their speech is repaired by teachers when they use the vernacular,(Howard 2003).

In Migori County although education policy promote English as the language of instruction, the vernacular (Dholuo) is used by both teachers and pupils in a number of hybrid and social hierarchy. English is associated with the display of formality and respect whereas the vernacular is understood to be a language of intimacy or in group membership.

Linguistic codes, education and special stratification was observed by Basil Bernstein and his colleagues to show difference in educational attainment by middle class and lower working school children. Bernstein set out to establish a connection between the schools experience and their characteristic language usage. This is applicable in this study where public schools and a private school are considered in terms of code mixing in Migori County. It is from this background that this study examined code mixing and its challenges on the learning of English among primary school pupils in Migori County.

In summary code mixing is a communication strategy that cannot be studied in isolation from other linguistic phenomena but it is studied alongside several linguistic forms and practices.

1.2 Statement of the problem

The focus of this study is code – mixing and the learning of English as a second language in primary schools in Migori County. The study sought to examine motivational factors of code mixing and the challenges of code mixing in the learning of English as a second language in selected primary schools in Migori County. This is because code mixing is rampant in Migori County such that even in situations where Standard English is supposed to be used, people still code mix Dholuo and English. The glaring deviations in the spoken and written English of the primary school pupils called for more attention in this study as the deviations were noted to interfere with the overall communication process and writing of English which is the target language (TL).

1.3 Objectives of the study

This study was guided by the following objectives

- i) To establish the motivational factors of code mixing amongst learners of English as a second language in primary schools in Migori County.
- ii) To examine the challenges of code mixing in the learning of English as a second language in primary schools in Migori County.

1.4 Research questions

- i) What are the motivational factors of code mixing amongst primary school pupils in Migori County?
- ii) What are the challenges of code mixing in the learning of English as a second language in primary schools in Migori County?

1.5 Rationale of the study

The purpose of this study was to investigate the motivational factors and the challenges of code mixing in the learning of English as a second language in primary schools in Migori County. As a practicing teacher the researcher has witnessed rampant code mixing in Migori County. There is need to fill a gap given that in the researcher's opinion no such study has been undertaken. That the recommendation of the study will lead to improved language learning strategies and appropriate language use. The purpose of this study was to examine how code mixing affects both the lexical and grammar of the spoken English of the primary school pupils.

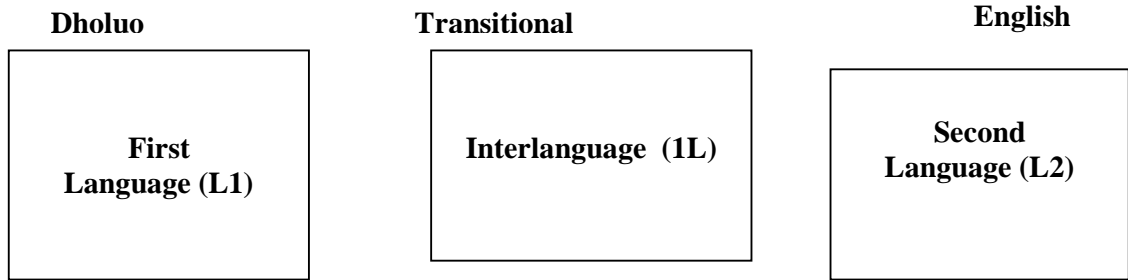
The code mixing discussed in the study indicates Dholuo as a code being mixed with English as a code hence pupils came up with a transitional sort of language. The upper classes were targeted because they comprise of pupils who are in the prime stage of language acquisition. Deviation in the spoken English of the pupils was great as indicators of direct translation. Competence and performance were affected (Chomsky 1968). The study was significant as it was intended to inform education policy makers of the challenges of code mixing in the learning of English in primary schools in Migori County.

1.6 Scope and limitation

The study sought to discuss code mixing of Dholuo and English. The focus of this study was the analysis of the motivational factors of code mixing and the challenges in the learning of English as a second language in primary schools in Migori County. The study was limited to 90 pupils and three teachers from three schools namely Assar Johansson, Otacho and Pentagon. Assar Johansson is a relatively top school in terms of performance and population, Otacho is a middle school and Pentagon is a private school. The study investigated code mixing among pupils in standard six, seven and eight. Ten pupils were taken per class per school. Assar Johansson and Otacho primary are public schools sponsored largely by government and supplemented by the parents. Majority of the pupils in the three schools speak Dholuo as their L1. The three schools draw their pupils mainly from Dholuo speaking parents. Three teachers were interviewed concerning code mixing, a sample of one from each school. In Migori County, families' bilingualism is partial as the English language is used mainly in the school set up.

1.7 Theoretical framework

This research study was based on the Interlanguage theory as proposed by Selinker (1972). This theory postulates the structural autonomy of the developmental stage of learner-language and its inherent characteristics as systematicity, variability and rule governed. The idea that language learners' linguistic systems are different from both their first language and the second language was developed independently at around the same time by a number of researchers, Nemser (1971), for example, referred to it as an Approximative System while Corder (1981) termed it as transitional competence. However it was Selinker's (1972) formulation of Interlanguage which came into standard use.



Dholuo + English = Interlanguage

Code mixing causes Language interference therefore through interlanguage theory a transitional language is formed which poses challenges in the learning of English as second language.

The interlanguage theory can be explained as follows;

Systematicity deals with a planned organized practice where by the learning of the language is rule governed, the rule governing changes and this is termed variability example; *They goed-* The past tense morpheme *-ed-* does not apply here because the rule is variable to irregular verbs so the correct sentence is *They went.*

We *dhiod* in her house-We went to her house.

The children *ringoed* very fast when they saw the prefect approaching them.

The children ran very fast when they saw the prefect approaching them.

The past tense morphemes (d,ed) are used as per grammar rules and because Interlanguage theory is rule governed.

Ellis, Rod (1985:47), 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.

Selinker and Douglas (1985) Interlanguage can be observed to be variable across different contexts. For example, it may be more accurate, complex and fluent in one discourse domain than in another. 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, lexicon 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 (1992b) 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 the native language which in our case is Dholuo into English hence coming up with a new code, could it be called English-Luo or Dholuo English ?

In code-mixing language interference is experienced, therefore the Interlanguage theory is appropriate for the study as it is concerned with language continuum.

Examples of code mixing data of Dholuo and English;

- i) We are going to *goyo* football (We are going to play football)
- ii) She is sick *but tho*, she cannot recognize people (She is extremely sick, she cannot recognize people)
- iii) We are going to *dondo* vegetables. (We are going to prepare vegetables)
- iv) I am going to *chiro*. (I am going to the market)
- v) Rose is eating *rabolo*. (Rose is eating bananas)
- vi) The evidence is here on *kalatas* that I passed my exams. (The evidence is here on paper that I passed my exams)
- vii) You must use *otongloto* pay fees. (You must use money to pay fees)
- viii) Read newspaper to know *gima piny* say. (Read newspaper to know news around the world)
- ix) Wake up early in the *kogwen*. (Wake up early at dawn)
- x) We are together, *donge* ? (We are together aren't we?)

1.8 Literature review

1.8.1 Literature review on theory and second language learning

Selinker (1972) and Corder (1981) suggest that language learners develop their own transitional language as they attempt to achieve the target norm. It is with this in mind that this study will investigate the language output of Migori county primary school learners of English within the frame work in order to discover the factor that lead to the code-mixing of lexical and grammatical strings. According to Selinker (1972) Interlanguage is a “separate linguistic system “based on the observance output both errors and non-error-which result from learners attempted production of the target norm.

The interlanguage of second language learners and the type of syntactic strings are largely influenced by the following factors according to Ellis .R (1985:17-18) and Corder (1973:336-348)

- i) The learner’s first language (L1) background.
- ii) The quality of teacher competence in English.
- iii) The sociolinguistics background of the L2 learners and inherent motivation.
- iv) Availability of teaching and learning resources.
- v) The structure of the target language (TL).

Corder (1981) notes Interlanguage as the insist grammar constructed by second language learners on their ways to the target language. McLaughlin (1987:60) refers to it as the ‘interim grammar constructed by second language learners on their way to the target language.’ Selinker (1972) identifies five cognitive psychological process which are central to language learning; the processes exist in latent psychological

structure and that Interlanguage utterance are associated with one or more of these process.

The process include:-

- i) Language transfer
- ii) Transfer of training
- iii) Strategies of L2 learning
- iv) Strategies of second language communication
- v) Overgeneralization of target language rules or structure.

(i) Language transfer

This is the occurrence of fossilized linguistic items and rules in the language of L2 learners as a result of L1 (Selinker 1972). It plays a role in the acquisition of word order, relative clauses, interrogatives as well as other aspects of grammar. Studies by Richard (1971) and Krashen (1974) have shown that deviations made by L2 are developmental and transfer plays minimal part.

(ii) Transfer of Training

In her article, Stenson (1974;55) describes transfer of training deviation as those deviations which come about as a result of course design and/ or teaching techniques which lead to teacher induced deviations. They come as a result of faulty explanation leading to misunderstanding or misrepresentation of usages.

(iii) Strategies of second language learning

Under this strategy, learners resort to simplification to TL in order to perform a wide range of communicative and expressive functions. According to Wardhaugh (1986) simplification is the reduction and modification of morphology and syntax. It also

involves omission of function words and plural makers in order to make TL easier to use.

(iv) Strategies of Second language communication

Frearch and Kasper (1983) define communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching communicative goal. According to Tarone (1983) L2 learners employ distinct communication strategies in order to compensate for their limited knowledge of the TL. This strategy involves topic avoidance and/or message abandonment as a result of inadequate mastery of the TL. The learner can as well resort to available word in L1 to insert to accomplish communicative goal hence code mixing.

(v) Overgeneralization of target language rules

Richard (1971) points out that some elements in the learners IL appear as a result of the application of a rule of the TL to an inappropriate TL context. This results to overgeneralization. Learners apply a newly learnt rule inappropriate in sentences construction.

Language interference is the occurrence of fossilized items and rules in the language of second language learners as a result of other languages (Selinker, 1972). It plays a role in the acquisition of the word order, relative clauses, interrogative as well as other aspects of grammar.

Wardhaugh (1986), simplification is the reduction and modification of morphology and syntax. It also involves omission of function words and plural markers in order to make the TL easier to use.

Language acquisition requires meaningful interaction in the target language. It involves natural communication in which speakers are concerned not with the form of their utterances but with the message they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon 1970); Brown, Cazdem and Bellugi 1973 says that a acquirers of language need not have a conscious awareness of rules they possess and may self-correct only on the basis of a feel for grammaticality. Language learning is a deliberate conscious effort which is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Selinker 1975).

The scholars believe that error correction if maintained helps the learners overcome challenges which they meet through linguistic generalization. In general utterances are initiated by the acquired system. Our fluency in production is based on what we have picked up through active communication. Our formal knowledge of the second language and conscious learning may be used to alter the output of the acquired system, sometimes before sometimes after the utterances are produced. The changes are made to improve accuracy.

Nation I.S. (2001:242), Intralingual cues based on L1, loan words in L1 or knowledge in other languages brings questions such as what clues does a context provide and how effective are they? Contextual cues are based on the text or informants knowledge of the world. Intralingual cues are based on knowledge of English when it is being learnt as a second language. Labov (2001:437), children begin their language development with the pattern transmitted to them by their female care takers and any further changes are built on or added to that pattern. At some stage of socialization dependent on class status, children learn that variants favoured informal speech are associated with lower social status.

Nattinger, J.R. (1992:116) says a common characteristic of acquiring language is the progression from routine to pattern to create language use, one use of teaching language lexical phrases would be to get students to a few basic fixed routine which they would analyze as increasingly variable patterns as they were exposed to more varied phrases.

1.8.2 Literature review on code mixing

Most scholars study code switching and code mixing together. Since this study focused on code mixing and not code switching, the two terms are defined for clarity. Hymes only defines code switching as a common term for alternative use of two or more languages, varieties of a language or even speech styles. Wardlaugh (1992:10) says, “Conversational code mixing involves the deliberate mixing of two languages without an associated topic change.”

Hudson (1996:53) defines code mixing as a case “whereas fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation.” He also says, “To get the right effect the speakers balance the two languages against each other as a kind of linguistic cocktail.” According to Haugen (1953:280), “The strongest possible motive for language learning is the need of associating with the speakers of the language.” Stanley Lieberman (1981:173) says “The linguistic demand of the world is among the most important forces influencing the acquisition of a second language.”

Bokamba (1989) defines both concepts thus: code switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence. Code mixing refers to embedding of various linguistic units such as affixes, words,

phrases and clauses that participants use in order to infer what is intended must reconcile what they hear with what they understand.

Code mixing refers to the transfer of linguistic elements in one language to another. In other words code mixing is a process whereby a word or phrase of a second language is in the syntax of a language. Wardhaugh states that code mixing is not haphazard combination of two languages; rather, 'it requires conversant to have a sophisticated knowledge of both languages.

Code mixing or language alternation is used to describe more stable situations in which multiple languages are used without pragmatic effects. Code mixing emphasizes the formal aspects of language structures or linguistic competence, while code switching emphasizes linguistic performance.

Previous investigations have focused on causes, functions, characteristics and effects of code mixing. Such investigations on the causes of the phenomena have revealed sociolinguistics and psycholinguistics factors such as bilingualism or language contact, that results in lexical borrowing or mixture of English and vernacular expressions in the speech of West African bilinguals (Ansre, 1971, Bangbose, 1971, Butler, 1989). Some are status, integrity, self-pride, comfort ability and prestige.

Other causes include modernization, westernization, efficiency, professionalism and social advancement (Kachru, 1989, Kamwangamalu, 1989). According to these scholars, some of the functions of code mixing and code switching are intergroup identity (Gamperz, 1982). Poetic creativity (Kachru, 1989) and the expression of modernisation (Kamwangamalu, 1989). Among these effects, however, are undermining of certain traditional values ((Kachru, 1989), innovations in the structure of one of the other of the languages code mixed (Kamwangamalu 1989).

Some scholars maintain a clear distinction between code mixing and code switching. This includes scholars such as Kachru (1993:193) who refers to code switching as the ability to switch from code “A” to code “B” whereas code mixing as the transferring of the linguistic units from one code into another with code switching involving the alternation between higher level constituents such as clauses and sentences and code mixing as the alternations between lower constituents such as words and phrases.

McCormick (1995:194), echoes Kachru`s sentiments as he defines code switching as the alternation of elements longer than one word while code mixing involves shorter elements often just single words. Myers Scotton (1993:1) uses code switching as an umbrella term for both code switching and code mixing.

Sridhar and Sridhar 1980 (203-204), describes CM using the term ‘host’ and ‘guest’ languages. They go on to add that there is a basic language in a bilingual discourse and propose that intrasentential CM is a case where guest elements which have their own internal structure occur in the sentences of the host languages and obey the placement rules of the host languages.

Grosjean and Soares (1986:117), states that a bilingual has a choice of activating both languages or deactivating one and activating the other in a monolingual context. They propose a base or matrix language and then the bringing in of the other language by either CM through insertion of a word, phrase or clause.

Similar to Grosjean and Soares, Myers (1993:4), defines CM as the selection of bilinguals or multilingual from an embedded language (s) in utterances or matrix languages during the same conversation. The matrix language is the main language in CM while the embedded (EL) has a lesser role.

Gumperz (1972:80) argued that code choices are not just choices but are discourse strategies. Myers developed the premise further by saying “Speakers do not use language in the way they do simply because of their social identity or because of other situational factors, rather they exploit the possible of linguistic choices in order to convey intentional meaning of a socio-pragmatic nature.” Myers (1993:57)

Myers goes on to say that Gumperz was one of the first to view linguistic choices as dynamic events. By this it means, speakers are no longer seen as influenced by situational factors in making choices which includes the socio- identity attributes of the speaker such as age, education and sex and factors outside the speaker such as topic and setting both seen as stable factors rather they also make the choices because of dynamic factors such as whether a long term or short term relationship is involved or whether power or solidarity is salient.

Valdes – Fallies (1997:65-72), argues that CM achieves two functions:-

- (i) Fills a linguistic or conceptual gap.
- (ii) For other multiple communicative purpose such as to show solidarity, eliminating some speakers from a conversation, to show informality and to express identity.

Evidence exist that bilingual speakers both consciously and unconsciously participate in CM. According to Becker (1997: 8), code mixing is triggered by unconscious factors and thus bilingual speakers are often unaware of their spontaneous code choices.

Becker (1997:58) categorises unconsciously motivated code mixing into three categories:-

- i) Code mixing which results from momentary inclination during the production stage of speech. This means that a speaker is not able to access the equivalent lexical items in the matrix language and has to mix from another language.
- ii) Code mixing triggered due to frequent exposure of such items in another language due to the habitual use of these terms so much so that their use is no longer a conscious choice.
- iii) Code mixing due to untranslatability of a given item into another language.

This occurs when a speaker would be hard pressed to find an appropriate synonym in another language.

According to Becker (1997:8), consciously motivated CM may result from:-

i) Conscious psychological factors

To Becker, a psychologist has found that bilingual speakers use CM as a communication resource to achieve their communicative intention.

ii) Social motivations

This refers to what speakers try to communicate beyond the linguistic content of the message.

Scholars such as Myers (1993), Zang and Schmitt (2004), agree there are certain overriding factors that controls CM. According to Myers (2000:33), the degree of bilingual language ability depends on which languages are known, on what, why, where and how they are acquired and also how much of each and how well the languages were mastered and presently known.

Zang and Schmitt (2004), argue CM may not be a proper communicative vehicle in communities where there are a few people who know a second language, especially when it is important to process information in both languages.

Oblamalu and Mbagwu (1989:11), argues a balanced bilingual: one who has attained equal level of competence in both languages is rarely achieved; most people have one language dominating the other.

This study adopts the definition of code mixing by Sridhar and Sridhar (1980, that code mixing is the transition from using linguistic units (words, phrases, clauses of one language to using those of another within a single sentence. Code mixing suggests a hybrid grammar drawing from the distinct grammars.

It is observed that all the studies on the phenomena reviewed so far above are silent on the implication the phenomena have on second language especially in learning institutions. It is this area that this study focused and explored in order to verify what the situational condition is realized among learners of English as a second language with code mixing a native language and English as a second language.

Wardhaugh (1990:104); code mixing can be defined as a phenomenon in which a word or an impression from one language is used in a group of words whose structure belongs to another distinct language.

Code mixing is viewed as fused lect. It is seen in language appreciation as a developmental stage during which children mix elements of more than one language.

Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination. This differs from code switching which is understood as the socially and grammatically appropriate use of multiple

varieties. For young bilingual children, code mixing may be dependent on the linguistic context, cognitive task, demands and interlocutor. Code mixing may also function to fill gaps in their lexical knowledge and such lexical uncertainty may subsequently lead to naming errors. Sridha and Sridha (1980) define code mixing as the transition from using linguistic units (words, phrases, clauses etc) of one language to using those of another within a single sentence.

For this study Intrasentential code mixing is synonymous to code switching. Generally, code mixing refers to the mixing of two or more languages or language varieties in speech. Code mixing may occur within multilingual setting where speakers share more than one language.

Grosjean (1982) suggests that some bilinguals mix two languages when they cannot find proper words or expressions or when there is no translation for the language being used.

The motivation for code mixing has been explained by scholars of social linguistics in connection with certain factors;

i) Message intrinsic factors

Bhatia and Ritchie (2004) state some message intrinsic factors which generate code-mixing such as quotations, reiteration, topic comment or relative clauses, hedging, interjections, idioms and deep rooted cultural wisdom. Direct quotation or reported speech triggers language mixing among bilinguals cross linguistically.

ii) Situational factors

Bhatia and Ritchie (2004) states that some languages are viewed as more suited to a particular participant/social group, setting or topics than others. They also postulate

that social variables such as class, religion, gender and age can influence the pattern of language mixing both qualitatively and quantitatively.

iii) Societal factors

Societal factors seem to be the most influential of the factors which trigger bilinguals' code mixing. Romaine (1995) opines that a bilingual can switch back and forth in order to redefine interaction as appropriate to a different social arena or avoid through continuous code-mixing interaction in terms of any social arena.

iv) Physical setting

Ervin (1964) observes that various settings may be restricted with respect to the participant who may be present, situation, the topics, functions of a discourse and style employed.

v) Stylistic Motivations

There are instances of lexical insertions that would be attributed to language gap. In this case code-mixing must have been influenced by some stylistic consideration such as stress or to emphasize a point the need for clarification and the necessity for focusing or topicalization.

In summary many linguists view code mixing as an inevitable by-product of language contacts and evolution (Myers-scotton 1993, Romaine 1989) support this view that code mixing is a kind of spontaneous behaviour of bilinguals and is doubtful whether a bilingual consciously makes a choice before he or she code mixes (1998:212). Teachers of present generation are likely to have a greater influence in reinforcing mixed language use than in passing English on to the next generation (p.260).

Muysken (1995) states that when sentences are build up with items from two lexicons we can see to some extent the sentence partner derived from the transaction between these two lexicon. Poplack (1980) analyzed the free morpheme constraint while code-mixing can occur and more frequently reflects Dholuo speakers' pattern of speaking English.

Gardner-chloros (2009:96) code mixing does not occur if the surface structure of the two languages differ and when word order of the two languages differ for example; Dholuo (Jane *dhichiro*); checked; Jane go market; correct; Jane is going to the market. Wardhaugh (1986:86) opines that today this phenomena is referred to as code mixing a situation which people occasionally prefer to use a code formed from two other codes by mixing the two.

1.9 Research Methodology

i) Data collection procedures

This section deals with the description and explanation of the procedures that were used to elicit the data from Kenyan primary school pupils and teachers. The research instruments considered speech at the level of the pupils as observed on play grounds to capture natural code mixing informally. Interviews were held with standard eight who were the focus group from each of the three schools and the three sampled English teachers. Participants in this study were 90 primary school pupils of whom there were 43 girls and 47 boys. The researcher also interviewed three English teachers.

The researcher engaged in observation of pupils as they used code-mixing when playing different games in the field, used informal conversation with the participants, engaged in informal conversation with the pupils to put them at ease and built confidence before the focus group interviews which were done with standard eight pupils. The conversations were intended to be the source of data which was used to clarify observed phenomena or as further probes to issues shared in the interviews. For example after listening to the audio recording taken during interviews some statements which were not clear could be clarified through informal conversation Patton (2002) aptly recommends informal conversation as a method of data collection as it offers maximum flexibility to pursue information in whatever direction appears to be appropriate depending on what emerges from observing a particular setting or from talking with one or more individuals in that setting (p.342).

Semi-structured interviews were used to interview English teachers, the focus group (standard 8 pupils) to enable the researcher to understand the participants' views and

experiences on the challenges of code-mixing in the learning of English as a second language in primary schools in Migori County Patton (1990).

The researcher used focus group interview because they elicit contributions from pupils who otherwise might had been reluctant to contribute. According to Patton (2002), the range of data was increased by collecting from several people at the same time. Furthermore participants provided checks and balances on each other and were also stimulated by each other. Focus group interviews also gave opportunities for shared views.

ii) **Data analysis**

The researcher analyzed code-mixing and second language learning from the data collected orally from the respondents. Data for this study was collected using the qualitative approach. Qualitative data was analyzed according to the five steps proposed by Miles and Huberman (1994). They are cleaning the data, condensing the data, interpreting the data, making sense of the data and presenting it in narrative and interpretive forms. The general purpose for qualitative research was to understand and interpret phenomena as they occurred in natural settings (Hendricks 2006).

The research explored events as they occurred naturally amongst pupils so as to have a feel of what real life is in code mixing in English and Dholuo in a natural setting and in informal situations of language use. Stringer (2004) rightly argues that qualitative approaches “provides a means to investigate complex ways people interact in their everyday life and enable classroom and school practitioners to increase their understanding of the events they observe”(pg.15). Qualitative analysis was based on open-ended questions, observation and, interview schedules. A discussion of the data was then made using the Interlanguage theory which brought out the motivational

factors of code mixing, communication strategy of code mixing, functions of code mixing and the challenges of code mixing in the learning of English as a second language in primary schools.

iii) **The tools of data collection**

a) **Interview Guides**

The researcher used interview guides during the interview with English teachers and the focus group pupils of standard eight. The interview guides had a list of semi-structured questions which were mostly open ended to allow for in-depth probing.

b) **Audio Recorder**

The researcher used audio recorder in the interviews to give her a chance to concentrate on the non-verbal communication and other contextual factors. As Merriam (1998) posits, audio recording ensures that everything said is preserved for analysis. The number of interviews recorded was four. The researcher listened to audio recorded interviews which enabled her to improve on questioning techniques in the subsequent interviews.

c) **Field note book**

The researcher used a field note book throughout the study to write field notes for the observation and interviews. This was to enable her to record visual data that might otherwise be lost or unavailable if the researcher relied on the audio recorder alone. (Merriam 1998), field notes can fill in some relevant information that audio recording might miss.

d) **Observation guide**

The researcher used observation check lists. This was to capture code mixing communication strategies which were used in play fields.

1.10 Operational Definition of Terms

Code - a code is a mechanism for the unambiguous transduction of signals between systems (Gardner – Chloros 2009: 11). The term code was proposed by linguists from the field of communication technology but is today used largely as an umbrella term for languages, dialects and styles among others. In this study code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of a language.

Code mixing: Code mixing can be defined as ‘the transition from using linguistic units (words, phrases, clauses) of one language to using those of another within a single sentence’. Code mixing suggests a hybrid form drawing from distinct grammars (Sridhar and Sridhar 1980).

Code switching: Code switching is the alternation of linguistic varieties within the same conversation, bilinguals or multilingual select forms from an embedded language in utterances of a matrix language during the same conversation (Myers Scotton 1993).

Matrix language: The matrix language is the main language of the utterance containing code mixing.

Embedded language: The embedded language is the language inserted in the matrix language.

Intralexical code mixing: This is the code mixing within word boundaries. For example (i) Unbwogable- Unthreatenable

Un- prefix, Bwog – root word, able – suffix

- (iii) Unriworable – That cannot be put together
Un- prefix, riwo – root word, able – suffix

1.11 Summary

This chapter gave an introduction to the study. It started with introduction which has the background of code mixing as a sociolinguistic consequence due to language contact situations in Kenya. Importance of English in Kenya was briefly explained and the origin of Dholuo language. The location of Migori County in which the study was undertaken was explained. The statement of the research problem followed which gave the actual problem that the study seeks to solve, the research objectives and questions followed next. The study was then justified to show why it was worthy taking it scholarly. The scope and limitation of the study were pointed out followed by the theoretical framework. This gave the theory that was to guide the study, the Interlanguage theory. The literature review that gave a scholarly background to this study followed. The section on research design and methodology gave the way the study was conducted. Finally operational definition of terms was indicated.

CHAPTER TWO

MOTIVATIONAL FACTORS OF CODE – MIXING AMONGST LEARNERS OF ENGLISH IN MIGORI - COUNTY

2.1 Introduction

This chapter deals with identification of motivational factors of code mixing and the functions of code mixing amongst learners of second language in primary schools in Migori County. The researcher has used various approaches for better understanding of the content under discussion through Interlanguage theory. The researcher has discussed the following motivational factors to code – mixing; the need to fill a lexical gap, strategy of excluding or including a participant, express mixed identity, to show off that one is a multilingual, to break monotony of using one language in speech, for better understanding in conversation, to capture attention of the audience to make direct quotations or reported speech, euphemisms and tag code mixing.

2.1.1 The need to fill lexical gap

The researcher realized that as pupils were playing in the field grounds they frequently code mixed Dholuo and English. This was observed by the researcher as an informal engagement whereby the teachers were not with them to instil the use of the target language (TL). Almost every pupil inserted a Dholuo word wherever they were missing an English equivalent. This was seen as a way of keeping expression flowing and making communication easy to avoid communication breakdown due to lack of a word that they were not able to comprehend quickly. The researcher therefore established that the pupils were motivated to code mixed due to lexical gap. Other researchers such as Appel and Muysken (1987), who used Jacobson's (1960) and Halliday's (1964) work as their basis termed it the referential function in which a code

mix occurs because of lack of knowledge of one language or lack of facility in that language on a certain subjects (1987:118), Grosjean (1982) suggest that some bilinguals mix two languages when they cannot find proper words or expression or when there is no translation for the language being used. Code – mixing therefore facilitates communication as when one is unable to get a suitable word in English, a Dholuo word is adopted.

Examples;

- i) Please *kik ileta* down ensure *ni bondno odonjo*

Please don't let me down ensure that ball is a score

- ii) *We tugo* game *ma* rough, you will *ywangoang'e* after hurting yourself.

Don't play a rough game, you will regret after hurting yourself.

The pupil could not remember the phrase '*Kikileta* down' means 'don't let me down' and 'ensure *ni bondno odonjo*' means 'to score', '*We tugo*' means 'Don't play' and '*Ywangoang'e*' means 'to regret' and therefore resorted to words in Dholuo to fill the lexical gap.

- iii) Wake up early in the *kogwen* to revise for exams, at that time *iparo* all that you read.

Wake up early at dawn to revise for exams, at that time you recall all that you read.

Kogwen– dawn

Iparo– you recall

The speaker obviously code mixed because of having forgotten or not knowing the words down and recall in English so he resorted to Dholuo equivalents.

- iv) My mother used *oluth kuon* to stir *apoth*

My mother used a cooking stick for cooking ugali to stir a type of vegetable that becomes liquid when cooked.

- v) Our father encourages us to eat *odeyo* instead of weetabix.

Our father encourages us to eat dry remains of ugali in a sufuria that get stick on the sufuria after ugali is cooked.

- vi) Yesterday we ate *fwani*

Yesterday we ate mudfish

- vii) I like *ongude*, when I eat it I feel more satisfied than when I drink *nyuka* only.

I like thick porridge remains, when I eat it I feel more satisfied than when I drink only porridge.

- viii) *Bende iseneno* the eclipse of the moon *an aseneno* only the eclipse of the sun.

The speaker in example (viii) above does not have Dholuo equivalent for the phrases, the eclipse of the moon and the eclipse of the sun therefore is forced to use English.

Similarly in examples (iv) to (vii) the speaker does not know that *fwani* is called mudfish in English, *ongude*, *odeyo* and *apoth* do not have equivalents in English. They can only be understood from an explanation.

ix) Conversation from pupils in one of the study schools:

Jane: Raila *nochwadi* yesterday *nyowuoyo*

Raila was caned thoroughly yesterday

Joshua: Raila*mane*? Is that Raila the one in class six?

Which Raila? Is that Raila the one in class six?

Jane: No, not the one in class six, read newspaper to know *gima piny* say.

No! Not the one in class six, read newspaper to know news around the world.

Joshua: Raila the former Prime Minister *ne ondik e* newspaper *nochwadi*?

Was Raila the former Prime Minister written on newspaper that he had been caned?

Jane: Of course it was written that *Janeko nochwade* Mombasa.

Of course it was written that a madman caned him at Mombasa.

Joshua: Please I beg you to bring me that newspaper *saa aboro*, please *saa aboro* don't forget.

Please I beg you to bring me that newspaper *at 2.00pm*, please *at 2.00pm*, don't forget.

The code mixing above could be due to the speaker being unable to find appropriate synonyms in the matrix language or habitual use of these items in Dholuo. The motivation towards code choice here is unconscious.

2.1.2 Excluding or including a participant from conversation

Code mixing strategies for excluding or including a participant from conversation is done consciously. During the interview sessions with the teachers, teacher James explained that in most occasions pupil's code – mixed Dholuo and English wherever he passed next to them during break time and other informal social gatherings within the school. He once overheard a pupil saying;

‘Teachers *failowa* in many things such as *spenj, tuke*, debates and even in planning educational tours we should send the head boy *owuokodgi*’.

Teachers fail us in many things such as; exams, games, debates and even in planning educational tours we should send the head boy to talk to them. The teacher concluded that they were excluding him because they knew he could not understand Dholuo.

Through observations by the researcher it was noted that pupils code – mixed when they could all understand the native language they inserted especially when they wanted the whole group to understand the message hence including all participants in the conversation. This was realized when a pupil said that some people were missing the point because of the language barrier in a situation in which both lower and upper primary were gathered they felt the lower pupils could not understand the English language therefore they resorted to code – mixing Dholuo and English.

Examples for including participants in a conversation

- i) *Ka oola betie, adwaro niwe* go home.

I am tired of staying here I want to go home.

This statement was made when pupils were code mixing mainly Dholuo words amongst others who could not understand Dholuo but at the end of the events one of them made a comment in English “we go home” which was understood by everybody.

- ii) Things are terrible here, *wagore e pi gi lepwa*, things have fallen apart.
Things are terrible here, we have fallen in water with our clothes on and things have fallen apart.

Wagore e pi gi lepwa is a Dholuo saying which means tragedy. So the speaker used this saying to alert the others about the danger that had befallen them.

- iii) *Oh! mano kaka* Rose *ohinyore marach!* I wish she went slowly. Hurry, hurry has got no blessings.
Oh! How badly Rose has hurt herself! I wish she went slowly. Hurry, hurry has got no blessings.
- iv) *Piny osiko to ok sikie*, indeed death is inevitable.
The world is eternal but we cannot stay in it forever, indeed death is inevitable.
- v) Why don't you *medo gi* Dholuo *mondo nyathini owinj* what you are talking about.
Why don't you code mix Dholuo so as to enable this child to understand what you are talking about.

The above statement was a complaint from a fellow pupil to another who was speaking mainly in English at the expense of one pupil who could not understand English.

The above remarks in Dholuo in the code mixed statement are intended for including participants who are believed to may have missed the message because of not understanding Dholuo. English was used in reiteration for emphasis of the impact of the message intended for everybody.

Appel and Muysken (1987:119) calls it the directive formation which involves the hearer directly hence participants in a conversation can be excluded / included by employing the language familiar / unfamiliar to the speaker.

Finlayson and Slabbert (1997: 400) points out that the major function of code mixing is the accommodation of the addressee which includes:

- i) Being aware of what the addressee prefers and mixing accordingly.
- ii) Establish a common ground to meet the addressee halfway with the language.
- iii) A willingness to learn and experiment with other languages to the point of moving out of your comfort zones.
- iv) Employing measures to make you understood.

The function of accommodation was reiterated by Finlayson, Calteaux, and Myers (1998: 395) they note that speakers are aware that communication problem may arise and thus chose different accommodation strategies; code mixing being a main strategy of accommodation takes many forms reflecting the norms and the demographics of the community. Thus code mixing offers a middle path in regard to costs and rewards which results from using any one language on its own.

2.1.3 To break monotony of using one language in speech.

During the focus group interviews, pupils alleged that speaking in one language, a language which they are not familiar with is impossible for a whole day, they went further to explain that a craving for the native language emerges such that they end up code mixing. Moreover, it was not easy to joke in English, say proverbs, and say riddles in English as it was boring to them. This can feature as a poetic function in which poems; jokes are mixed into a conversation. Romaine (1995) opines that a bilingual can code – mix in order to redefine interaction as appropriate to different social arena or avoid through continuous code – mixing interactions in terms of any social arena.

Examples:

- i) ***Tho!*** English ***koro oromo dhoga***-Oh! My lips are tired of English.

The pupils argued to joke in their native language. There are scenarios which are difficult to address in English language and the native language is more appealing to the speaker, the speaker is more confident, feels satisfied and more reiterating than when using English.

- ii) ***Jarikni jamuod nyoyo gi kuoyo*** ,kindly be patient.

One who hurries in eating mixture of maize and beans normally eats with grits.

The example number two is a Dholuo proverb which can be equivalent in meaning to English proverb: Hurry hurry has got no blessings.

- iii) ***Orire chok fulu madiere***, we knew you wouldn't miss the chance to speak on our behalf.

Example three can be translated as fish bone that is found in the middle of fish fillet. It is a proverb which has no English equivalent but can be explained as forcing oneself where he/she was not required.

The above statement came after a pupil who had been prepared to give a speech on behalf of the class, lost to a grabber who snatched the chance to represent the class without the acceptance or approval of the class. So the statement was meant to ridicule the grabber who perhaps had spoilt the whole presentation. It is well understood and fits best in the native language in this particular context in which the scenario occurred vis- a- vis the English expression.

2.1.4 To express mixed identity

In a school set up even though the study concentrated on Dholuo / English code – mixing, pupils who came from families where the parents were from different ethnic groups such as Luo and Luhya could code – mix Dholuo and Kiswahili or Luhya and English to show mixed identity. In the case of the expressive function discussed by Poplack, the speaker's code – mix in order to expose their mixed identity. Code mixing is an ethnically based exclusion strategy. Careful to avoid overt displays of ethnicity people often avoid using ones own ethnic languages in a multi-ethnic setting and instead use other languages. However in certain circumstances speakers deliberately show off their mixed identity by using different languages that they know in a conversation to express mixed identity.

Examples

- i) Have you ever heard that *iribina manyien rafiki yangu*.

Have you ever heard that new song my friend

The above sentence is a code-mix of four languages even though the study focused on code-mixing of Dholuo and English which a pupil constructed to show mixed identity.

Iribina is a Kuria word for a song.

Manyien is a Dholuo word for new.

Rafiki yangu means my friend in Kiswahili.

ii) Yesterday I drank *mavere mang'eny*.

Mavere – Luhyia word for milk

The above sentence is a mixture of English, Luhyia and Dholuo it came from a pupil who wanted to show mixed identity of Luhyia and Luo.

iii) *Eng'ombe wetu* gives *mavere mang'eny*.

The above sentence is a mixture of English, Kiswahili, Kuria, Luhyia and Dholuo to show mixed identity.

Engombe- Kuria word for cow

Wetu- Kiswahili word for our

Mavere- Luhyia word for milk

Mangeny- Dholuo word for a lot

Mixed identity is a motivational factor that pupils end up in order to express that they belong to parents of different ethnic groups.

2.1.5 Direct quotation and reported speech

The researcher established that code –mixing occurs when pupils were quoting fellow pupils, teachers and previous speakers. Unavoidable code –mixing was experienced among pupils when dealing with reported speech. From the researcher’s observation, reported speech was found to be very common among pupils. Bhatia and Ritchie (2004) called them intrinsic factors which generate code mixing such as quotations, reiterations, topic comments or relative clauses, hedging, idioms and deep rooted cultural wisdom. In this context code – mixing creates special effect and speech and strong impression in the mind it also adds to the style of the language.

Examples:

i) “Stand up everybody, “said the teacher.

Japuonj nowachone everybody to stand up.

ii) Mr Otieno *ohero wacho ni* “run to class, break time is over.”

Mr. Otieno likes saying that “run to class break time is over.”

iii) *Jadira matung’cha*“ kicked the bucket.”

My desk mate who sits at the extreme end has passed on.

iv) *Nyathicha* has let the cat out of the bag; I overheard the teachers’

kagoyo mbaka over what we considered to be our secret.

That child has let the cat out of the bag I overheard the teachers discussing what we considered to be our secret.

Direct quotation and reported speech are motivational factors to deliberate code-mixing due to the need of quoting others; own words and other people’s words. Like the cases of proverbs, speakers say that nuisance of birth is lost

when a proverb is translated therefore proverbs are quoted as they are in the native language.

- v) *Osieko ni ngeny yar kawuono, chuora denyo ated mara*: why can't you cooperate in the exercise, we do it this way in our group you have to *luoro* one another's opportunity *chiw pachi* then wait for your turn again in the process.

The italicized proverb above is not easy to translate because nuance of birth is lost when a proverb is translated. Therefore it is quoted as it is. It serves communicative functions of structural flagging for emphasis. The above came up as a rebuke from a group member to a new group member who had just joined their group and was in the fore front violating the norms of the group and assuming monopoly of knowledge.

2.1.6 Better understanding

The researcher established that teachers code – mixed in classes when giving instructions, Rose a pupil at Assar Johanson explained that wherever teachers gave instructions they would code – mix when emphasizing what they feel the pupils have not understand well in English in Dholuo.

Example;

- i) Let us all arrive in school tomorrow by six o' clock, (*saa apar gariyo*)

Let us all arrive tomorrow in school at six o'clock, (at six o'clock)

The repetition was not necessary if the teacher believed that the pupils understood the matrix language. But for better understanding of the instruction she/ he resorted to code – mixing. In this case code – mixing serve the function of clarifying the teacher's point and supplementing speech.

ii) From interviews of teachers, a teacher confessed that she code-mixes Dholuo and English at times to pupils for better interpretation of her feelings and thoughts especially when she feels that the pupils will understand her better in Dholuo

iii) Make sure you read chapter two in readiness for tomorrow's lesson;
awacho chapter mane?

Make sure you read chapter two in readiness for tomorrow's lesson; which chapter have I said?

The above sentence came from a teacher who code-mixed Dholuo for better understanding of her intention. The question above enquires whether the learners had understood the question.

2.1.7 To show off that one is a multilingual

This is usually employed when the speaker makes direct / indirect comments on the languages used in conversation, usually to impress the other participants with a show of linguistic skills Appel and Muysken (1987:120). During the observation by the researcher it was realized that pupils who could speak more than three languages mocked the others who could only code – mix two languages in order to show off their linguistic skills.

Example

Obunga: Please let us go ***dala***

Onanda: Please why don't you say, "let us go home?" Instead of saying let us go ***dala***.

Don't you know ***dala*** is home in English?

Obunga: Onanda I had forgotten that *dala* is home in English. Thank you for reminding me.

Onanda: You could as well say “Please let us go *nyumbani*”

Obunga: These days you are so proud because you can speak many languages.

Onanda: Of course yes, I can speak five Languages.

Obunga: Okay please count the languages you know.

Onanda: I know English, Kiswahili, Dholuo, Luhya and Kuria.

Obunga: Lucky you. I can only speak *adek*. English, Kiswahili and Dholuo.

Lucky you. I can only speak three, that is, English, Kiswahili and Dholuo.

From the statements of the respondents it has been found that pupils insert English words while conversing in Dholuo to show off their ability in English and even other languages other than Dholuo and English. The pupils were overheard saying that the ability to use English and other languages such as Kiswahili is a proof of good background, education and social status. Using English gives them an opportunity to let others know their ability in the English language.

2.1.8 To capture attention of the audience

Amongst the learners of English as a second language code – mixing is motivated by need to capture attention of listeners. In most cases when a speaker realizes that the listeners are not following what he/ she is saying they would code – mix to capture their attention the following is are examples from a teacher;

Examples

- i) If you believe in writing good composition Please *somuru* story books at least *achiel* per week.

Please if you believe in writing good compositions ensure you read at least one story book per week.

- ii) In fact there is need *mondo Wadhi* School every day is when we can pass *penj*.

In fact there is need for us to go to school every day so as to pass exams.

The above sentences shows that the pupils wanted to capture the attention of their hearers by code-mixing.

English sometimes helps people to draw others attention. The researcher found that many pupils code-mixing occurred for this reason. The focus group who was interviewed reported to use English in an educated and sophisticated atmosphere which gives them a special image and separates them from the others of their surroundings.

2.1.9 Euphemism

Amongst Dholuo native speakers' code-mixing of English and Dholuo is motivated by euphemism. Many pupils use English words for euphemistic reasons as the equivalent words in Dholuo sound odd or sometimes relate to somewhat unpleasant matter which people talk about indirectly or with low voice.

Examples

Dholuo	English	Euphemism
Layo	Urinate	Short call
Pielo	Excrete	Long call
Diep	Diarrhoea	Stool from running stomach

2.1.10 Motivation towards tag code mixing

Tag code mixing refers to the insertion of a tag in language “A” into an utterance which is otherwise entirely in language “B”. The tag can be inserted almost anywhere in the discourse without going against the syntactic rules of either language.

According to Poplack (1980), majority of the mixing made by bilinguals are of this type and require the least bilingual skill. The change from one language to another is smooth and there is usually little or no awareness of the occurrence of a mix. Consider the examples given below:

Examples

- i) We are going to eat supper at Jane’s house, *donge?*
- ii) We won the race narrowly, *donge?*
- iii) They will attend the show tomorrow, *donge?*
- iv) We must pass our exams whether it means studying up to late hours or not, *donge?*

The above fixed tag *donge* can be translated as follows in their context:

- i) Weren’t we? ii) Won’t we?
- iii) Won’t they? iv) Mustn’t we?

Dholuo has only one fixed tag “*donge*” which wherever there is code mixing of tags it will feature. It emphasizes the intention of the speech and it stands for all the tags in English hence its motivation for code-mixing.

2.1.11 Summary

In this chapter, motivational factors of code-mixing have been established to be both consciously and unconsciously depending on the function of code-mixing in communication.

Myers (1993: 153) in her markedness model goes on to give six general predictions regarding types of persons who will engage in code mixing and the interaction type.

Majority of speakers will follow the known path and make unmarked choices, thereby maintaining the status quo in the situation set in which they participate.

- i) Majority of speakers will follow the known path and make unmarked choices, thereby maintaining the status quo in the situation set in which they participate.
- ii) The more linguistically conservative a group is, the more unmarked choices, it will make. If code mixing is examined in terms of social group membership, most code mixing as a marked choice will occur among the more linguistically innovative groups. E.g. women are generally expected to make more unmarked choices than men.
- iii) The more potential a group has for upward mobility, the more likely members make marked choices in interactions allowing for status-raising e.g. youth, higher educational level, or the ‘right’ ethnic-group membership.

- iv) The choices of people already possessing high status in terms of socio-economic status or political power are more difficult to predict.
- v) High-status persons will exploit marked code mixing as an interpersonal strategy.

Code mixing occurs in the least conventionalized exchange i.e. uncertain situations, where conflicting norms seem to apply and their relative hierarchy is unclear, all prime sites for code mixing.

Therefore, the above discussion supports the motivation towards code mixing amongst learners of English in primary schools because they have limited knowledge in the second language.

CHAPTER THREE
CHALLENGES OF CODE – MIXING IN THE LEARNING OF ENGLISH IN
MIGORI - COUNTY

3.1 Introduction

This chapter deals with identification of challenges of code – mixing amongst learners of English as a second language. The challenges that the researcher established are as follows; inconsistency in language mastery, poor spelling skills, ambiguities, syntactic jargon and semantic intolerance. The jargons feature as words or expressions that are used by a particular profession or group of people and are difficult for others to understand such as medical, legal and computer. Ambiguities feature as the state of having more than one possible meaning of a word or a statement that can be understood in more than one way. Ambiguities are also viewed as the state of being difficult to understand or explain because of involving many different aspects., Incoherence features as lacking in connectors such as meanwhile however furthermore first, second, nevertheless: All these bring challenges through code – mixing in the learning of English as a second language.

Grammatical constraints are also a factor in code mixing. Poplack(2004; 12) argues that code mixing is favoured at the kinds of syntactic boundaries which occurs in both languages. In Equivalence constraints (Poplack 1980:3) states that mixed sentences are made up of concatenated fragment of alternating codes each of which are grammatical in the language of its provenance.

However he adds that in combining language intrasententially, various problems of incompatibility may arise such as word order differences, mismatches in grammatical categories, sub categorization patterns, morphology and idiomatic expressions but a

wide range of bilingual speech show that speakers circumvent the difficulties. Therefore learners meet the challenges in learning the second language.

3.2 Lack of proficiency in the target language due to incomplete application of rules

As learners who code mix fill gaps in their lexical knowledge with words from their first language, they put less effort in struggling to look for the right word from the target language. This featured during the research as a challenge of code mixing in the learning of English due to both laziness and real lexical need. It was established that learners who code mix cannot be proficient in English as a second language. Further, situations arose where a learner possesses only a partial knowledge of a particular rule in the T L it therefore leads to failure to learn the more complex structures because the learner finds out that they can achieve effective communication by using relatively simple rules. Motivation to achieve communication therefore, exceeds motivation to produce grammatically correct expressions and this obviously leads to interlanguage syntactic strings.

Example: 1 Challenges in morphology and syntax.

a) Lack of differentiations between collective and countable nouns

In Dholuo there is no clear cut between the collective and countable nouns such that pupils meet challenges when they meet collective nouns to which pluralisation is not necessary in English and they still pluralize them.

English	Dholuo
Furniture	Furnitures (<i>Kombe</i>)
Equipment	Equipments (<i>gige tich</i>)
Information	Informations (<i>wechemanyien</i>)

Stationery

Stationeries (*Kalatese*)

b) Dropping of ‘to’ from certain non – finite verbs (to – infinitive)

English

error

Enable him to do it

enable him do it

Dropping of ‘to’ from certain non-infinitive verbs has become common among learners of English as a second language. Many English learners use the verb ‘enable’ with a bare infinitive and end up constructing ill formed sentences such as:

*Thorough revision will enable us pass our examinations.

The above sentence is ill formed because the learner has omitted “to” it would have been; Thorough revision will enable us to pass our examinations. These come as a result of code-mixing amongst learners of English as L₂.

c) Use of a preposition where Standard English will avoid it rouses a different preposition.

The researcher observed that learners code-mixing nature led them to language transfer whereby they transfer linguistics routines of L₁ to L₂ such that pupil was heard saying “she voiced out our grievances to the class teacher”. The sentence is ill formed as the pupil would have said “she voice our grievances to the class teacher “.We can conclude here that the language transfer which is a physiological process in the learning of L₂ leads to learning challenges.

d) Use of other adjectives or adverbs to qualify adjectives that are beyond comparison

The above linguistic phenomenon is a challenge among learners of English as L₂. It featured among pupils in the study schools where the following sentences were the order of the day; I wish you every best of luck instead of I wish you best of luck.

e) Dholuo as pro-drop language

Odhi cook rice.

She is going to cook rice.

In the above sentence the pronoun she is not overtly expressed in the code mixed sentence.

Dholuo is a pro-drop language which allow pro-nominal subject to be left unexpressed, they drop the subject pronoun. This poses challenges in the learning of English as a second language to Dholuo speakers who code mix Dholuo and English because English is not a pro-drop language.

3.3 Inconsistency in language mastery

Every language is different in its structural representations. The processing of L₂ and its relationship to L₁ in a code mixed conversation poses challenges in the learning of English as a second language due to language interference the neural differences in L₂ and L₁ are only related to the specific computational demands, which vary according to the age of acquisition, the degree of mastery and the level of exposure to each language. The learning of L₂ could be considered as a dynamic process requiring additional neural resources in specific circumstances such as restriction of code- mixing amongst learners. The challenge is great because they are still in the

process of acquiring the native language and at the same time learning L₂ hence inconsistency of language mastery.

Illustration; morphological incoherence interferes with language learning it is the lack of being logical and consistent. The words used fail to stick together. There is lack of logical connection and consistency. There is failure to integrate diverse elements, relationship in word building, the words built up lack cohesive links. For example;

- i) This girl is '*unkonyorable*'. The word in quote is built up of three elements of prefix, the root word and the suffix. The prefix is **un**, the root word is *konyore* and the suffix is **able**. Each morpheme lacks the coherence value that qualifies the word to be admitted into standard language. It fails the test of coherence. It affects pronunciation against the spellings. Since the word produced is not standard this affects language vocabulary build up hence inability to come up with good word bank. This limits the child in vocabulary expansion. It finally affects communication process.

Example

It gives the pupils hard time to create as many words as possible and use the definitions for each morpheme to determine the meaning of unfamiliar words. For example '*konyore*' is only limited to about three words which are '*kony, ore, nyore, konyo,*' which when accepted as standard language would be difficult to determine their meanings to second language learners. Some words do not have meaningful parts hence difficult for the second language learning in primary schools to activate easily. The learners find it difficult to deduce meanings. The deconstructions of words become difficult.

3.4 Code –mixing lowers target language vocabulary acquisition

Learners who are accustomed to code mixing made communication based errors which resulted from communication strategies they adopted such as resorting to Dholuo equivalent vocabularies frequent insertion of Dholuo words in speech rob learners of vocabulary acquisition in the target language. The language learners at some stage arrived at a grammatical system that was different from both their first and the target language. Learners’ code-mix Dholuo and English for ease of flow of expression and for aesthetic value of communication. The researcher observed their code- mixing even words which had equivalents in English simply because of excitement which they derived from the words.

Example:

Mr. Rashid is *unbwogable*, do you remember the day he killed *ngielo* alone?

Mr. Rashid is unthreatenable, do you remember the day he killed a python alone?

Unbwogable means not easily scared, not threatened, these are words which are common and pupils can easily acquire them but because of laziness to think of equivalent word in English they ended up code-mixing. *Ng’ielo* is a python. This could be code mixed either because of real lexical gap or understanding of the courage of Mr Rashid who could kill the huge snake alone.

All these vocabulary avoidance lowers vocabulary appreciation

We are *unriworeable* with the class seven B because they are *unpogorable* with class seven C *ma wasikwa*.

We cannot be put together with the class seven B because they cannot be separated with class seven C who are our enemies.

The lack of contextualized practice to work on what a learner has learnt impedes their progress towards vocabulary acquisition in the TL. The mixing of L₁ and L₂ makes learners dependant on more vocabulary from L₁ than the L₂ which gives them challenges in developing interest to achieve full command of vocabulary in the TL. In the application of English language to interpret other subjects in the syllabus, a mismatch was realized between what the teacher expects the learner to do and what the learner has decoded.

3.5 Code mixing causes ambiguities in second language learning

Ambiguities:-something that gives different meaning, when two languages are mixed in a sentence, there are varied approaches to the meaning supposedly fronted by the speaker.

Example; *Ng'ad* the ball. This is a football game phrase that can be translated to mean different things to different people even though they might come from a region of the same dialect.

The word *ng'ad* could mean: pass, dribble past, challenge and cut into two pieces. The reaction from the recipient will depend on his/her personal interpretation.

- i) Please *yaw* lights its getting dark.

Please open the lights it is getting dark.

Please switch on the lights its getting dark

In the above sentences the speaker who is used to code-mixing using the word '*yaw*' to mean switch on may construct ill formed sentences in English as lights are not opened but are switched on.

ii) I like *ogwandi* they are straight and slender

I like your frogs, they are straight and slender

In sentence one, the speaker code-mixed the word '*ogwandi*' which means your legs which is fitting in the sentence.

In sentence two the speaker transferred his knowledge of the animal 'frog' which means '*ogwal*' in Luo and with the possessive 'your' becomes '*ogwandi*' meaning your frog to mean 'your legs'.

The semantic meaning is lost.

iii) The Luo word for an egg is '*tong*'. This is derived from the colour of the egg yolk which is yellow. When the speaker says yellow he means eggs and this makes the meaning of the sentence difficult to interpret.

My mother sent me to the shop to buy ten yellows

My mother sent me to the shop to buy ten eggs

3.6 Challenges of phonetics and phonology

Code-mixing challenges the tongue articulation according to the needs of the target language.

In phonetics and phonology, it was noted that where the mass falls on the second syllable, the pupils still stress the first syllable such that where Standard English word except/ik'sept/ is pronounced as /eksept/

In most environments, letter 'h' is not dropped where it should be dropped such that;

Honour /ona/, Hour /aqa/are pronounced as:

*Honour /hona/

*Hour/haua/

Consistent spelling pronunciation occurs in words ending with orthographic ‘-mb’ such that

Bomb/bɔmb/is pronounced /bɔmb/

Comb /kɔmb /is pronounced /kɔmb/

Learners of English as a second language who code mix Dholuo and English frequently also experience challenges of intonation. This is because Dholuo is a tonal language while English is not.

3.7 Interference with competence and performance in learning of English due to code mixing

Competence is ability to do something with an idealized capacity that is located as a psychological or mental capacity or functions. Performance is the production of actual utterances. Competence involves knowing and performance involves doing something with the language.

The difficulty which language learners experience is that it is not easy to access competence without accessing performance.

Lack of balance on competence and performance are experienced due to native language interference which pupils use in code mixing of English and Dholuo

Structural interference occurs when Dholuo and English are code mixed because their structures are different.

Example:-

We can't alter this programme.

Ok wanyal ketho chenro ni

Not we can alter this programme

Code mixed: we can't **loko chenro ni**

Sentence patterns above shows the difference of structure between English and Dholuo.

English - Subject + Verb + Object (S+V+O)

Dholuo – Negation + Subject + Verb + Object

Mary beat the boy

S+V+O

Mary *no***goyo** the boy

S+ Past Tense + V + Object

In the English sentence, the past tense is in the verb while in Dholuo, the past tense marker is not included in the verb, it stands out on its own. '**no**' is a past tense marker '**goyo**' means to beat, the tense marker is not shown on it.

3.8 Summary

It has been established that code mixing poses challenges in second language learning because of the creation of inter-language as pupil's code-mix. Due to fossilization of the inter-language, learners are able to cope up with the challenges such that even though they may not attain native like status of the second language learned, they are able to learn the basics of the requirements of the second language but code-mixing should not be encouraged amongst learners of second language especially at the level of primary education.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Introduction

This study set out to establish the motivational factors of code mixing in the learning of English as a second language in primary schools and the challenges of code mixing in the learning of English as L₂ in primary schools. The Interlanguage theory which manifests itself as a stage at which a learner is a long a developmental continuum was used.

In the analysis of the collected data, we sought to answer the questions; what are the motivational factors of code mixing? What are the challenges of code mixing in the learning of English as L₂? Can we get code mixing that serves strategic purpose? Can we get code mixing that serves communication purpose? Is the Interlanguage theory relevant in studying code mixing and L₂ learning?

4.2 Summary of findings

It was the findings of this study that the interlanguage theory accounts for all types of code mix which were encountered in this study namely intralexical, intrasentential and tag code mixing. Intralexical code mixing occurs as embedded affixes, intrasentential occurs at the word boundaries while tag mixing occurs as a fixed tag. The theory was found to be relevant in the discussion of motivational factors and challenges of code-mixing.

The languages involved in code mixing were Dholuo and English. The study focus being school pupils who were learning English as their L₂, the matrix language was supposed to be English. When learners were in informal situations, it was established

that they spoke more of Dholuo and mixed English but while in formal situations like classrooms, debating sessions they could insert some Dholuo words. Therefore like in the play grounds pupils used mainly Dholuo as the matrix language while English was used as a matrix language in formal situations.

From the motivational factors of code mixing discussed in this study, data analysis showed that the main ones were only four, that is to say need to fill a lexical gap, direct quotation and reported speech, better understanding and to capture attention of the audience.

The study concluded that the motivational factors were triggered by communicative functions such as to give an emphasis to the code mixed message or simply because an expression could be expressed more succinctly in the embedded language other than being translated to the matrix language. Instances of code mixing to fill a lexical gap had prominence in the Interlanguage theory by Larry Selinker 1972, who identified five physiological processes which are central to L₂ learning in latent physiological structure and that Interlanguage utterances are associated with one or more of these processes which include learning transfer, transfer of training, strategies of L₂ learning, strategies of communication and overgeneralization of TL rules or structures. This is proven true in our data because in all our utterances, English was the TL and learners met challenges as they learnt it.

It was established that most pupils feel happy as they code mix a few never think about it as it is spontaneous. Teachers reject code mixing amongst pupils yet themselves they code mix mostly in the staffroom, in informal situations and once in a while in the classrooms.

In consideration to the second objective of the study, it has been established that code mixing poses challenges in vocabulary acquisition of the target language, this was evident in the way the learner seemed not to put effort in recalling words in the TL but instead insert Dholuo words during conversation. Inconsistency in language mastery was also a great challenge as learners thought of things in L1 then somehow directly translated them rather than look for an equivalent in the target language. The major challenge of code mixing English and Dholuo was lack of proficiency in the target language due to incomplete application of rules because some pupils transferred rules from their L1 into L2 grammar causing a mismatch. The interlanguage theory was found to be relevant as challenges which could be overcome through practice and learning was experienced but not permanent errors.

4.3 Conclusion

It was the conclusion of this study that the relationship between English and code mixing is partially cordial. This is because it was observed that language mixing was so spontaneous with the pupils that it seems to be free from any constraints. The language mixing performance was such that items from the stock was embedded well to the phonological systems as well as to the syntactic system of the TL: this was possible by conforming the embedded constituent to the stress, vowel, lengthening rhythm and intonation patterns of the English language and by manipulating morphological devices, modifiers and the syntactic position appropriate to the L₂ the incorporation of the items from the two languages, it was actually a developmental inter-language which manifested internalized rules through the process of creative generalization of their own unique grammar amidst challenges.

Some interesting views of the pupils were as follows:

- i) Using English with Dholuo is a matter of convenience not happiness. This is because I only resort to Dholuo when I don't know a word in English.
- ii) Though several times I have been considered proud by my friends but I continue to mix English and Dholuo because I want to practice English.
- iii) As English is the language of examination in Kenya, I feel it should be practiced in written form and verbally. I feel good while using English but I don't know many words in English.

4.4 Recommendations

The data revealed instances of code mixing being motivated by the need to make communication effective. Indeed code mixing is positively skewed with communication but it poses challenges in the learning of English as a second language in primary schools when Dholuo which is a Nilotic language is mixed with English which is a foreign language.

We recommend research on challenges of code mixing with other African languages in the learning of English as an L₂ at any level of education be it primary schools, secondary schools, tertiary colleges or University.

The study used Interlanguage theory to discuss code mixing and the learning of English as L₂, we recommend further research on the same area with other theories such as Myers Scotton's theory of Markedness Model Frame to investigate how marked and unmarked codes relate to second language learning.

The ministry of education should launch refresher courses for teachers in order to sensitize them on how to minimize the challenges of code mixing in the learning of English as a second language in primary schools.

The teachers should launch educational forums for pupils on the importance of achieving good command in English for their scholarly commercial and social world.

An investigation of the attitude of primary school pupils towards English is a probable area of study, this is because in the course of this study, it was observed that code mixing encourages laziness amongst pupils such that instead of struggling for an equivalent word in English in several situations they resort to Dholuo words hence English vocabulary acquisition is lowered and they fail to develop competence and eventually develop poor attitude towards English as a language and as a subject in the school curriculum. Following the trending code – mixing in most learning institutions, the researcher observed that most pupils who code mix lack confidence in speaking standard English when it comes to forums where only English is to be used while speaking. Pupils also tend to lose mastery of some vocabulary in English as they substitute words they feel are difficult for them in the other languages.

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APPENDICES

Appendix I: Interview to focus group pupils

- i) Which language do you usually speak at home?
- ii) Why do you speak that language at home?
- iii) Which other language do you speak at home?
- iv) Why do you mostly speak language “A” at home?
- v) Which language did you first learn to speak before school age?
- vi) Which language was used to instruct you in your pre- school?
- vii) Which language was used to instruct you in your lower primary school?
- viii) Which language do you normally use to instruct your immediate family members?
- ix) What language do you use to reach non-members of your close family?
- x) What language would you use to communicate to a classmate when playing on field grounds, classroom, when going home from school and when joking?
- xi) Which languages do you usually code-mix?
- xii) Why do you code mix the above languages?
- xiii) What is the implication of code mixing in the learning of English as a second language to you?
- xiv) Does code mixing cause challenges to you in the learning of English as L2?
- xv) What are some of the challenges that you have realized in your learning of English as a result of code mixing.
- xvi) Do your teachers code-mix either in class, games, or anywhere in the compound?
- xvii) Do your teachers complain when you code-mix?

Appendix II: Interview to teachers

- i) Which is the language of instruction in the lower primary in your school?
- ii) Do majority of pupils understand the language of instruction you use in the lower primary?
- iii) Which other native languages do they understand?
- iv) Is there effect of native languages in the learning of English in your school?
- v) Do pupils code mix in your school?
- vi) Which languages do pupils code-mix in your school?
- vii) If they code mix, which are some of the challenges that code mixing impose on the learning of English as L2 in your school?
- viii) What are some of the motivational factors of code mixing in your school?
- ix) Does code mixing affect the learning of English as L2 positively or negatively?
- x) What are some of the actual challenges that pupils experience in the learning of English as a second language due to code-mixing?

Appendix III: Data Collected through Observation

- i) We are going to *goyo* football (We are going to play football)
- ii) She is sick *buttho*, she cannot recognize people (She is extremely sick, she cannot recognize people)
- iii) We are going to *dondo* vegetables. (We are going to prepare vegetables)
- iv) I am going to *chiro*. (I am going to the market)
- v) Rose is eating *rabolo*. (Rose is eating bananas)
- vi) The evidence is here on *kalatas* that I passed my exams. (The evidence is here on paper that I passed my exams)
- vii) You must use *otonglo* to pay fees. (You must use money to pay fees)
- viii) Read newspaper to know *gimapiny* say. (Read newspaper to know news around the world)
- ix) Wake up early in the *kogwen*. (Wake up early at dawn)
- x) We are together, *donge?* (We are together aren't we?)
- xi) Please *kik ileta* down, ensure *nibondno odonjo* (Please don't let me down, ensure that ball is a score)
- xii) We *tugo* game *ma* rough, you will *yuago ang'e* after hurting yourself. (Don't play a rough game, you will regret after hurting yourself).
- xiii) Teachers *failowa* in many things such as *penj, tuke*, debates and even in planning educational tours, we should send the head boy *owuo kodgi*. (Teachers fail us in many things such as exams, games, debates and even in planning educational tours, we should send the head boy to talk to them).