

**The Impact of Television Viewing On Children's English Language Development
at Pre-School Level; Case for Riruta Zone, Dagorretti District, Kenya.**

By

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DECLARATION

This research project is my original work and has not been submitted for a degree to any other institution, College or University.

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DEDICATION

I dedicate this study to my husband Gilbert Mwanzia and my children Joseph Nyamai, late Mumo Mutua and Joshua Mwanzia who unconditional love, support and understanding made me determined to complete my studies.

To my parents Joseph N.Kiiti and Philemona Koki for their selflessness in my upbringing and great inspiration in my education.

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ABBREVIATIONS AND ACRONYMS

K C P E Kenya Certificate of Primary Education

T V Television

NTV Nation Television Station

KBC Kenya Broadcasting Corporation

KTN Kenya Television Network

BBC British Broadcasting Corporation

DVD Digital Versatile Disc

ABSTRACT

The purpose of this study was to investigate the impact of television viewing on children's English language development of pre-school in Riruta Zone Dagoretti District. Study objective were to determine whether television viewing had any impact on children's English Language Development. It was hypothesized that viewing of Kenyan Local television programmes by young pre-schcolers has impacted negatively towards their English language development. The study presented a strong, basis for further research. It was limited to those who watched television and delimited to Riruta Zone Dagoretti district. The assumption was that the sample frequently and regularly watched television. Relevant literature on television viewership to pre-school children was rewatched with Noam Chomsky theory being the theoretical framework besides a relevant illustrated conceptual framework. The design of the study was descriptive survey, the target population for the study were public pre-schools in Riruta Zone Dagoretti District. Twenty one pre-schools were used. Eight four pre-school children were used, forty two parents were used and twenty one pre-school teachers were used for the study. Instruments used were questionnaires, an interview schedule and an observation guide. Piloting was done in the neighboring Waithaka zone as it shares similar characteristics with Riruta Zone. Data was collected using the above instruments by the researcher and trained research statistical analysis. The study found that pre-school children emulate poor pronunciation and spoke in sheng from the television viewing which has impacted negatively towards English Language Development. It was found out that television impacted negatively towards children's English language development. It was concluded that parents and teachers felt encouraged when the television was used to enhance the correct pronunciation of English words, proper English speaking. The study recommended further research on impact of television on physical development, social and moral development.

CHAPTER ONE

1.0 Introduction

1.1 Background of the study

There is increasing concern about the amount of time that children spend watching Television (America Academy Pediatrics 2001). The policy unit of Australia (2004) says that excessive viewing of television programmes has been linked to average of adverse health and behaviour outcomes . Another concern is the impact that Television viewing may have on language development. Recent research in Australia has found that young children spend more time viewing.

Recent research in Australia has found that young children spend more time viewing television than any other activity. The average four-month-old gaze at the box 44 minute every day. The guidelines claim that screen time for young children” may reduce the amount of time they have for active play, social contact with others and chances for English language development and may also “affect the development of full a range of eye movement.

Josalmon of the researchers who informed the Australian government’s draft guidelines claims that “ children aged six to 30months who are viewing television have less developed vocabulary display more aggressive behaviour and have poor attention spans. The Australian government’s advice is also supported by the recommendation of the American academy of pediatrics that under twos are not exposed to any television time. Dimitri Christakis 2002 at Seattle children’s research institute found that for every extra hour watching DVDS, 8 – 16 months olds learned six to eight fewer words than children who spent no time in front of the screen. Marie Evans Schmidt at the centre for media and child health found that even just having television on in the background while under threes play with their toys disrupted their attention span even when they appeared to pay little attention to it. The research claims that pre-schoolers who view television are at risk from delayed English language development learning, reduced concentration increased agitation and sleep disorders.

Pre-school children all over the world come into daily contact with various forms of mass media (Clifford, 1995). Such media have a lot of impact on their academic and social behavior. Of all the types of mass media, television plays a monumental and leading role in promoting of education (Less Bell, 1988). In Kenya, television technology development has been dynamic in many aspects. In 1980s, there was only one television station in Kenya, that is, voice of Kenya (VoK) which was state owned. However, in 1990s, a number of television stations were licensed to operate in the country. There are over nine (9) television stations operating in Kenya with others under process of being licensed. These stations come with catchy programs to attract targeted audience. Some of these programs are not fit for children undergoing their formative period. They have impact on their English language development. Television is a common means of communication that reach large audience with no personal contact between individuals sending the information and those receiving it (Thomas, 2000). This means the audience targeted by television is enormous with its tentacles extending themselves to home and social places.

Riruta zone in Dagoretti district is located in a relatively urban area in Nairobi County. However, the state of television coverage is equally good. As a resident of Dagoretti district I was able to watch a number of television channels. Six out of ten neighbours around the researchers home own television sets. However, access to television is bound to rise given the stiff competition among media business people to expand their businesses.

Television was gradually introduced in the United States and Western Europe after World War II, although the medium as such was developed before the war. By the end of the 1950s most countries in the Western hemisphere had access to one or more television channels and in the 1970s the majority of the households were equipped with at least one television set. At the end of the 1990s television was still the most pervasive medium in European households: about 90 percent of children had access to a television in their home. The dissemination of television was also rapid in the Third World and by the end of the twentieth century most people, at least in urban electrified areas, had a set.

Television gradually replaced RADIO as the medium most used by children; primarily attracting children in the younger ages (up to the teenage years). The amount of television viewing is sensitive to the output of children's programs as well as the output of entertainment programs. Thus, children have increased their viewing time as a consequence of more national channels as well as the deregulation of the television market, which have led to an increased output of globally distributed commercial children's programs, such as animated cartoons and action adventure series. Time spent with television varies between different countries, depending on differences in cultural pattern as well as differences in production. By the 2000s, the average child viewer in the United States watched about three to four hours of television a day, whereas the European viewer watched about three hours, with some national variations.

Television in Europe and the United States has changed its function from the early days, when it was a medium gathering the family in the living room, to a more privatized and individual activity, as many children today have their own television set in the bedroom.

Children's fascination with television has concerned researchers, parents, educators, and other groups dealing with children's well-being ever since the medium was introduced. Much of the public debate has been focused on the effects of media violence, which has resulted in much scrutiny by psychologists and sociologists and has given rise to a massive body of research. But the debate and research has also dealt with whether television viewing in itself is a passive activity, and sometimes television has been compared to a drug, which has a tranquilizing or seducing effect on the viewer. Television has also been blamed for causing negative effects on reading skills and some claim that too much television use makes children stupid. Other worries have concerned children's physical condition, such as

too little exercise or that radiation from the screen may affect the brain or eyes. Television viewing has also been linked to obesity in children.

In the history of media effects, a "direct effects era" was dominant for a long period of time. The reception of television was viewed in a linear and one-dimensional manner. Later, researchers realized that children did not react uniformly to the same program, but there were intervening variables such as age, gender, predispositions, perceptions, social environment, past experience, and parental influence. However, even if years of research has stressed that there are a number of so-called intervening variables, the "direct effects model" has been very influential in the public debate about children and television.

During the 1950s there was a discussion about whether children should participate in programs or not. In England, it was legislated that children were not allowed to participate or to appear as actors. The legislation originated from the days when CHILD LABOR was a common phenomenon in society. Children's programs were mainly performed by adults, as well as by various kinds of puppets, which acted as children, for example the puppet Andy Pandy from the BBC's *Watch with Mother*, one of the very first children's programs. In Sweden, on the contrary, it was stated from the start of broadcasting that children were welcomed to participate in programs. One of the very first television programs for children exhibited a mother with all her children in the studio. Eventually, children came to be heard and seen in children's programs more generally. But the image of the child is highly related to cultural patterns. For example, there are differences between how children in France are portrayed, where there is a preference for well dressed and proper children, as compared to children in Scandinavia, where the idea of the "natural" child is advocated. However, in the output as a whole, children are underrepresented both in the United States and in Europe.

Children are rarely addressed directly, except in advertisements, as children do not have prominent roles in programs aimed for an adult audience. When young people are portrayed, they are often represented as a problem and a threat. Another recurrent picture is the good, innocent and sweet child, which reaches its extreme in advertising.

A study conducted by Nelson (2001) in Western Province Kenya to determine use of TV for education in primary schools found out that children rarely watch programs that would enhance their English language development. It was also found out that teachers and parents rarely discussed TV watching with their children. The same study concluded that when TV is used appropriately it enhanced performance in different subjects.

The research was able to obtain KCPE mean scores from 2007 to 2011 of the study zones and adjacent zones, the mean scores obtained indicate that English performance has been going down since 2007 to 2011 in both zones. Riruta zone had a mean score of 50.0%. The zone and the adjacent had similar slum characteristics which may mean that children are left alone to concentrate on TV too much while the parents are away the researcher sought to establish if poor performance in English is linked to TV watching during formative years which could have persisted up to the KCPE level.

Table 1 KCPE mean scores in English

| ZONE | 2007 | 2008 | 2009 | 2010 | 2011 | MEAN |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Riruta | 53.8 | 53.3 | 49.7 | 47.6 | 45.7 | 50.0 |
| Waithaka | 56.4 | 55.0 | 47.2 | 47.8 | 49.8 | 51.2 |
| Westland | 64.2 | 71.2 | 63.2 | 59.7 | 59.9 | 63.6 |
| Kiliman | 55.6 | 61.4 | 56.3 | 50.7 | 51.2 | 55.0 |

The above table shows clearly how Riruta Zone has been affected; the mean score of English has been going down between 2007 and 2011. The source was collected from Dagorretti Education Office.

1.2 Statement of the problem

TV'S increasing prominence in daily life has led many parents, teachers and social activities to consider about its possible impact on English language development in pre-school. Although many studies have been conducted on TV and violent behaviour, TV and aggressiveness, TV and cognitive development, there is need for a study to establish the impact of television programmes on English language development especially on attention, comprehensive, vocabulary development, expressive language development, grammar development, pre-literally: phonological awareness, narrative, storytelling and knowledge literacy in Kenya. Some of the programmes thought to affect English languages are Papa Shirandula, Machachari, Beba Beba, Kata Rumba, Vipi Mashariki, Vioja Mahakamani, Vitimbi and the Hostel aired bu citizen, NTV, KBC and NTV Stations.

In Riruta zone pre-school children have been seen and heard imitating pronunciations aired by local T.V programmes in Kenya, e.g. The programme "Hostel" they emulate the Baganda

style of pronouncing words, Programmes like “Machachari, Vioja Mahakamani and etc pre-school children emulate them, they speak Sheng/mother tongue. All these have negatively impacted the proper development of English language in this zone. Based on the KCPE English mean scores obtained, performance in both zones sampled for the study from Dagoretti district has been going down. This could mean that children did not have a firm foundation in English language development right from pre-school to the KCPE level. This has been a concern among English subject teachers who are not able to give satisfactory reasons for poor performance. Therefore the researcher decided to carry out the study to establish if the downward trend in English language development performance could be as a result of the much exposure to TV watching at the expense of other education activities appropriate at this formative age.

1.3 Purpose of the study

To investigate the impact of T.V viewing programmes on children’s English language development of pre-school children in Riruta zone in Dagoretti district.

1.4 Research objectives

1. To determine whether programmes like Machachari, Papa Shirandula, Beba Beba, The Hostel Kata Rumba Comedy Club ,Vipi Mashariki, Vioja, Mahakamani and Vitimbi aired by Citizen, NTV, KBC and KTN Stations impeded language development in pre-school children.
2. To examine the relationship between programmes and English language development of Pre-school children.
3. To find out whether mother tongue aired by TV programmes has any impediment in English language development in pre-school children.

1.5 Research question

1. Do the Local T.V. Programmes aired by Citizen, NTV, KBC and KTN have any impact on English language development of pre-school children?
2. What is the relationship between programmes and English language development of pre-school in Riruta zone?
3. What impediment does mother tongue usage aired by TV programmes have on language development?

1.6 Significance of the study

The research findings of the study will help the community to come up with appropriate TV programs to be watched by children and parents and appropriate time for such programs in their community. Parents, based on the findings will understand the importance of controlling TV viewing among children.

Children will benefit from the study in that the teachers will be used by teachers and either stakeholder to advise them on appropriate TV viewing habits that will enhance their English language development.

1.7 Limitations of the study

This study sought to investigate factors that may apply globally; however the findings of the study will only be applied to Riruta zone. It is practically impossible to cover the news of all parents and other stakeholders in these zones because of the nature of their occupation and time allocated of the study.

1.8 Delimitations of the study

The study was carried out in Riruta Zone Dagorretti district . It was will also be carried out in different homes where pre-schoolers come from in order to identify time and programs watched on Television and the characteristics of their family members and background.

Have chosen Riruta Zone Dagorretti district schools because it's near where I live and would get time to visit the place regularly.

1.9 Assumptions of the study

In this study it was assumed that the targeted pre-school children in Riruta zone in Dagoretti district regularly and frequently viewed television.

1.10 Definition of operational terms

These terms are used in the study and defined as follows:

Impact – it refers to the effect a person or a thing has on another.

Pre-schoolers – children between the ages of 2—5 years who attend pre-school
Performance

Development - It refers to the act or an instance of developing: the process of being developed

Television - method of transmitting events

Language acquisition – process by which children acquire the capacity to perceive produce and use words to understand and communicate

Language Acquisition Device - Refers to an inborn mechanism that enables children to infer linguistic rules from the language they hear

Language: According to this study, this is English taught to children in the school.

1.11 Organization of the study

This study is organized in five chapters. Chapter one presents the background to the problem statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions, and definition of the key terms and organization of the study review of related literature as well as the theoretical and the conceptual frameworks for the study. Chapter two comprises literature review, theoretical framework and conceptual framework. Chapter three presents research methodology detailing the research design, study sample and sampling procedures, data collection instruments and data analysis methods. Chapter four will consist of data presentation and analysis where tabular presentation and narrative discussions of the data are done. Chapter five will include the conclusions and recommendation of the study will be drawn from the data analysis done in chapter four.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This section accounts for what has been credited by scholars on television watching. It is focused on the impact of television programmes on English language development on pre-school children. This chapter also has theoretical framework and conceptual framework.

Various scholars have intensively and critically examined the impact of television programs on English language development on pre-school children. There are both positive and negative impacts that result from television programs worldwide by pre-school children, although the intensity of these effects can vary from one place to another. The impact could be worse in countries where parent's level of education in the community around is low; since the understanding of the impact of television programs on pre-school children can be underestimated.

There is growing concern that children's language abilities on entry to school have declined over the last ten years. (NLT and NAHT) 2001. This is matched by the concern that there are negative impacts of increased exposure to television and media among children in the early years (BBC, 2003) since the 19950s there have been some fundamental changes in western culture which have placed television technology and has changed with larger and higher resolution screens clearer audio and greater affordability; all of which have improved the quality of the programmes experience and increased programmes. It is becoming common place to have more than one television in a household ad television in children's bedrooms. Producers of children's educational programmes are also now working closely with software companies to produce educational software (Revelle Medoff and Strommen, 2001) more recently, television technology is evolution with the introduction of digital

interactive services, which if applied, may enhance some of the instructional of digital interactive services which if applied may enhance some of the instructional qualities of children's educational programming (DTI and DFEE, 2001; DTI, 2003). All this points to a certain urgency for understanding the implications of the television medium for English language development in young children in the changing technological environment which is influencing home practices.

According to Clifford (1995) television programmes makes pre-school children to be passive learners, teach them stereotype, provides them with violent models and present children with unrealistic news of the world. Television can also have a positive impact on children's development by presenting motivating educational programs and increasing children's information about the world beyond their immediate environment.

Modalities are better coordinated with newer technologies especially interactive television, hold promise for motivating children to learn and become more exploratory in solving problems. Parents need to discuss the content of television shows with children. They need to be especially sensitive to young children's programmes habits because the age period of between 2 ½ years to 6 years is when long term television programmes habits begin to be established in children (Rabin and Dorr 1995). Children from lower social, economic status families view television more than children from higher social economic status families do (Huston, siege and Bremer 1983). In one investigation by Tongney (1988) the children of parents who showed more empathy and sensitivity towards them preferred less fantasy fare on television. In dysfunctional families, children may use the lower developmental level of fantasy oriented children's programs to escape from taxing, stressful circumstances of their environments. Parents can make children programs to escape from taxing stressful

circumstances of their environments. Parents can make television a more positive impact in children's lives.

They should develop good programmes habits early in a child's life and encourage planned viewing of specific programs that future their age group make sure that television programmes does not substitute for children participating in other learning activities. Balance reading with activities and develop discussions about sensitive television themes with children by giving them opportunities to ask questions on the programs.

Interactions between parents and children are the main social impact on the child's development (Mahoney et al 1995). Most of child's early learning experiences involve imitating behavior modeled by parents and caregivers (Dembo 1988) parents need to perceive and retain modeled activities accurately using visual imagery. This is accompanied by verbal instructions and opportunities for discussions. (Les Bell, Paul and Lang 1998).

Widmayer and Field (1981) concluded that teaching parents about the rapid developmental process of children motivates and encourages parent-child interactions and imitations of appropriate behaviors. This in turn contributes to early cognitive development. Cordial parent-child interaction will contribute to positive television programs habits in children.

2.2.1 Programmes like Machachari, Papa Shirandula, Mali, Beba Beba, Kata Rumba, Vipi Mashariki, Vioja Mahakamani and Vitimbi.

TV programmes has impacted negatively on pre-school English language development. It has led to development of sheng. Sheng is a hybrid linguistic code (Bosire 2005, Samper 2002) spoken in Nairobi and other urban areas of Kenya, which presumably derives its name from the phrase "Swahili, English slang" (Maztui, 1995, Abdulaziz and Osinde 1997 Mbaabu and Nzuga 2003) its dominance in the urban areas puts it at par with similar codes

such as *cimfranglais* in Cameroon (Kouega 2003, 2004) Town Bemba in Zambia (Situlnik 1999), urban Wolof (Nollof 2004), the new language in Malawi (Moto 2001) and Tsotsitaal or Flaaitaa (Makhundu 1995). In South Africa among other. It has been observed in Githiora (2002) and Bosire (2005) that it exhibits varying features of pidgins, creoles, argots and jargons but it does not fit into any one of these categories. Although its vocabulary is drawn from various Kenyan language such as Dholuo, Gikuyu, Luhya, Kamba e.t.c (Githiora 2002 , Ogechi 2005, and Githinji 2006), it embodies Swahili morphosyntax (Mbaabu and Zuga 2003) which prompts Githiora (ibid) to call it an urban dialect of Kenyan Swahili. It is unanimous that English and Swahili are the most prominent lexical donors in sheng e.g Kiama (1990) and Abdulaziz and Osinde (1997) among others. Although its emergency is usually traced to the late 1960s and early 1970s e.g spyropoulos (1987), Abdulaziz and Osinde (1997) Moga and Fee (1993), work by Mazrui (1995) citing Karanja (1993) suggests that it may have existed form as early as the 1930s.

Sheng's emergence in the poor residential areas of Nairobi and its adoption as the youth's secret code accounts for the stigma associated with its speakers. It has since spread its tentacles out of the inner city to various parts of the country in addition to becoming increasingly popular in the media and popular in the media and popular culture; see Samper (2002) and Mbugua (2003). Sheng's pervasiveness in the daily discourse of the Nairobi people is demonstrated by the irony exhibited by many people who use it unconsciously while denying its knowledge or use (Githinji 2003).

Outright condemnation, therefore, would not only amount to self condemnation, but would also be ignoring the reality regarding the function the code serves in kenya's linguistic market, especially amongst the youth in their identity project and some criminals who use it

as a secret code (Githiora 2003, spyropoulos 1987). Pre-school children acquire sheng through the T.V programs which at long last impacted negatively to their English language development.

Inspite of these function, its negative impact on English and Swahili language development, the two standard languages in both pre-school and primary school lives has been a thorn in the flesh for the parents and English and Swahili language pedagogies (Samper 2002:166, Fink 2005:32). Driven by need to prevent the corruption of languages and the endeavor to teach 'proper' languages that enhance the learners' career opportunities, such stakeholders are usually harsh in their evaluation of sheng and its speakers.

More recently, Migunda Attyang's(2007) study has looked at the people's beliefs about sheng's and the speakers' proficiency across age and social economic categories when found out that when respondents were presented with both positive and negative statements on sheng, negative statements received higher scores than the positive ones. Surprisingly, the young people who speak sheng displayed the most negative attitudes towards it.

Ndunge(2007) studies pre-school children in Thogoto location using questionnaires, interview guides and an observation guide found that children viewed television local popular programs like Machachari, papa Shirandula, Beba beba, Mali and The Hostel aired by Citizen and NTV Stations. They tried to ape or imitated idiosyncrasies and lexical pronunciations of their popular artists who included winnyfrod who speaks English/mother tongue sheng language on programme she is imitated by pre school children others include Shirandula and Naliaka who are experienced and talented home grown actors that depict

different pronunciations of variety of Kenyan communities notably Kamba, Luo, Kikuyu and Luhya.

In Riruta Zone pre-school children have been seen and heard imitating pronunciations from television programs they liked and watched. They also nicknamed others who are their peers names of popular actors like Shirandula, Winnyfroda which is quite popular among them.

2.2.2. The relationship between programmes viewed and English language

Development of pre-school children in Riruta zone.

Sigman 2002, an associate fellow of the British psychological society, said that children under three should not be watching any television all and parents should only introduce it 'judiciously' after that the time between that ages of 6 months and 3 years is accepted as a critical phase for learning skills such as English language and research suggests that this is the best accomplished by interaction with adults.

Children's television viewing and cognitive. TV outcomes viewing by under twos may have no benefits at all and may in itself be harmful to the subsequent cognitive development of children. This is according to a study by Christakis 2003 and Fredrick 2002 Zimmerman of the department of pediatrics at the University of Washington which was published in the Archives of pediatrics and adolescent medicine in July 2005. Children under three should not watch TV at all and should watch as little as possible up until the age of seven. From seven to 12 they should be allowed to watch suitable programs, but with close parental supervision. They should be shielded from electronic media as much as possible computers as well as TV by martin large, author of set free childhood.

TV is neurologically damaging it is too fast –paced and over-stimulating and isn't at all creative, free time should be spent on play activities and story time. A study of 1,000 children in Manchester in the 1990s found that a fifth of the children observed had listening and attention problems which impeded their English language development. The constant

background noise of the television dulled their sense of hearing and the lack of verbal interaction with their parents meant they were unable to recognize basic words.

Jeffrey Johnson 2002, associated professor of clinical psychology, Columbia University. The American academy of Pediatrics recommends that parents should limit children's TV viewing time to two hours a day. Ideally young children should not watch at all. TV is highly addictive and it is often very difficult for children to turn the set off. Parent can help by encouraging their children to have a wide range of interests – including physical exercise, interacting with other children, reading art and music. Moderate viewing of functional programs can help the development of language skills but even high quality TV programming can be problematic if viewing displaces other important activities.

Infants should not be allowed to watch television in moderation, preferably in the company of an adult who is also viewing. Ayr-based psychologist Agnes Steven, argues that this is the best policy and adopt “children will become slow developers verbally because they don't need to talk. “she says of infants left to spend long periods in front of the screen “if people live in fantasy form childhood, ones they have to start interacting with people they have real problems in terms of communication skills”. Young child who watch television face an increased risk of attention-deficit problems by school age, a study has found, suggesting that TV might over stimulate and permanently rewire the developing brain. For every hour of television watched daily, two groups of children ages 1 and 3 faced a 10% increased risk of having attention problems at age 7.

Bolster 2003, previous research showing that television can shorten attention spans and support American academy of pediatrics recommendations that child younger than 2 not watch televisions. Toddlers should be banned from watching television because it can stunt their development, literacy experts warn. Young children become 'mesmerized' by the screen but cannot understand what they are watching and even 'educational' shows such as teltubbies may cripple their English language skills a report for the national literacy trust has laid bare the apparent damage that watching television can inflict points to evidence that pre-school children who watch shows aimed at a general audience have weaker English language skills.

Close (2003) says in her report that if children watch television an adult should supervise them, explain key words and discuss the program afterwards. Some evidence suggests that

children under 22 months are simply incapable of acquiring information from television or learning first words, and can only do so via interactions with adults. James law professor of language and communication sciences at City University will tell delegates that interaction between parents and child must come first. Televisions viewing for the very young is best done with mum or dad the digest suggests but that isn't always happening. Young children should not be allowed to watch pictures and words that are too fast paced or plainly unsuitable for them James law, a professor in the language and communication science at City University. "TV is not the villain of the piece," he says "very young children need social interaction, but later on they can watch TV and learn from it. James professor low says parents have to be there to provide "scaffolding" giving them help to build on what they know. That can be difficult if you are always out and the nanny is Czech. As a result, a lot of worried parents are buying books on how to teach children to read.

TV spectrum the program make tame enormous trouble to ensure that their output does not offend and that they are doing what they can to aid children's development. As you are watching, talk to your child about what is going on . Young children need someone to talk to them as they develop. And they need someone to listen to them as they learn to speak themselves. This doesn't happen sitting in front f the television watching the box requires only a very small part of children's Brian and it develops an equally small part.

Just the same as with your arms and legs, if you don't use parts of your brain they won't develop properly. Research suggests that children learn more in the first three years of their life than at any other time. That is why it is vital to sue as much as the brain as possible at this time. The fact is that watching TV is passive. A two-way exchange between an adult and a child will use much more of their brain-looking, thinking, reacting and responding not just sitting back and staring at the flickering screen. Unbelievably some children nursery appears never to have had a none-to-one conversation with anyone at all. British children's TV may be the best in the world but too much is bad. TV and videos don't involve children actively and too much slows development. Parents to impose rules on how much children watch T.V.

2.2.3 Impediment of mother tongue usage aired by TV programmes on

English language development on pre-school children

Mother tongue is a language which a group of people considered to inhabitants of an area acquired in the early years and which eventually becomes their natural instruments of thoughts and communication. The importance of English language acquisition as a stepping –stone for proficiency in other school subjects cannot be over emphasized. The knowledge is important both for educational, economical and national development of a country. The importance of English language as a school subject derives mainly from its utilitarian value to the larger Kenyan society. English is the official language of administration and commerce.

One of the current educational problems of public interest is that of poor level of achievement especially in public examinations (Kalawole 1998, Kolawole and Dele 2002) this problem of underachievement among pre-school and primary school has persisted in English (Ivowi, Okebukola and Oladotum, 1992; Flayajo, 1997). The poor level of achievement in English may be due to poor foundation and mixing of T.V programs which impacts the languages, children acquire. There are also several research reports, which support the view that language inefficiency invariably leads to poor academic performance (Ayodele, 1988; Falayajo, 1997) .

A pre-school child view the television they acquire the second language interfere with the existing knowledge of mother tongue. Mother tongue can impact the way second-language is learnt, the way it is recalled for use and the way learners compensate for lack of knowledge by attempting to construct complex lexical items mapping second-language vocabulary onto the mother-tongue is a basic and indispensable learning strategy, but also

inevitably leads to error. How much the mother –tongue helps and how much it hinders leaning depends, among other things.

Children between the ages of 3 – 6 are at a critical stage in brain development for the development of language and other cognitive skills. There is an extent to which heavy television watching can impact development of the brain's neural networks. It displaces time the pre-school child would spend in other activities while verbal interactions impact early cognitive development basing on a study carried out in 2001 by American academy pediatrics (Morgan 2003).

According to Healy (1995) viewing by children of television programs aimed at a general or adult audience was correlated with poor English language development in pre-school children. In his study involving twenty children using observation method by trained research assistants, Singer (1983) reports that children who were frequently exposed to such programs tended to have lower attention and comprehension problem of vocabulary development, expressive language development, grammar development, pre-literacy: phonological awareness, narrative, storytelling and knowledge literacy here in Kenya.

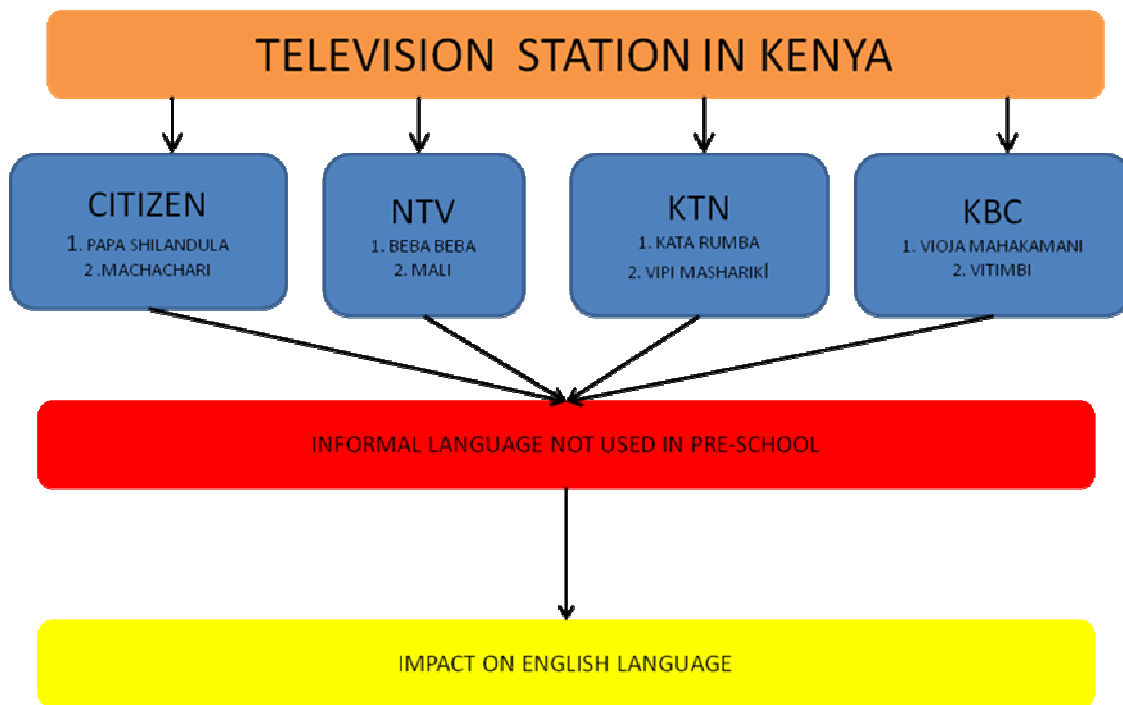
2.2 Theoretical frameworks of language development

This study was guided by Native theory advanced by Noam Chonsky (1972). The theory is relevant to this study because it advocates that all children have what is called language acquisition device, this device allows children to produce consistent sentences once vocabulary is learned. His claim is based upon the view that what children hear – their linguistic input is sufficient to explain how they come to learn language. This device should not be interfered with informal language aired by Local TV programmes. According to Chomsky 1972 the caregivers should therefore provide a conducive environment and

provide for the holistic development of each individual child. The effect of language acquisition device may impair language development. The caregivers should help them to take what is right from the television programs and offer scaffolding.

2.3 Conceptual framework

Figure 1: Conceptual Framework



4

A conceptual framework is a hypothesized model identifying the variable under the study and their relationship that is dependent and independent variable. The dependent variables under investigation include programmes like Machachari, Papa Shirandula, Beba Beba, Vioja Mahakamani, Vitimbi, Kata Rumba, Vipi Mashariki and Mother tongue while independent variable is television viewing. The framework below indicates how local T.V. Programmes aired by Television Stations in Kenya has impacted negatively towards English Language development.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology/ paragraph comprises of research design, population and study design, independent and dependent variables, the study area, the target population, sampling and sampling procedure, data collection procedure, data analysis and presentation.

3.2 Research Design

The study was survey research design which is aimed at investigating the impact of TV programmes on children English language development in Riruta zone in Dagoretti district. This type of research depicts the state of affairs as it exists (Kothari 2004). The researcher has no control over the variables and can only report what is happening or what will happen. The researcher attempts to discover causes when they cannot control the variable. According to Mugenda and Mugenda (2003) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or activity. It is used to obtain data useful in evaluating present practice and providing basis for decision (Saughnessy, 2003). According to Kerlinger(1976) survey design does not deal with the manipulation of variables. The researcher therefore found descriptive survey design suitable in determining the impact of television on English language development to pre-school children in Riruta zone in Dagoretti district without any manipulation.

3.3 Population and Study Area

The study was carried out in Riruta Zone Dagoretti District. The target population for this study comprised of 42 pre-school teachers, all pre-school children and parents of pre-school

children. Riruta zone has 21 public pre-schools and the researcher used all the public pre-schools in this study.

3.4 Sampling Procedure and Sample Size

Sampling procedure and sample size sampling means selecting a given number of subjects from a defined population as representative of that population Borg and Gall, (1989). In determine sample size for this study, the research used the table below. According to the table, out of 42 pre-school teachers 21 were selected, out of 950 pre-school children 42 were selected, out of 1000 pre-school parents 42 parents were selected. The sample therefore consisted of 21 pre-school teachers, 84 pre-school children and 42 pre-school parents. Table 3.1 shows the population and the sample size.

Table 2: Target population and sample

| Category Respondents | Target Population | Sample Size |
|-----------------------------|--------------------------|--------------------|
| Pre-school teachers | 42 | 21 |
| Pre-school children | 950 | 84 |
| Pre-school parents | 1000 | 42 |
| Total | 1,992 | 146 |

3.5 Research Instruments

During the research the instruments used to collect data were the home visit observation guide, interview guide schedules for pre-school children and parents' questionnaires for pre-school teachers. These were used so as to participate with children in television viewing at home and find out if it has any effect on their English language development.

3.5.1 Questionnaires

Questionnaires were preferred in this study because all the pre-school teachers and parents who participated in the study are literate and therefore capable of answering the items adequately, both closed-ended and open-ended questions were used to gather information from pre-school teachers. For the closed ended questions, the respondents were to provide “Yes” “No” “I don’t know” answers where as with open ended questions, the respondents were free to express their opinions. Specific questions were posed as to their experiences of various forms of programs widely viewed on television

3.5.2 Observation schedule

Observation schedule was be a vital data collection tool as it enabled the researcher to obtain first hand authentic information to some questions. The researcher was able to observe the social behavior and pre-school children’s concentration in class through their actions and reaction and note if they reflected what they watched on television.

3.5.3 Interviews guide

A researcher was to seek for information from an individual or a group. Given that pre-school children were not be given questionnaires, trained research assistants were used interview guides to obtain information from pre-school children on issues of television watching. These interview schedules were to cover a range of issues related to television watching like children’s best programs, amount of time spent watching television, where pre-school children watched television and who accompanied them while watching television.

3.6 Validity

According to Borg and Gall (1986) validity is the degree to which a test measures what it purports to measure. To validate the research instruments the questionnaire were tested in five pilot schools that were not involved in the study. Content validity is a measure of the

degree to which data collected using a particular instrument represented a specific domain or content of a particular consent.

To assess content validity my supervisor who are experts and professionals in the field were used. The pilot study was to assist in identifying the problems that respondents was to encounter in the process of answering the questions put to them. From the piloted questionnaire ambiguous items were modified.

3.7 Reliability

This refers to the extent to which an item gives the same response every time it is used, Gay, (1992). The instruments were pretested in three schools. The Pilot study was to enable the researcher to ascertain the versatility and reliability of the research instruments. Any shortcomings and ambiguities were identified at this level. With the assistance of my supervisors, a correction was appropriately made on the instruments. The split-half method was used to measure reliability of the instrument in this study. Split-half method is a method where we randomly divide all items that purport to measure the same construct into two sets. Mugenda and Mugenda, (1999). The entire instrument was administered to the sample and calculated the total score for each random divided half. The split-half reliability is simply a correction between the two totals. The correction co efficient value was generated using the statistical package for scientists. According to Gay (1992) any research instrument with a correction co efficient between 0.7 and 1.0 is accepted as reliable enough. The researcher was to obtain a correction co efficient of 0.74 which will be within the range recommended by Gay and therefore the questionnaires will be considered reliable.

3.8 Data Collection Procedure

Prior to embarking on this research, the proposal was presented to the supervisor(s) for approval. Since the sampled schools are managed by local authority, permission to do research was sought from the City Council, Education Department who wrote a common letter to field education officers authorizing the researcher to conduct this study. Data collection for the study began with delivering instruments to the teachers and parents by the researcher. Although the instruments were collected at various intervals after one week, where possible investigator left the respondents venue with completed instruments. The interview schedule was administered to guardians and parents on weekends at their homes when most of them are free from heavy responsibilities hence available for interviewing the interviewers for the guardians and parents were done in instructed manner so that the research could be able to collect reliable data.

3.9 Data Analysis Procedure

After data collection editing, coding of similar themes, classifying and tabulating these are the processing steps that were used to process the collected data for a better and efficient analysis. As Mugenda, and Mugenda, A (1999) points out that data editing, classification and tabulating are the process of bringing order, structure and meaning of the mass information collected. Data editing examines the collected new data to detect errors and omissions for correction to ensure accuracy and consistency. Data coding assigns symbols to answers to classify or categorize responses. Data was coded and recorded on tally sheet after the systematic analysis of each individual variable for measuring completeness; occurrence and clarity because raw data collected from the field through primary data are never well organized for interpretation.

The researcher now needs to understand the collected data and yet they will come in all sorts of shapes and size (Robson, 2002). Data classification reduces data into homogenous groups or attributes for getting meaningful relationships. Tabulation of arranged data into concise and logical order in a procedure referred to as tabulation through columns and rows.

The two statistical methods; descriptive and inferential analysis was applied to measure and determine the relationship that existed among the collected data. Descriptive analysis such as percentages, mean, mode and coefficient of correlation was used to help understand and interpret variables, distribution size and relationship.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents and discusses the findings of the study. Data obtained using the tools were verified, coded and tallied. The study was done with the view of establishing the impact of television viewing on English Language development in pre-school children. The data obtained from the respondents was analyzed as presented below.

4.2 Analysis of Data from the questionnaires

Two questionnaires were used for the study. The first questionnaire was for the parents of pre-school children and the other questionnaire was for the pre-school teachers.

4.2.1 Parents questionnaires on the impact of television on English Language development.

The researcher administered the questionnaire to 42 parents. Out of 42 parents 34 (81%) parents responded to the questionnaire 8 parents representing 19% did not respond. I solicited information on sex, highest level of education and number of children in pre-school.

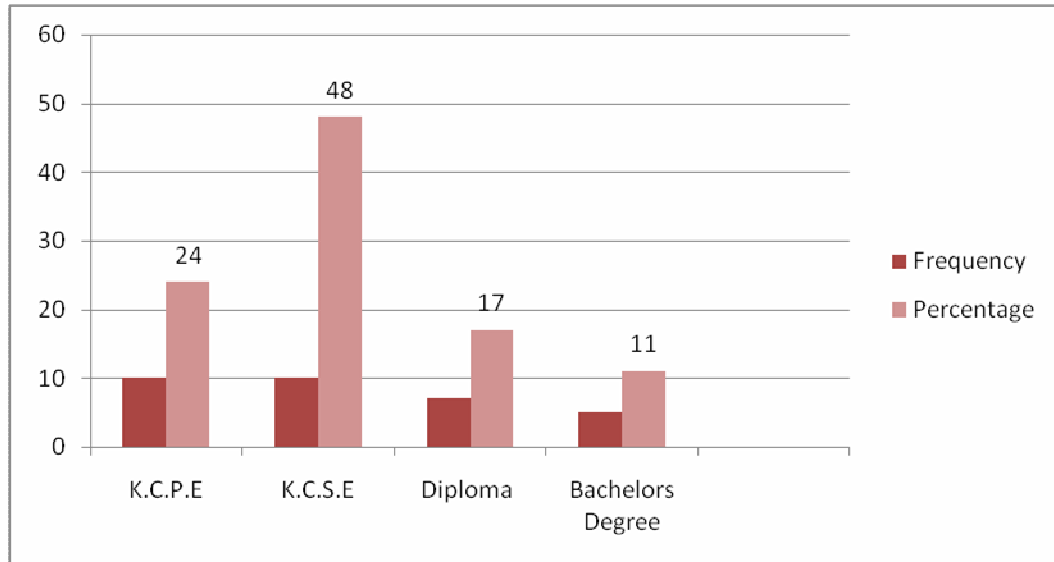
Table 3: Distribution by Gender on parents

| Gender | Frequency | Percentage |
|--------------|-----------|------------|
| Male | 20 | 48 |
| Female | 22 | 52 |
| Total | 42 | 100 |

Source: field survey

The table above has revealed that 20 (48%) of the parents were male while 22 (52%) were female.

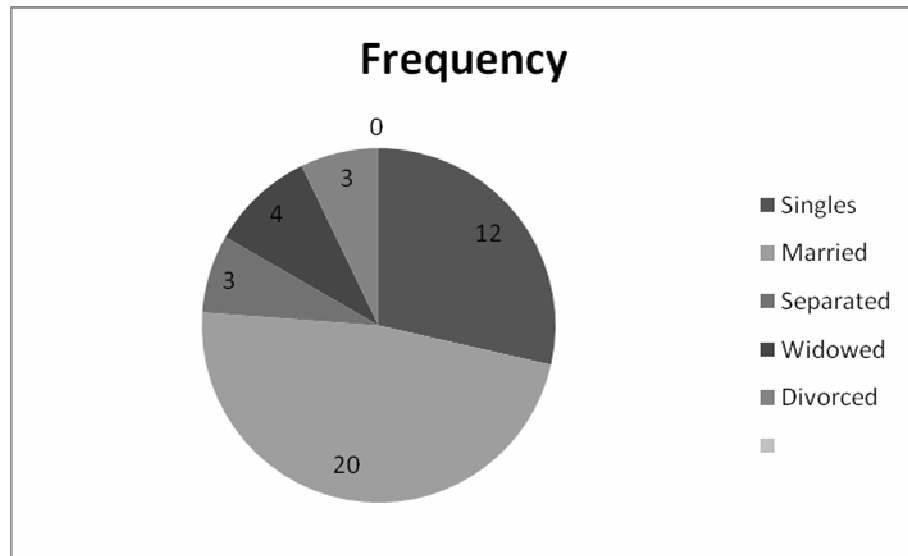
Fig. 4.2.2 Distribution by level of parents Education



Source: field survey

In this zone one has an education pattern as indicated above in the graph, Due to poverty level advancement to post primary Education is challenged and therefore only 48% managed to get level of K.C.S.E, K.C.P.E drop out with a result of 24% is a contribution of many factors i.e. social life, poverty and ignorance of the parents. Performance barrier of post secondary level and lack of enough colleges and the need to support other members of families only 17% managed to go up to Diploma level. There are a few Bachelor's Degrees due to lack finances for university level Education and poor performances. The result of this graph shows that 100% of parents who participated in this study were literate and therefore capable of giving credible answers to the items of the questionnaire.

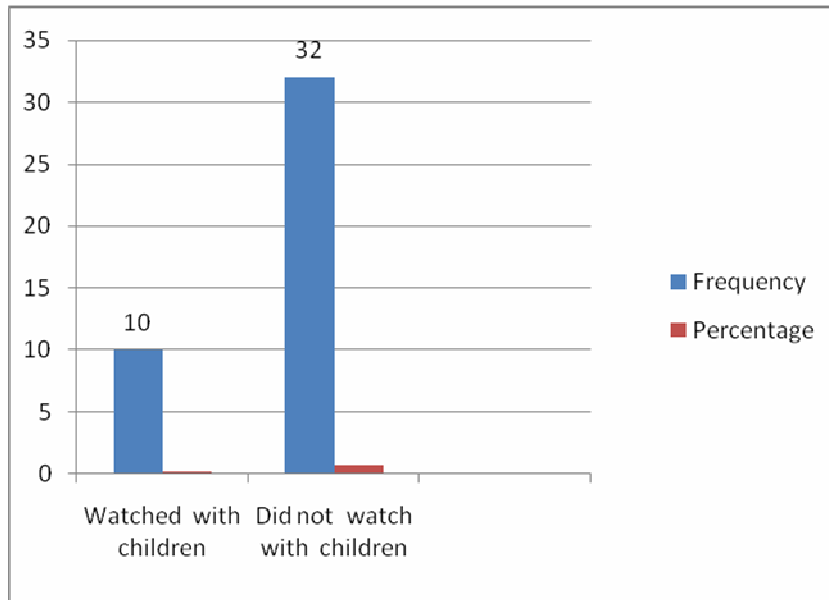
Fig. 4.2.3 Distribution by marital status



Source: field survey

This pie chart shows 12 (28%) are singles, 20 (47%) are married, 3 (7%) are separated, 4 (10%) are widowed and divorced ones are 3 (7%). According to this pie chart above, It has revealed that family set up is held as a core value in this zone and therefore the result of that is to have more married couples at 47% as parents. Due to early pregnancies, divorces, deaths and separation, single parents fall a close second at 12%.

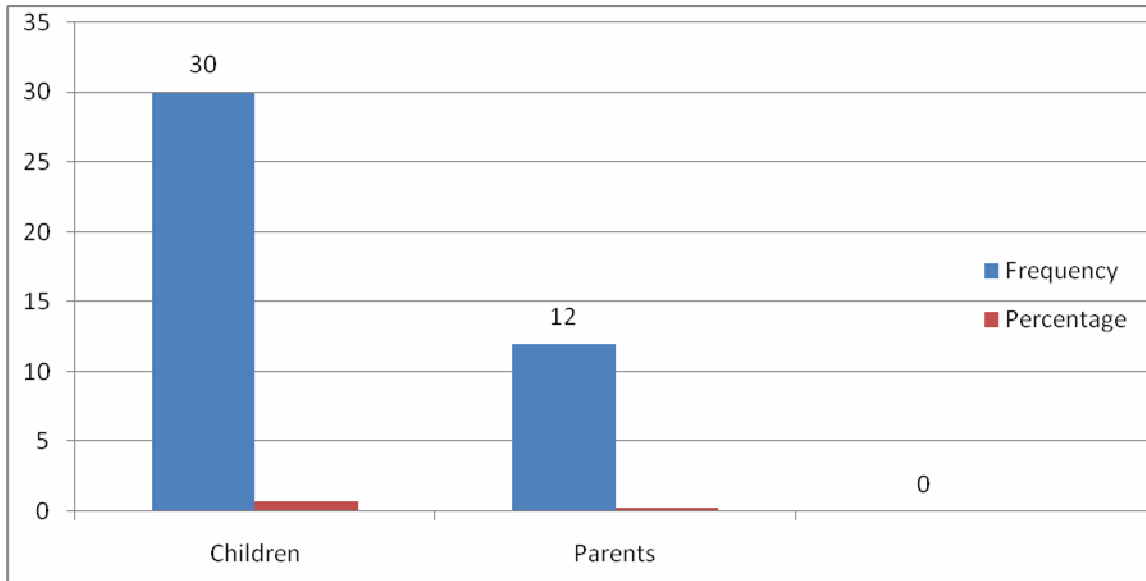
Fig. 4.2.4 Distribution by parents watching T.V. programmes with their Children.



Source: field survey

The above column bar graph has revealed that 10 (23%) of parents viewed television programmes with their children, while 32 (76%) did not view with their children. Majority of parent did not view T.V Programmes with their children due to time constraint and therefore language perception is not supervised or guided leading to poor pronunciation and speaking of sheng.

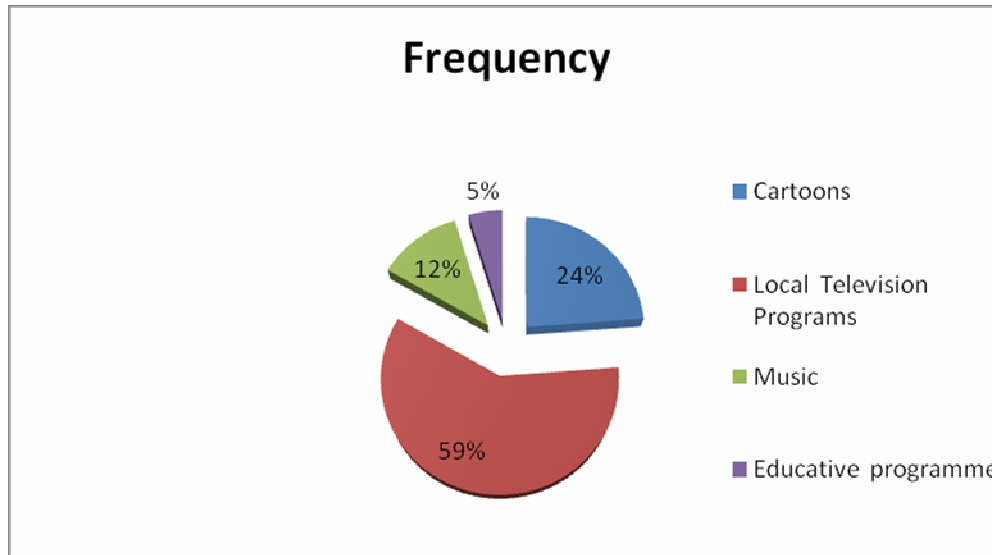
Fig. 4.2.5 Distribution by persons who chooses the programmes to be Watched.



Source: field survey

The graph above shows that a big number of parents do not care what their pre-school children view in television. 12 (28%) of children responded by saying Yes their parents chooses for them and a bigger number of parents 30 (72%) responded by saying they do not choose for their children. Parents in this zone tend to accept the choice made by their children on viewing this is because of peer pressure this leads to the indicated choice pattern.

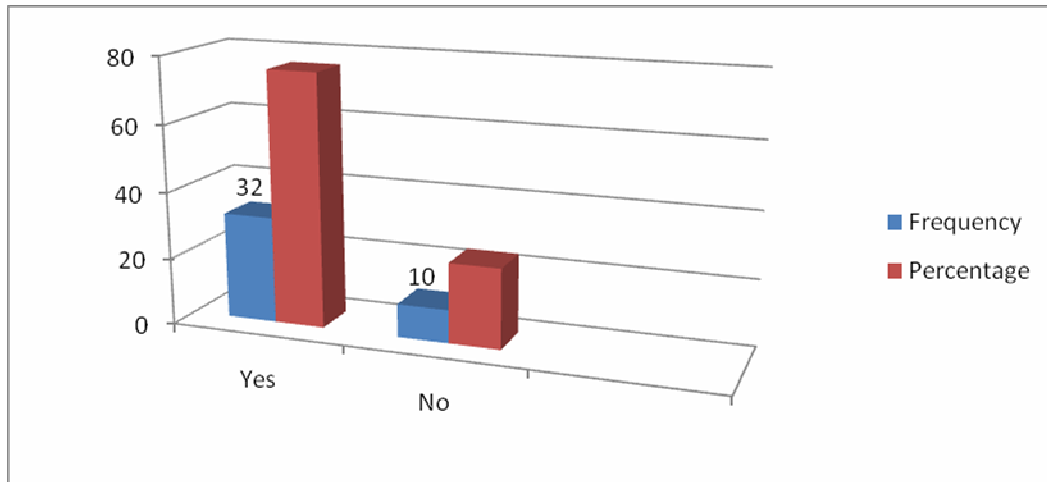
Fig 4.2.6: Distribution by what Pre-School children found interesting in the programmes Viewed.



Source: field survey

The pie chart shows that a big percentage of pre-school children, viewed Kenya local T.V programs, while 25 (59%) viewed cartoons, music 5 (12%), Therefore in this Zone most of pre-school children like viewing Kenyan local T.V programmes because the language used has local coronation or accent and in turn. It affects the English words pronunciation and makes them speak in sheng, cartoons are stimulant of poor pronunciation. Music which is 12% and educative 5% by their own nature of brain engagement fall below counterparts.

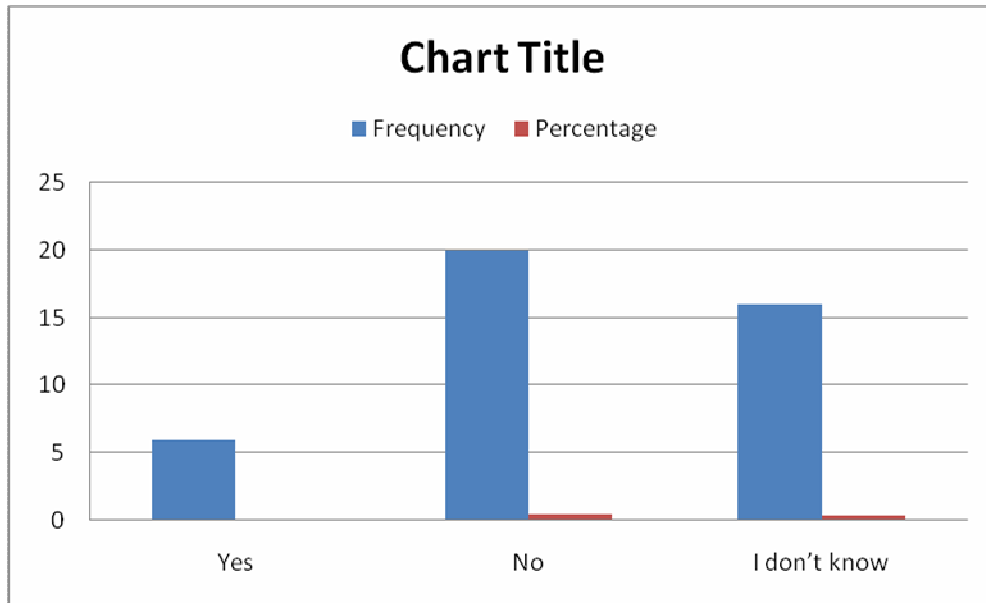
Fig: 4.2.7 Distribution by parents worried about children viewing television Programmes



Source: field survey

The above bar graph shows that 32 (76%) of parents are worried while 10 (24%) are not worried of their children viewing television programs. The big percentage of parents are worried but due to time constraints, peer pressure factors and parents Education level in terms of supervisions and decision making the parents find themselves in situations that they cannot correct. The parents who are not worried are simply not in tune of what is happening with what their pre-school children view.

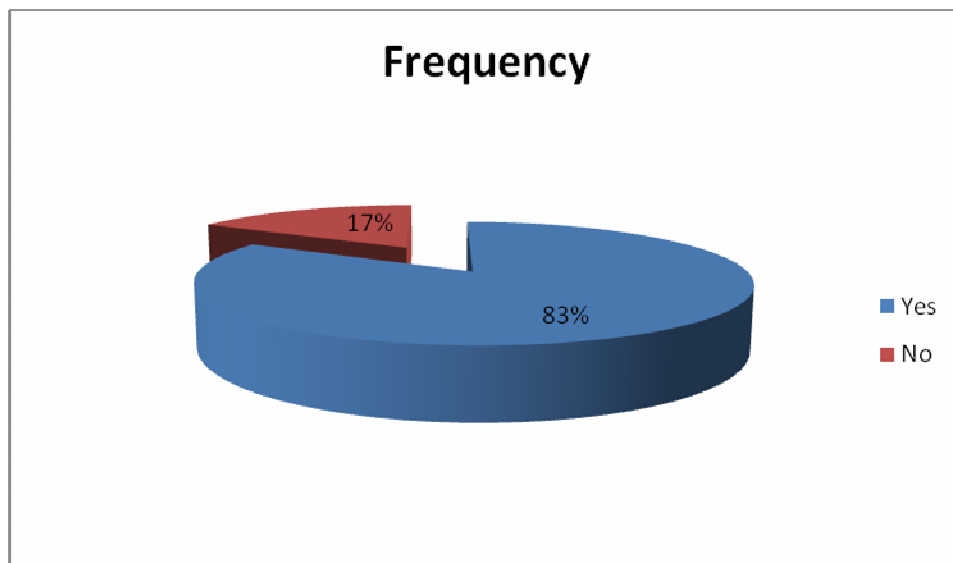
Fig: 4.2.8: Distribution by Parents discussing children television Programmes habit with their pre-school teacher.



Source: field survey

From this line graph 6 (14%) respondents affirmed by saying Yes, 20 (48) Said No while 16(38%) Responded by saying they don't know. In this Zone Parents do not know what is happening to their children and others don't have enough time to correct the peer pressure factor. A bigger number ends up not discussing with their children and others not knowing what is going on.

Fig: 4.2.9 Distribution by whether pre-school children exhibit poor Pronunciation of words and speak in Sheng due to television programmes.



Source: field survey

This pie chart proves clearly that pre-school children pronounce words wrongly and they speak in Sheng. It also depicts that majority of the respondents affirmed by saying Yes 35 (83%) while 7 (17%) affirmed by saying No. Lack of supervision during viewing time by majority of parents, peer pressure, Education level and Ethnic background has contributed the big percentage of them responding by saying Yes Pre-school children have poor pronunciation and speak in Sheng.

4.3 Analysis of Data from home observations guide

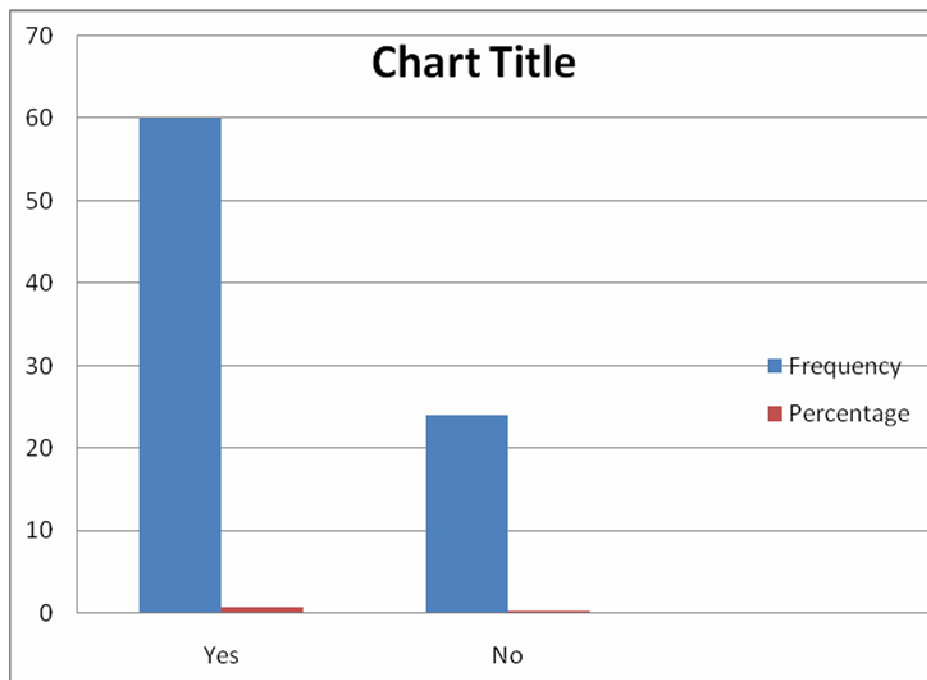
The researcher visited 20 homes and discovered that every home had a television set. Therefore these proves that pre-school children had access to television and viewed cartons, movies, listened to music, watched educative programmes and also Kenya local Programmes like Papa Shilandula, Machachari, Beba Beba, Hostel, Vioja Mahakamani and inspector Mwala. This Kenya local programme uses sheng which has impacted negatively

on English Language development of Pre-School children. The impact is mainly on vocabulary and pronunciation of words.

4.4 Analysis on Data from the interview guide for pre-school children

The interview guide was used for this study on the impact of television programmes on childrens English Language development in Riruta Zone Dagoretti District.

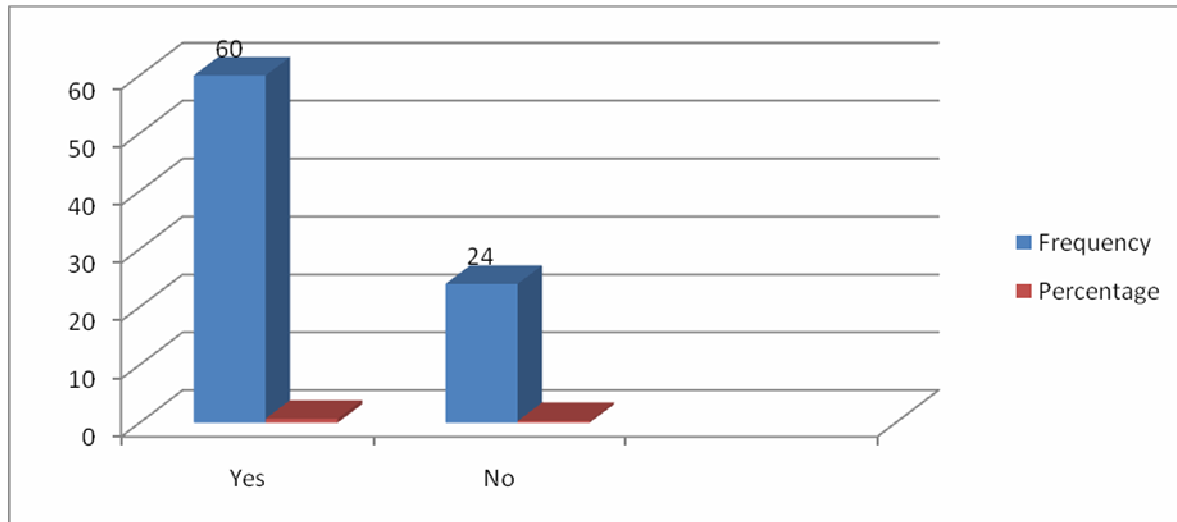
4.4.1: Distribution by pre-school children who have a T.V at home.



Source: field survey

This graph shows clearly that a big percentage have a T.V Set at home. 60 (71%) of respondents affirmed Yes while 24 (29%) said No. Family set up in this zone dictate T.V viewing as a must to majority of the home set ups.

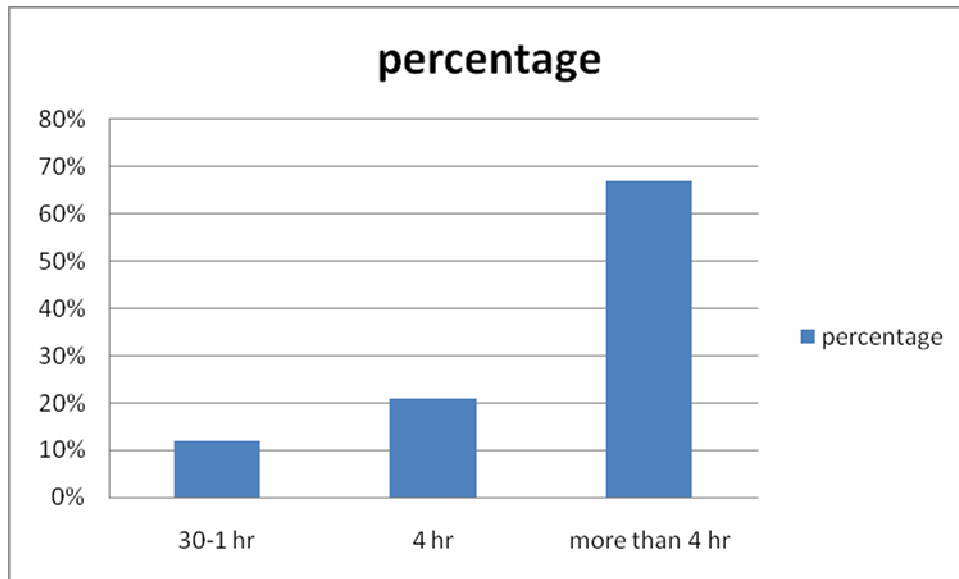
**Fig.4.4.2: Distribution by pre-school children who like watching
T.V Programmes**



Source: field survey

The above graph shows that a bigger percentage of children who like watching Kenya television programmes which have impeded English Language Development. 60 (71%) of respondents affirmed Yes while 24 (29%) said No. Pre-school children in this zone view T.V programmes due to peer pressure, good marketing of the programmes, Lack of programmed free time management by their parents. The expectation of the next day is the discussion with other groups of what viewed last time.

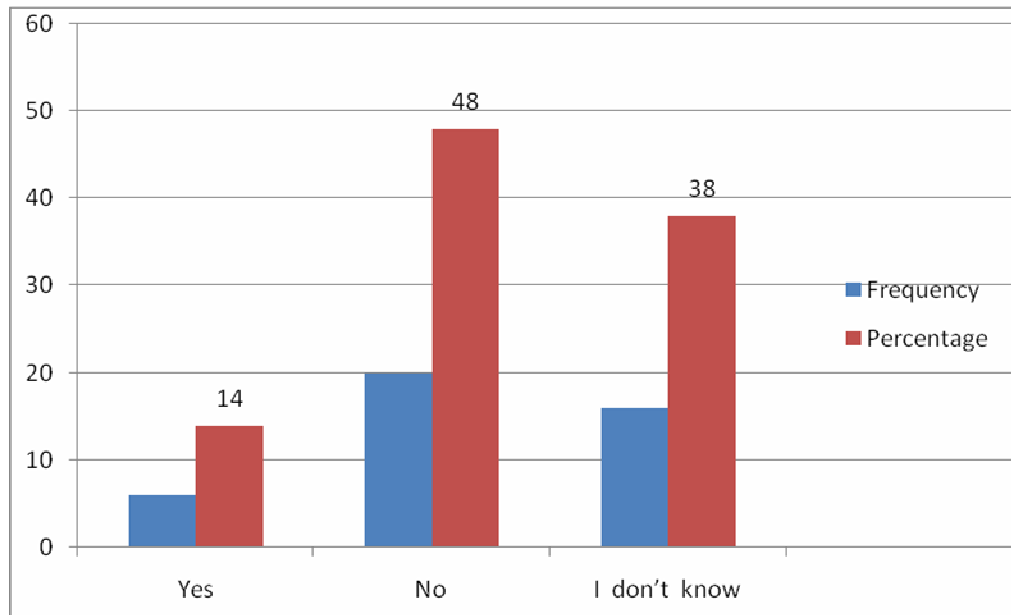
Fig.4.4.3 Distribution by time spend watching television



Source: field survey

The big percentage spend time in viewing T.V Programmes which impacted negatively towards English Language development of pre-school children. 30 to 1 hour was 12%, 4 hours was 21% and more than 4 hours was 67%. Majority of pre-school children view more than 4 hours which is the big percentage because they lack programmed free time management by parents and the need for the pre-school child to discuss or look like they are in tune with the current viewing creates this pattern of more than 4 hours viewing factor.

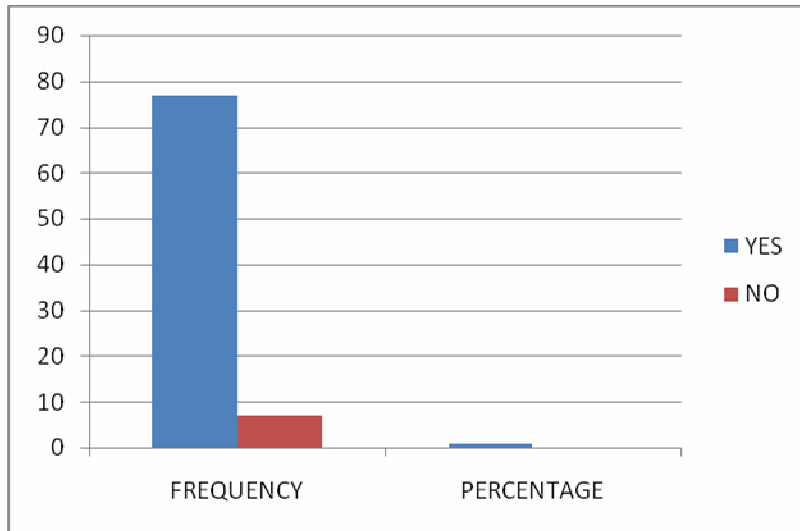
Fig 4.4.5: Distribution by parents discussing children television programmes habit with their pre-school teacher.



Source: field survey

From this graph, we can see parents who say No and I don't know are the majority which proves that they are not aware how these television programmes impendent children's English language development. Due to lack of enough time parents do not visit pre-schools frequently. In the event the parents visit schools they have issues that they view to be more serious than T.V viewing problems. Due to lack of programmed and supervised out of school time for their pre-school children parents find no specific need to discuss T.V programmes and viewing habits with their pre-school teachers.

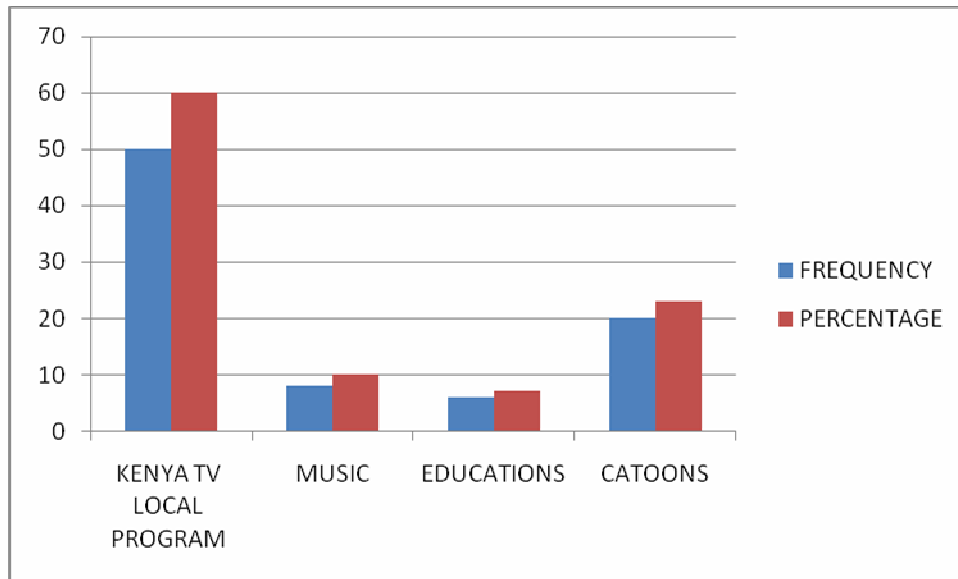
Fig.4.4.6: Distribution by whether pre-school children exhibit Poor pronunciation of Words and speak in Sheng due to television programmes.



Source: field survey

This proves clearly that pre-school children pronounce words wrongly and they speak in sheng because 77 (92%) say yes, 7 (8%) said No. This explains clearly that the majority know that Television programmes which makes pre-school children exhibit poor pronunciation of words and speak in sheng due to television programmes. Especially Kenyan local television programmes have a negative impact toward the development of English language development of pre-school children in this zone.

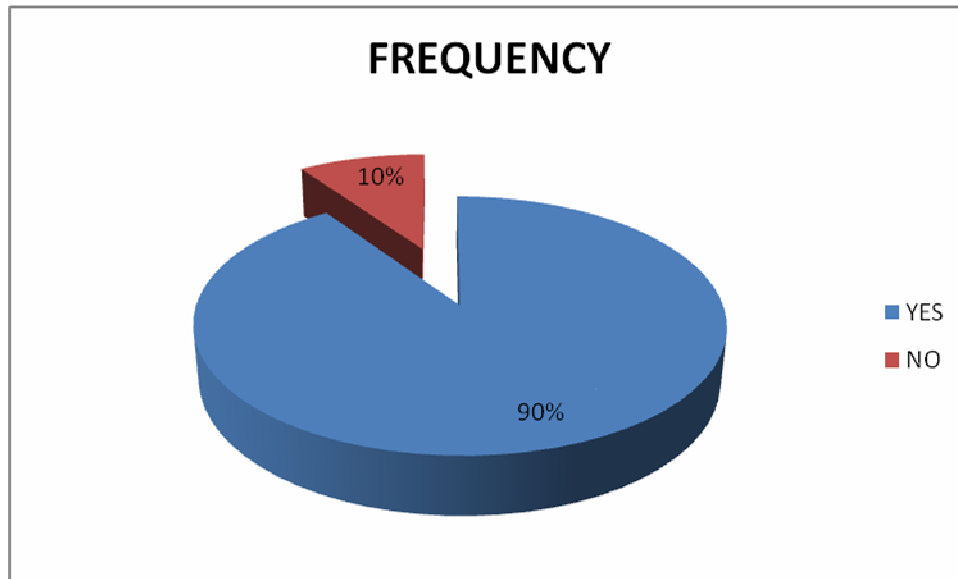
Fig 4.4.7: Distribution by what Pre-school children found interesting in the programmes Viewed



Source: field survey

It shows clearly that bigger percentage of Pre-school children liked viewing cartoons and Kenya local TV programmes, which impendent their English Language development. A bigger percentage like viewing Kenyan local T.V programmes because the language used in these programmes has an accent and in turn affects their English words pronunciation hence makes them speak in sheng. Cartoons are stimulant of poor pronunciation. Music which is 8% and educative programs 6% by their own nature of brain engagement fall below counterparts.

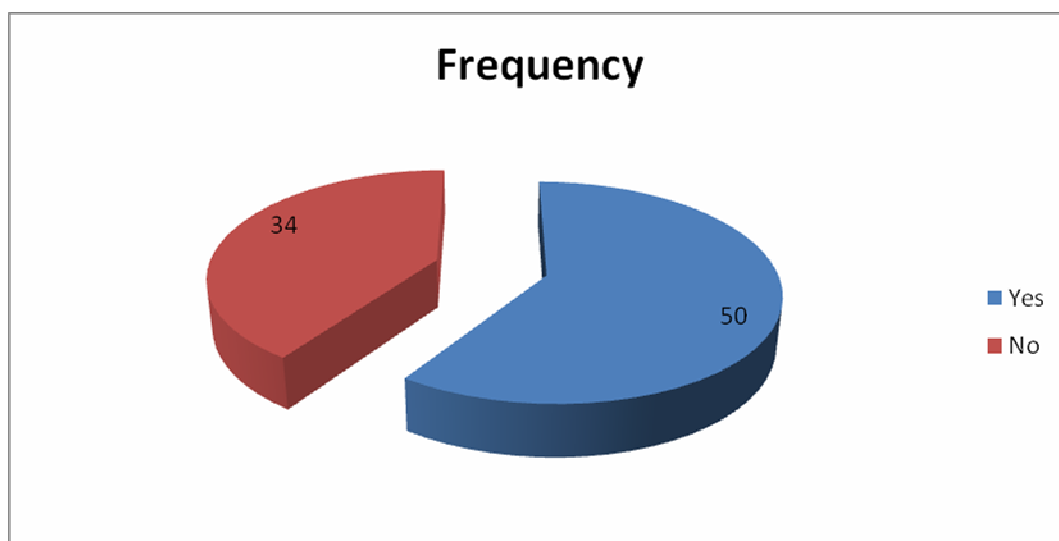
**Fig 4.4.8: Distribution by whether pre-school children remember
What they viewed.**



Source: field survey

76 (90%) of the parents allow their children view their favorite programmes while 8(10%) never allow their children view their favorite programmes. The pre-school children have to remember due to peer pressure, they want to look knowledgeable and upto date with what is happening in the local viewing of T.V therefore they have to remember.

Fig 4.4.9: Distribution by whether they make use of words acquired in Television.



Source: field survey

This pie chart indicates that the majority of pre-school children 60% affirmed by say Yes they make use of the acquired words while 34 (40%) said they did not make use of them.

This proves that the bigger percentage want to be digital type.

4.5 Pre-school teacher's questionnaire on children's television watching and English Language Development.

The researcher administered the questionnaire to 21 pre-school teachers. The researcher solicited information on gender, highest level of education, teaching experience and television programme which have impendent children's English Language development.

Table 4: Distribution by Gender on Pre-school Teachers

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Female | 19 | 90 |
| Male | 2 | 10 |
| Total | 21 | 100 |

Source: field survey

On gender 19 (90%) were female while 2 (10%) were male pre-school teachers who are on teaching practice. Pre-school teaching as an extraneous commitment bordering on motherhood and interest towards the pre-school child forms a basis of majority of the teachers being females.

Table 5: Distribution by Level of Education

| Education | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Certificate | 11 | 52 |
| Diploma | 4 | 19 |
| Bachelor | 2 | 10 |
| Untrained | 4 | 19 |
| Total | 21 | 100 |

Source: field survey

The tables above shows that most of the pre-school teachers have education Therefore are Capable of giving answers to the items of the questionnaires. 11 (52%) of respondents had Certificate 4 (19%) had Diploma, 2 (10%) had Bachelor, 4 (19%) were untrained. The entry behavior of pre-school teachers Later in its final stage is affected by financial status, family commitments both Individual and communal. Performance level in terms of capability, basic education level and social factors lead to the responses as given in the above table.

Table 6 : Distribution by teaching experience

| Teaching Experience | Frequency | Percentage |
|---------------------|-----------|------------|
| 0 – 3 years | 2 | 10 |
| 4 – 6 years | 3 | 14 |
| 7 – 9 years | 3 | 14 |
| 10 years and above | 13 | 62 |
| Total | 21 | 100 |
| | | |

Source: field survey

Most pre-school teachers 13 (62%) had a teaching experience of more than 10 years and those who had taught below ten years were about 8 teachers. The percentage pattern of this table is guided by nill experience during entry into service and future advancement and the type of commitment in teaching that an individual teacher wants to settle on.

Table 7: Distribution by Discussing television viewing with pre-school teachers

| Category | Frequency | Percentage |
|---------------------|-----------|------------|
| Those who discussed | 5 | 24 |
| Did not discussed | 6 | 76 |
| Total | 21 | 100 |

It shows clearly that majority of pre-school teachers do not bother to discuss T.V. Programmes with their learners. 16 (76%) of pre-school teachers are indigenous to the place and therefore time management in as far as T.V viewing is lacking. Due to this factor fewer teachers opted to discuss this topic 5 (24%)

Table 8: Distribution by impact of local television Programmes on English language development of pre-school Children.

| Category | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 16 | 76 |
| No | 5 | 24 |
| Total | 21 | 100 |

Source: field survey

The table above shows that television programmes had an impact on children’s English language development of pre-school children. The impact was mainly on vocabulary, pronunciation of words as in Kenyan local programs like Papa Shilandula, Machachari, Beba Beba and Vioja Mahakamani.

Table 9: Distribution by English language impediment

| Category | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 17 | 81 |
| No | 4 | 19 |
| Total | 21 | 100 |

Source: field survey

The table above shows that 17 (81%) pre-school teachers noted that television Impeded the proper development of English language while 4 (19%) of pre-School teachers indicated that it did not impede English language development.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This Chapter presents a summary of the study conclusions made from the findings of study conclusions made from the findings of the study and give out recommendations and suggestions for further research.

5.2 Summary of the study

The main objective of this study was to determine whether T.V Programmes like Machachari, Papa Shirandula, Beba Beba, Mali, Kata Rumba, Vipi Mashariki, Vioja Mahakamani and Vitimbi aired by citizen, NTV, KBC and KTN Stations impeded English Language development in pre-school children. This research also was to examine the relationship between programmes and English Language development of pre-school in Riruta Zone Dagorreti District. This study also tries to find out whether mother tongue aired by T.V Programmes has any impediment in English Language development in pre-school children in Riruta Zone Dagorretti District. The study used survey design with the population being purposively chosen.

The results of this study have been discussed in chapter four. Here is a summary of the findings as they relate to the objective. On the objective to determine whether Kenyan Local Television Programmes aired by Television stations in Kenya whether impeded English language development of pre-School Children.

It was found out that pre-school children imitated actors of Kenyan Local Television programmes e.g the programme "Hostel they emulate the Baganda style of pronouncing

words, the programme like “Machachari , Vioja Mahakamani and etc. Pre-School children emulate them, they speak Sheng.

On the objective of examining the relationship between programmes and English Language development of Pre-School children in Riruta Zone Dagoretti District.

- It was found that bigger percentages of pre-school children spent their time watching these programmes and have totally different pronunciation of English language; they speak in Sheng which have impacted negatively towards English language Development. It was noted that these same children watched programmes without control of their parents.

Lastly on the objective of determining whether mother tongues aired by Television programmes have any impediment in English language development.

- It was found that mother tongue aired by Kenyan Television Programmes has influenced the way Pre-School children pronounce English words. Programmes like “Papa Shilandula”, “Inspetka Mwala”, uses a lot mother tongue mixed with Kiswahili word. All these have really interfeared with the development of English Language of Pre-School children.

5.3 CONCLUSION

English Language Development is the key thing for pre-school if is properly laid in preschool. It is the backbone of all other activity areas, It is essential for communication. Television can be used effectively to enhance academic performance not to distort the language by watching programmes which impeded the language. It is evident that programs transmitted have impact on English language development. Time spend on television has a direct impact on children's English language development. Parents need to control children's television watching. They should participate in television watching since they will guide their children. Teachers as role models should sensitize the children.

5.4 RECOMMENDATIONS OF THE STUDY

The following are the recommendations of the study

- Television is a medium, through which many children and adolescents gather news and information about their country. The school and parents should be encouraged to develop positive attitudes towards television watching children learn through imitation. When television is used constructively it encourages the young ones to use it the same way, ideally children should be encouraged to use other media available to them. Media like books, Newspapers and magazines to gain knowledge and skills they will need in the adult life.
- The government should come up with proper educational policy on television as a media of educating children.

- Pre-school teachers should openly discuss television Programmes which impede English Language Development with children themselves and also parents.
- Schools to sensitize parents on the impact of television viewing Programmes on English Language Development. Parents to be told to watch television with their pre-school pupils while giving them proper guidance especially those television programs which impede English Language development.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The results from this study have prompted the need for further research to explore other impact of television viewing on Pre-School children English language development. The following areas should be considered for further research:

- Impact of television on social development of young children.
- Impact of television on physical development
- Impact of television on moral development of young children.

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APPENDIX I: QUESTIONNAIRE FOR PRE-SCHOOL PARENTS

[√] tick or fill in the appropriate response (s)

SECTION A

1. a) Indicate your age bracket

20 – 30 years []

26 – 35 years []

36 – 45 years []

46 – 50 years []

Above 55 years []

b) Indicate your gender

Male []

Female []

c) What is your level of education?

Primary []

Secondary []

Certificate []

Diploma []

University []

d) Marital Status

Single []

Married []

Separated []

Widowed []

Divorced []

SECTION B

1 a). Do you watch T.V. Programmes with your children?

Yes []
No []

b) Who chooses the programs to be watched?

Parents []
Children []

c) Which kind of programmes interests your children?

Cartoons []
Music []
Movies []
Educative Programmes []
New []
Other (specify) []

2 a). Are you worried about your children's television programmes?

Yes []
No []
I don't know []

3 a). Have you ever discussed with your children's television programmes habit with their pre-school teacher?

Yes []
No []
I don't know []

4 a). Due to television programmes viewed does your child exhibit

i) Poor pronunciation of words?

Yes []
No []

ii) Speaking in Sheng ?

Yes []
No []

5. What is your opinion on the impact of T.V. Programmes on children English language development?

.....

.....

.....

APPENDIX II: HOME VISIT OBSERVATION SCHEDULE

[√] tick or fill in the appropriate response (s)

The following observation schedule will be done through home visit for pre-school children and their daily television viewing habits

These include:-

a) Time when children view television

| | |
|------------------|-------|
| Early morning | [] |
| Mid morning | [] |
| Afternoon | [] |
| Evening | [] |
| Late Evening | [] |
| Others (Specify) | |

b) Time spent viewing television

| | |
|-------------------|-----|
| 20 – 30 min | [] |
| 30 - 1 hour | [] |
| 1:30 – hour | [] |
| 2 hours – 4 hours | [] |
| 3 Hours- 4 hours | [] |
| More than 4 hours | [] |

c) Programmes viewed / liked by children

| | |
|-----------|-----|
| Cartoons | [] |
| Music | [] |
| Movies | [] |
| Educative | [] |
| Football | [] |
| Religious | [] |
| News | [] |

APPENDIX III: INTERVIEW GUIDE FOR PRE-SCHOOL CHILDREN

The following interview guide will be administered to pre-school children to find out their T.V. watching habits. They are open ended questions.

Tick where appropriate (✓)

1 a) Do you have a T.V at home?

Yes [] No []

b) Do you like watching T.V. programme?

Yes [] No []

c) How long do you watch T.V Programme ?

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

d) Which T.V. Programmes interest you?

New []

Music []

Education []

Cartons []

Movies []

Others specify

.....

.....

e) What do you find interesting in the programmes you watch?

.....

.....

f) Do you normally remember what you watch every day?

Yes [] No []

g) Do your parents allow you to watch your favorite programmes

Yes [] No []

2 a). From your favorite programme, do you get some words you are taught by your English teacher?

Yes [] No []

b) If yes in 2(a) do they help you to answer questions in class?

Yes [] No []

APPENDIX IV: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Dear Respondent,

My name is Lydia Nyamai currently undertaking post-graduate studies in early childhood education. I am conducting a study to establish impact of television programmes on children English language development among pre-school children in Riruta Zone in Dagoretti district.

I kindly request you to assist me by answering the following questions which will give the vital information for the study. All information provided is confidential.

[√] tick or fill the appropriate response (s)

SECTION A

1 a) Indicate your gender

Male []

Female []

b) What is your highest level of education?

Untrained []

Certificate []

Diploma []

Bachelor []

c) How long have you been a pre-school teacher?

0 – 3 years []

4 – 6 years []

7 – 9 years []

10 years and above []

d) What is the total number of pre-school children in your class?

Less than 10 []

10 – 20 []

More than 30 []

B) IMPACT OF TELEVISION PROGRAMMES ON CHILDREN ENGLISH LANGUAGE DEVELOPMENT

1. a) Do you discuss with children in class about television viewing?

Yes []

No []

b) If Yes in 1(a) what things do you discuss about.....

2 a) Does local television programmes aired by citizen; NTV, KBC and KTN have any impact on English Language development of Pre-school children?

Yes []

No []

b) If yes in (b) what impact does it have and from which particular programme.

c) What impediment does mother tongue usage aired by local T.V programmes have on English language development of pre-school children.

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

e) How can the impact mentioned be handled in regards to television watching?

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

English language Development

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

Mother tongue usage.....

.....
.....