Effect of Language Policy on Relationship between Electronic Media and Kiswahili Growth among University Students in Kenya

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Crossref

Abstract

Purpose: This paper traces the place of language policy employed by the Kenyan government and media in their strive to realize the growth of Kiswahili among the youth in Kenya, specifically university students studying journalism in Kenyan universities. The fundamental concerns that were on focus here were; Standardization, National and Official Language, Compulsory teaching in schools, Examinable Subject and the way these concerns have been used to improve Swahili language among the youth.

Materials and Methods: The study used mixed method design. The tools used to collect data were questionnaire for quantitative data, interview schedule for key informants and interview guide for focus group discussions. These were to help to assess the effect of language policy employed by the government and the media organizations and if they influence the growth of Kiswahili. The study triangulated quantitative and qualitative data to give results shared in this paper. Spearman's correlations and simple linear regression models were used to estimate the relationship between language policy and Kiswahili growth. ANOVA test was done to test the hypothesis and presented in tables. Qualitative data was analyzed thematically and narratives are provided under each section in verbatim.

Findings: Findings revealed that Language policy employed by the government and the media has a direct influence on the growth of Kiswahili among the youth. Respondents agreed that standardization of Kiswahili has put it on the world map and also improved its use amongst students. This suggests that standardization of Kiswahili is deemed as effective in raising interest in Kiswahili. On the other hand elevation of Kiswahili to national and official status has increased the number of users and Kiswahili as a national and official language means increased use by electronic media. This demonstrates that nationalization of Kiswahili language is considered appropriate in stirring student's interests in Kiswahili.

Implications to Theory, Practice and Policy: Language policy and its uptake by the media has to some extend had a role in changing the youths' attitudes towards Kiswahili language. Evidence indicated that much has been done by both government and the media in form of policies that have played a big role in promoting the language to greater heights. Social learning theory, Behaviorist Theory of Language Development and Cultivation theory informed this study. Evidence from media programmes indicated that much has been done by both television and radio to adhere to the policies put in place by the government that have played a big role in promoting the language. These policies include airing a bigger percentage of Swahili programmes at certain intervals and adhering to the standards of the language used. The study thus revealed that the language policy put in place by the government and taken by the media indeed have significant effect on the growth of Kiswahili among the youth.

Keywords: *Language Policy, Kiswahili Growth, Attitude, Kiswahili*

1.0 INTRODUCTION

Language policy in any country can be directed to increasing the advantages enjoyed by a language and might help to spread it by helping to increase its users,(Massamba,1987: 186) and (Musau,1999). This means the status planning of a language and the deliberate efforts made to influence the allocations of functions to a language that is an important undertaking in its growth and development, (Mukhwana in Mbatia et al 2014).

Kiswahili journey in media began with colonial newspapers before evolving into a dominant language in radio, television, and today's digital platforms. This was after colonial powers recognized the need for a common language to disseminate information in early 20th century. Kiswahili newspapers like Baraza paved the way for its widespread use in print media.

The 1950s marked a significant milestone for Kiswahili when radio emerged. Radio stations like Kenya Broadcasting Corporation (KBC) popularized Kiswahili across East Africa. This time saw radio became an essential medium for news, education, and entertainment, reaching even the most remote areas, (Spring International Training Institute 2024).

The role of Kiswahili in media was further cemented by television with Channels like Kenya Television Network (KTN), KBC, Citizen and Nation TV broadcasting news and programs in Kiswahili, making it accessible to a broader audience. Television brought visual storytelling to life, enhancing the impact of Kiswahili in East African media.

With the digital revolution, Kiswahili has found new avenues in social media and online platforms. Websites, blogs, and social media pages in Kiswahili engage audiences, providing news, entertainment, and educational content. Platforms like YouTube and Facebook have become vital for Kiswahili content creators in whichever form, reaching a global audience, (Spring International Training Institute 2024).

Despite this long journey Kenya has not been able to positively manage this scenario because the situation has been complicated by developments in the mass media. The media regulation policy is only in the Constitution, and a range of Acts of Parliament, as well as civil and criminal law statutes, that provide for the regulation and management of both print and broadcast media (Moggi and Tessier 2001; Okello 2000; Mute 2000).

According to Musau (2001:39), the absence of language policy in the media that protects and develops Kiswahili and national heritage has negatively impacted on the growth of Kiswahili. Majority of TV and radio stations broadcast in English and air foreign programs.The Kenya Broadcasting Co-operation (KBC) Act of parliament prescribes the use of English and Kiswahili for broadcasting such that KBC radio and TV national services have their programs strictly in Kiswahili while the General Service has its programs in English (Muaka 2011). In 1980, it was estimated (Bomgault 1995: 125) that 65 percent of its transmissions were in English and 35 percent were in Kiswahili.

Apart from these two the Act further permits the Cooperation to broadcast in other local languages and the newly emerging radio and T.V stations do not seem to be guided by any government regulation with regard to the languages that ought to be used in broadcasting. This state of affairs

is likely to have several consequences as far as the spread and utilization of Kiswahili in Kenya is concerned (Musau 1999).

The importance of Kiswahili made the government promise to put in place a policy directing media houses to air majority of the programs in a language that is widely used in the country which is Kiswahili. This new policy has been evolved and stakeholders are trying to make it work (Mogambi 2014).   If this was realized it is evident it will have great impact on the growth of Kiswahili (Obuchi2014:142).

Despite the policy a high number of FM stations today targeting the youth are broadcasting mostly in English and *Sheng*, (Orao, 2009) thus resulting to the deterioration of Kiswahili. This access to media through which they are exposed to different kinds of content create varied impacts. (Kunkel *et al*.,1999), (Maduewusi, 2005). In addition, according to Dietz and Strasburger, (1991) television has the potential to generate both positive and negative effects especially with the realization that Kenyan media content is laden with poor Swahili grammar (Mogambi 2014).

The language policy put in place in schools include the 1981, Mackay Commission that made Kiswahili a compulsory subject in both primary and secondary education. The other is the most recent and also most comprehensive articulation of the Kenyan language policy contained within the 2010 Constitution of Kenya that retains the status of Kiswahili as the national language and further elevates it to official status in addition to English were positively received.

The Republic of Kenya (1981) that recommended for the teaching of Kiswahili at university besides being made a compulsory subject at the secondary level of education boosted Kiswahili standing among students (Mutua 2015: King'ei 2000: Mocho, 2012: Kweronda, 2014: Mohochi and Wairungu, ND: Momanyi 2009). These have seen Kiswahili gain greatly in both media and academia despite drawbacks.

Language policy in media has worked positively to promote state languages in nations such as France, Belgium, Ireland and Switzerland (Hirano, 2008). This has been because broadcasting often has great influence on the linguistic behavior of the receivers. In Belgium the Government has imposed quotas on stations to ensure a greater use of the Dutch language while in France, the government has adopted a series of policies to preserve and promote its official language. In Tanzania, for instance, Kiswahili is used throughout the country in schools, mass media, government offices and the courts. (Ndeda 2007: Mutua 2015: King'ei 2000).

Statement of the Problem

Aaccording to Musanjila (2005), despite the language policy in place that guide the use of Kiswahili in schools and the media, students experience various writing problems with fewer graduates registering little knowledge of spoken and written Swahili (The Standard, 2005). Githiora (2002), observes that at least half of male university students are reported to use Sheng as their language of social interaction outside classroom or workplace just like a section of the adult population. This results to lowly treatment of Kiswahili besides poor performance and encountering of negative attitude from users. The undergraduate students are unable to express themselves in coherent Kiswahili reflecting poorly on the products of the country's schools system (Kihuria, 2015). This shows that Kiswahili is not being seriously taken leading to the lowering of

its integrity. Odawo and Onyango (2017) argue that exposure to hybrid Swahili use and the uptake of the language is likely to lead to poor language use leading to poor performance in exams and poor language skills. The widespread use of Sheng among university students reflects a shift away from Kiswahili, further complicating efforts to promote the language.

The increased misuse of Kiswahili conveys lack of appreciation of the language and is likely to lead to loss of identity by Swahili speakers while the continued use of the foreign languages has resulted to erosion of pride towards Kiswahili culminating to careless use by the citizens, (Jensen 2016). This non-committal attitude to the language makes it lose its beauty and causes confusion Onyango (2012). The language is pushed down to second place instead of being highlighted as a national language with people breaking it on purpose. (Jensen 2016).

The emergence of TV and radio stations broadcasting in other local languages and their failure to be guided by any government regulation with regard to the languages that ought to be used in broadcasting results in severe consequences as far as the spread and utilization of Kiswahili in Kenya is concerned (Musau 1999). The tendency of these FM stations to target the youth by broadcasting mostly in English and *Sheng*, (Orao, 2009) results in deterioration of Kiswahili as well.

Proper Kiswahili use is an important issue as it has been an important international communication instrument in various human activities (Tuli, 1985 in Odawa and Onyango 2017). It is on this basis that there was need for a study to be conducted to provide relevant scientific data which can be used for decision-making or putting interventions in place when dealing with issues relating to youth and Swahili use in Kenya.

Objective of the Study

The study set out to establish the influence of language policy on the relationship between electronic media and growth of Kiswahili among university journalism students in Kenya.

Study hypothesis

H_{01}: There is no relationship between language policy and the growth of Kiswahili among university journalism students in Kenya.

2.0 LITERATURE REVIEW Theoretical Background

This study used three theories;

The Social Learning Theory by Dr. Bandura that posits that learning is a cognitive process that takes place in a social context through observation or direct instruction explains well this study. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments meted to the participants, a process known as vicarious reinforcement. Learning through observation involves extraction of information from those observations, and making decisions about the performance of the behavior. For example, the audience interact with programmes that are made for varying reasons; to teach, entertain inform among others. These programmes could either have hybrid or standard language and are likely to influence the audience in relation to the intended purpose. Here there is the nature of the programme and the programme participants that the audience will learn from bringing in the aspect of social context that the Social

learning theory draws heavily on. The concept of modelling, or learning by observing a behavior then copying and imitating it is then realized, (Severin and Tankard 2001). Media can therefore create social change. Entertainment-education in the form of soap opera can help viewers learn socially desired behaviors in a positive way from models portrayed in these programmes. These media programs aired around the world can feature standard language that will impact positively on the audience and bring about good outcomes. Hybrid Swahili will negate the gains realized by the standard language. The theory explains how language as expressed through media programmes, in whichever form, hybrid or standard will be learned by the students.

The Behaviorist Theory of Language Development advanced by B.F Skinner in 1957 focuses on objectively observable behaviors where learning is defined as the acquisition of new behavior based on environmental conditions (McLeod, 2016). Language acquisition, use and growth are as a result of emulating what is going on around the learner. The way programmes are packaged and delivered is key to the growth of Kiswahili among the students. Skinner emphasized the role of imitation, reinforcement and conditioning in language acquisition (Samkange 2015). Reinforcement involves rewarding desirable behavior. It can be both positive and negative. Thus programmes where like debates that reward participants at the end are key to language development. When language learners' responses are reinforced positively, they acquire the language relatively easily. The expert can also facilitate language acquisition by ensuring that the appropriate responses are reinforced by the correct environmental consequences and by meeting the responses and the needs of the learner (Edwards, 2000). The programmes where experts are used to air discussions on language growth as well as any programme aired is likely to influence the audience's language growth depending on how the language is depicted in the programme lies here. This will help in negative or positive development of language in the audience.

Cultivation Theory by Gerbner (1970), suggests that television is responsible for shaping or cultivating viewer conceptions of social reality. The combined effect of massive television exposure by viewers over time shapes the perception of social reality. Programmes always depict what is going on in society and how the society is like. That painted picture is normally imitated. Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture. These media maintain and propagate these values amongst members of a culture, thus binding it together. Gabner claims that people watching TV learn the facts of life and then imitate what they see. We then base our judgments and actions in the world on this cultivated reality provided by TV (Baran, 2007:433). Kathurima (2011) concludes that TV viewing affects the language development of children through role modeling where children always want to behave like the characters they see and end up developing language aspects such as pronunciation, intonations and vocabulary like those of the TV and Radio presenter. Thus learners will imitate the language they encounter on television programmes every day believing that that was the accepted mode of speaking as it reflects the every day way of speaking.

In the social learning theory learning is a cognitive process that takes place in a social context and can occur through observation or direct instruction. If the conditions are not favorable then it will be deemed hard. The information passed through observation on how Kiswahili is used is influenced by the type of person that brings in behavioral processes, including the modeled

behavior and characteristics of the observer. In order to reproduce an observed behavior, observers must be able to remember features of the behavior.

Behaviorism is a learning theory define learning as the acquisition of new behavior based on environmental conditions Making Kiswahili compulsory in schools is conditioning and so students are conditioned to learn. Thus, learning is as a result of environmental events   (McLeod, 2016).

In the Cultivation Theory television is responsible for shaping or cultivating viewer conceptions of social reality. The combined effect of massive television exposure by viewers over time shapes the perception of social reality. Programmes always depict what is going on in society and how the society is like. That painted picture is normally imitated as the television tends to base on the extremes in the society.

3.0 MATERIALS AND METHODS

The study applied mixed methods research design that further used a convergent parallel mixed method model involving combining or integration of qualitative and quantitative research and data. Content analysis of language policy and growth of Kiswahili was done. The study population was University students sampled from 4 universities in Nairobi County. A sample size of 227 students was sampled through probability sampling techniques involving stratified sampling and simple random sampling. Also, non-probability sampling techniques involving purposive and snowball sampling was used to select 32 focus group discussions-FGDs participants. Purposive sampling was used to select language experts. The research instruments used were questionnaires, content analysis and focus groups discussions and expert interviews.

4.0 FINDINGS

The objective of the study was to determine the influence of language policy on the relationship between electronic media and growth of Kiswahili among journalism students in public universities. The objective was operationalized by three constructs namely; Standardization, national and official language, compulsory teaching in schools.

The findings in table below show that respondents agreed that language policy is an important factor in enhancing growth of Kiswahili amongst journalism students in public universities. This was supported by an overall mean of 4.065.

Table 1: Language Policy Descriptive Results

Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Mean	SD
The standardization of Kiswahili has put it on the world map hence increased the number of its users	1.3%	1.7%	10.3%	44%	42.7%	4.25	0.81
Use of standard Swahili in schools has improved its use among							

students	1.7%	7.7%	11.3%	54.7%	24.7%	3.93	0.902
Elevation of Kiswahili to national and official status has increased the number of users	1.7%	5.3%	14%	42%	37%	4.07	0.933
Kiswahili as a national and official language means increased use by electronic media hence its spread.	2%	6.7%	7%	47.3%	37%	4.11	0.937
Making Kiswahili compulsory in schools has led to improved grades	3%	9.7%	8%	39.3%	40%	4.04	1.067
Compulsory examination of Kiswahili in schools has increased the number of speakers	5%	7%	9%	41.7%	37.3%	3.99	1.094
Overall						**4.065**	**0.957**

Key: 1.00-1.79=Strongly Disagree 1.80-2.59=Disagree 2.60-3.39=Neutral 3.40-4.19=Agree 4.20-5.00 =Strongly Agree

The first aspect of language policy investigated was standardization. Findings revealed that the journalism students agreed that the standardization of Kiswahili has put it on the world map and also improved its use amongst students. This suggests that standardization of Kiswahili is deemed as effective in raising interest in Kiswahili. 86.7% of respondents agreed that standardization of Kiswahili and its use by media has put it on the world map hence increased the number of its users. 10.3 % were not sure while 3% did not respond.

One key informant argued that age group below 26 don't like standard Swahili. They keep mixing and use terminologies identified with them and are stressed by standard language.This is explained by cultivation theory where the tv reflects society and that it is responsible for shaping or cultivating viewer conceptions of social reality. The combined effect of massive television exposure by viewers over time shapes the perception of social reality for individuals and, ultimately, for culture as a whole.

On the second aspect of language policy, the findings indicated that the journalism students agreed that elevation of Kiswahili to national and official status has increased the number of users and Kiswahili as a national and official language means increased use by electronic media. This demonstrates that nationalization of Kiswahili language is considered appropriate in stirring student's interests in Kiswahili. 84.4% agreed with the statement that Kiswahili as a national and official language means increased use by electronic media hence its spread. 6.6 % were not sure. In 1963 Kiswahili was declared the national language. In 1974 President, Jomo Kenyatta, declared it Parliamentary language. The most recent and comprehensive is Kenyan language policy contained within the 2010 Constitution of Kenya that retains the status of Kiswahili as the national language and further elevates it to official status besides English (Sande, 2010). Research shows that language policy in media has positively promoted state languages in nations such as France, Belgium, Ireland and Switzerland (Hirano, 2008). In Belgium the Government has imposed quotas on stations to ensure a greater use of the Dutch language.

P1 " Being a national and official language it being used in offices parliament, schools and in the media and so it makes it easy to use."

P 2"At this stage you have no choice as it is like you are compelled to use it. In the process the language prospers."

P 3"It does- local content is used and compelled by media council and so students have to use it."
According to the experts the decision has influenced Swahili growth because everyone knows that it is mandatory to use the language and no alternative one is allowed. Elevation of a language to national and official status is increasing the advantages enjoyed by a language and help to spread it by helping to increase its users (Massamba 1987: 186:Musau, 1999). Kiswahili is bound to enjoy these benefits. This influences the allocations of functions to it, which is an important undertaking in its growth and development (Mukhwana in Mbatia et al 2014). According to Njoroge (1990: 257) the decision regulates language choice in various state controlled domains such as schools, parliament, law courts media etc. These decisions favor the use of a particular language.

The third aspect of language was limited to compulsory teaching in schools. The students were found to agree that making Kiswahili compulsory in schools has led to improved individual use of the language. This points out on the importance of compulsory introduction of Kiswahili language on furthering the interest of journalism students in Kiswahili.

It was established that 74.7 % agreed with the statement that Compulsory examination of Kiswahili in schools has increased the number of speakers. 8.3 % were not sure.

This suggests that the inclusion of Kiswahili as a compulsory examinable subjects only creates more interests amongst students in Kiswahili.

79% agreed with the statement that compulsory examination of Kiswahili in schools has increased the number of speakers. 9% were not sure.

In FGD students agreed that compulsory Kiswahili in the school system improved their attitude and use of the language;

P 4"It did. Exams mean you read and so it improves. Ilibidi kwasababu ni lazima."

P 5"Yes -since it was compulsory it was a must and it has helped."

P 6 "With this effort positive attitude is realized."

The expert's views were that this decision has made students more serious. They know its importance in their career and daily life internationally and working so they need to be competent and Swahili presented issues.
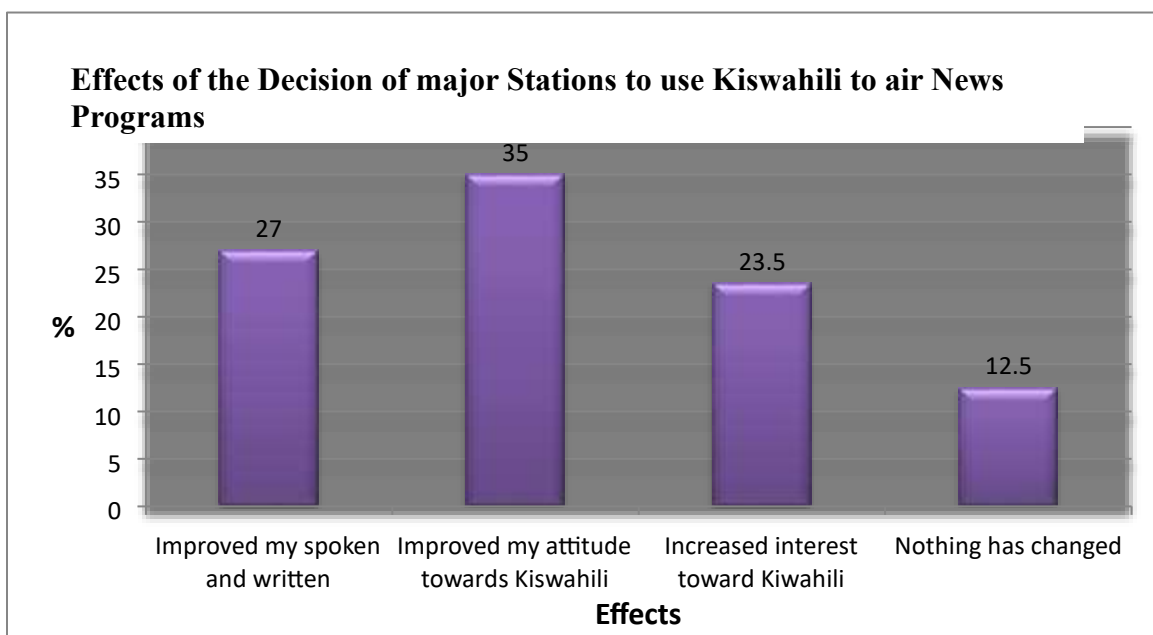
However one expert had different views."No because Kiswahili has always been used as a national language. As an official language it is just on paper. It is not used widely and so students don't care about it. It is not practical. Prominent journalists had to learn Kiswahili in order to broadcast in it. For example Kageniand Mtoko (not practical)".

The Mackay Commission of 1981 that recommended 8-4-4 system of education passed that Kiswahili become a compulsory subject in both primary and secondary education. This boosted its standing as teachers and students now took it seriously.

One key respondent agreed that making the language compulsory has resulted to increase in competence levels because of exposure from primary and secondary schools. At university it is still uplifted as it is part of some courses such as journalism.

One expert said that many wish Swahili was not compulsory. Teaching hard content does not help and led to attitude that Swahili was hard. Many students avoid especially when they find it is a unit in journalism.

The study also established that the decision of major stations to use Kiswahili to air news programs has improved the attitude toward Kiswahili of 35% of respondents. 27% have had their written and spoken grammar improved while 23.5 % have had increased interest in Kiswahili. 12.5% have experienced no change. 2% did not respond as shown in fig 1 below. This transforms to Kiswahili growth as it leads to use of standard Swahili, enriched vocabulary use and feelings of pride towards Kiswahili.

Figure 1: Effects of the Decision of Major Stations to Use Kiswahili to Air News Programs

Factor Analysis on Language Policy

A principal axis factor analysis (FA) was conducted on the items of language policy variable through oblimax ration. Results are presented in Table 2 below.

Table 2: Principal Axis Factor Analysis (FA)

Communalities	Initial	Extraction
The standardization of Kiswahili has put it on the world map hence increased the number of its users	1	0.48

Use of standard Swahili in schools has improved its use among students	1	0.404
Elevation of Kiswahili to national and official status has increased the number of users	1	0.561
Kiswahili as a national and official language means increased use by electronic media hence its spread.	1	0.492
Making Kiswahili compulsory in schools has led to improved grades	1	0.471
Compulsory examination of Kiswahili in schools has increased the number of speakers	1	0.493

Extraction Method: Principal Component Analysis.

The communality values for language policy construct ranged between 0.404 and 0.561 when extracted. The weakest indicator of the language policy was Q2 and the strongest question was Q3. All communalities and tractions are greater than 0.30 indicating that they are appropriate for analysis.

The results in Table 3 below show the variance explanation for Language policy results as derived from the factor analysis.

Table 3: Language Policy Factor Analysis (Total Variance Explained)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
The standardization of Kiswahili has put it on the world map hence increased the number of its users	2.901	48.355	48.355	2.901	48.355	48.355
Use of standard Swahili in schools has improved its use among students	0.927	15.451	63.806			
Elevation of Kiswahili to national and official status has increased the number of users	0.792	13.195	77.001			
Kiswahili as a national and official language means increased use by electronic media hence its spread.	0.563	9.377	86.379			
Making Kiswahili compulsory in schools has led to improved grades	0.428	7.127	93.505			
Compulsory examination of Kiswahili in schools has increased the number of speakers	0.39	6.495	100			

Extraction Method: Principal Component Analysis.

Through factor analysis, only one factor was identified which had the biggest influence as language policy with cumulative variance of 48.355%. The item was the standardization of Kiswahili has put it on the world map hence increased the number of its users. This suggests that in relation to language policy, standardization of language is considered to have the greatest influence on Kiswahili growth. The 1928 standardization of Kiswahili (Mhina, 1975) led to the evolution of a common way of expression in all the East African countries for purposes of cultural, educational and socio- political developments. This standard form is what is used in schools, administration, parliamentary systems and general communication. It is also used to produce text books and other teaching materials in schools, and is the one students are expected to learn and use in communication (Momanyi, 2009).

Regression Analysis for Effect of Language policy Table 4: Model Summary on Moderation of Language Policy on the Relationship between Electronic Media and Growth in Kiswahili

R	R-sq.	MSE	F	df1	df2	p-value
0.6241	0.38937	0.3167	18.8993	3	294	0

The findings in Table 4 above indicate that language policy is significant in explaining the relationship between electronic media and growth in Kiswahili. The entire model having p-value

of 0.000 < 0.05 and F-statistics of 18.8993, greater than 5, supported this. This implies that the regression model predicts the effect of language policy on relationship between electronic media and growth in Kiswahili significantly well. This summary table also provides the value of R and R2 for the model.

Table 5: Regression Co-Efficient on Interaction between Language Policy, Electronic Media and Kiswahili Growth

	Coeff.	Se	T	P-Value	LLCI	ULCI
Constant	1.2548	1.4533	2.8634	0.0584	0.06053	4.1149
Electronic Media*Language Policy	0.4502	0.3654	5.2322	0.018	0.02689	2.1693
Language Policy	0.5699	0.3257	4.75	0.02412	0.071	1.2108
Electronic Media*Language Policy	0.668	0.0807	8.427	0.0001	0.2268	0.4108

Results in Table 5 shows that language policy has a significant effect on the relationship between electronic media and growth in Kiswahili. This was supported by language policy and the interaction term (language policy*electronic media) have significant p value (p= 0.0268, p= 0.0001). The study null hypothesis was: Language policy has no significant effect on the relationship between electronic media and the growth of Kiswahili among university journalism students in Kenya. The study null hypothesis is rejected because interaction term and language policy have p-value <0.05.

5.0 CONCLUSION AND RECOMMENDATIONS Conclusion

From the study, it can be concluded that language policy is a key factor in the growth of Kiswahili among students and the population as a whole. The 1981 Mackay Commission that made Kiswahili a compulsory subject in both primary and secondary education and the most recent and also most comprehensive articulation of the Kenyan language policy contained within the 2010 Constitution of Kenya that retains the status of Kiswahili as the national language and further elevates it to official status in addition to English were positively received have enhance the growth of the language. The study also established that the decision of major stations to use Kiswahili to air news programs has improved the attitude toward Kiswahili. However as the students have access to radio and Television and that majority of programmes they watch are not necessarily related to Kiswahili growth it is evident that this is a recipe to poor growth of the language among the students. The implication of this finding is that the youth who interact more with Radio and television programmes that grow Kiswahili are likely to enhance their language skills meaning that policies put in place if they can be encouraged the growth will be realized. Kenya's electronic media do not depict a good picture of Kiswahili language however. Many of the programmes feature hybrid Kiswahili that is of code mixing or the Sheng type. This is done in a way that brings it out as the language to be emulated. The media makes Sheng and codes mixing appear as the language to be used thus defeating the purpose of language policy which is to grow the language positively.

Recommendations

In order to help Kiswahili language to spread, policy on the mass media could be particularly used to increase the advantages of those languages. In Kenya this could mean putting in place a policy that would require radio and TV stations to devote a certain percentage of their airtime to broadcasting in Kiswahili. This step would help to further popularize the language and to spread it. The present scenario where emerging stations broadcast in English only could, in the long run, hamper the entrenchment and spread of this important African language. As *Amman* & Mercator (1997: 51) argue, a policy which has its objective as the spread of a specific language or languages must try not only to entrench it more deeply in its speakers, but also try to improve attitudes towards it besides enhancing its status and extending its functions. This is an objective that the mass media in African countries can help to achieve. The lack of a coherent mass media policy can impact on African indigenous languages generally and Kiswahili language in particular. The implication of lack of media policy that favors African languages can lead to the deterioration of the language (Musau 1999).

Media literacy is a necessary educational tool for educating the youth on the type of media content to interact with. This needs to be improved to enable youths to interpret media content correctly in order to avoid the possible effects that are sometimes not intended by the media practitioners. Media is easily accessible allowing the youth to come into conduct with all linguistic structures.

Writers and directors in terms of TV programming should portray realistic highlights of both positive and negative effects of the TV programmes. There is need to increase knowledge of risks involved in use of hybrid Kiswahili, the percentage of portrayals of risk and good language use in relation to other content on TV and radio since this might inhibit language misuse.

Respondents and participants in this study have made it clear that there are those who may interprete messages in the media as facts. Media literacy will make the audience to interpret the intended meaning. Because of misinterpreting the meaning media literacy should start in early stages. It was concluded that there is need to explore greater use of entertainment shows to inform students risks and negative consequences of poor language use depicting such risk as the possibility of failing to get a job, failing an exam, and being shunned by the community.

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