KENYATTA UNIVERSITY

INTERNATIONAL CONFERENCE ON FOREIGN LANGUAGES AND LITERATURE

CONFERENCE THEME
FOREIGN LANGUAGES IN AFRICA IN THE 21ST CENTURY: OPPORTUNITIES AND CHALLENGES

FEBRUARY 11TH – 13TH 2015
NAIROBI, KENYA
CONFERENCE PLANNING COMMITTEE

1. Dr. Joyce Wangia - Chair
2. Dr. Milcah Chokah - Co-chair
3. Prof. Wu Shengzheng - Member
4. Dr. Vincent Were - Member
5. Dr. Leonard Chacha - Member
6. Ms. Aya Satomi - Member
7. Dr. Pamela Ngugi - Member
8. Dr. Miriam Osore - Member
9. Dr. Hilda Kebeya - Member
10. Prof. Catherine Ndungo - Member
11. Mr. Allan Mwangi - Secretary
12. Dr. Gabriel Madanji - Secretary

CONFERENCE SUB-THEMES

- Languages in contact
- Foreign Languages and education in Africa
- Foreign Languages and regional/global integration
- Foreign languages, language policy and language planning
- Foreign languages, foreign literatures and research
- Foreign languages and cross-cultural communication
- Foreign languages, foreign literatures and opportunities for socio-economic growth
- Foreign languages and ICT/Technology
- Foreign languages and the media

EDITORIAL COMMITTEE

- Dr. Miriam Osore - Kenyatta University
- Fredrick Kangethe - USIU
- Martha Qorro - University of Dar es Salaam
- Pascal Gahutu - National University of Rwanda
- Simon Munyanza - National University of Rwanda
- Morris Mazungu - University of Burundi
- Marda Green - University of Lyon, France
- Prof. Julien - University of Benin
- Prof. Chege Githiora - SOAS, London
# Programme for the International Conference on Foreign Languages and Literature

## First Day

**Wednesday 11th February 2015**

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<td>1. Welcoming Remarks by Chair, Organizing Committee - Dr. Joyce Wangia</td>
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<td>7. Address by Chief Guest and Official Opening</td>
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<td>Lunch Break</td>
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### Concurrent Sessions

**2.00 – 4.00pm**

**French Group**

**Chair:** Prof. Kilosho Kabale  
**Rappoteur:** Duncan Gumba

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<td>Muhindo Isevahani APFO, Kampala</td>
<td>Les langues étrangères et l’éducation en Afrique</td>
<td>Room 1</td>
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<tr>
<td>Dr. Vincent Were Kenyatta University</td>
<td>Le Problématique de la Gestion des Langues et la Sécurité/Insécurité Linguistique: le Cas des Apprenants de FLE à l’Université Kenyatta</td>
<td>Room 1</td>
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<tr>
<td>Dr. Ngoy Mwilambwe Maseno University</td>
<td>De l’apprentissage du Français à l’apprentissage en français: défis de la maturité syntaxique en FLE</td>
<td>Room 1</td>
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<tr>
<td>Dr. Caroline Oyugi University of</td>
<td>Concilier formation et l’enseignement de langue étrangère en context kenyan</td>
<td>Room 1</td>
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<tr>
<td>Nairobi</td>
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</table>
| Dr. Michael Nzunga  
*Kenyatta University* |
| Une etude des determiniames a la base de l’echec scolaire: le cas des pays du tiers monde |
| Room 1 |
| Ramanujam Sooriamoorthy  
AMEF |
| Le Contact Des Langues |
| Room 1 |

**Concurrent Sessions**  
2.00 – 4.00pm  
**Kiswahili Group**  
Chair: Dr. Richard Wafula  
Rappoteur: Brenda Midika

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<tr>
<th>Delegates Information</th>
<th>Title of Paper</th>
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</table>
| Dr. Pamela Y. Ngugi  
*Kenyatta University* |
| Uchanganuzi wa Matumizi ya Kiswahili Miongoni mwa Jamii ya Waasia Nchini Kenya |
| Room 2 |
| Dr. Anna Maungu  
Kishe Tanzania Open University |
| Kuingiliana kwa lugha ya Kiswahili na Kiingereza: Uswahilishaji wa Maneno ya Kiingereza |
| Room 2 |
| Dr. Joseph Nyehita  
Maitaria  
*Kenyatta University* |
| Methali za Kiswahili kama Chombo cha Kubainisha Utamaduni na Mtagusano wa Lugha za Kigeni |
| Room 2 |
| Dr. Leonard Chacha na Judy Onyancha  
*Kenyatta University* |
| Lugha ya Kufundishia Kuanzia Shule za Chekechea hadi Darasa la Tatu Nchini Kenya |
| Room 2 |

**Concurrent Sessions**  
2.00 – 4.00pm  
**Sub-Theme: Foreign Languages and Cross-Cultural Communication**  
**English Group**  
Chair: Prof. Peter Barasa  
Rappoteur: Leonard Omwenga

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<tr>
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| Marisa Furaha, Dr. Joyce Wangia and Dr. Eunice Nyamasyo  
*Kenyatta University* |
| The Other Side of the Coin: Borrowing and Nationality in Lubukusu. |
| BSSC Room 14 |
| Jebet Yego & Prof. Kibiwott Kurgatt  
*Kenyatta/Kisii University* |
<p>| Shift or Vitality? Lexical Borrowing and Language Health in Nandi |
| BSSC Room 14 |</p>
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<tr>
<td>Edna Gesare Mose</td>
<td>Effects of Foreign Languages on Indigenous Languages: A Case of Linguistics Borrowing in Ekegusii’s Vocabulary Items on Emerging Innovations</td>
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<tr>
<td>Isaac Murimi Gikaara</td>
<td>The Interplay between Foreign Language (English) and Cross-cultural Communication</td>
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<td>Dr. Joyce Wangia &amp; Dr. Gerry Ayieko</td>
<td>Translation of Kinship Terminology in Selected Bilingual Dictionaries in Kenya and Its Implication for Cross-Cultural Communication</td>
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<tr>
<td>Dr. Kebeya Hilda &amp; Kiprop Philip</td>
<td>Variation of Nouns and Verbs Among Initiated and Uninitiated Speakers of Tugen</td>
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<tr>
<td>Edinah Gesare Mose</td>
<td>Language Attrition: A Case of Ekegusii’s Commercial Adverts in the FM Radio Stations</td>
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<td>Petronilla Gitonga, Dr. Hilda Kebeya &amp; Prof. Martin Njoroge Pan African University</td>
<td>Lexical Variation of Kiimenti as Spoken in Meru County, Kenya</td>
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**SECOND DAY**

**Thursday 12th February 2015**

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<td><strong>Keynote Address</strong> – Prof. Christian Ollivier University of Re-Union Chair: Dr. Joyce Wangia Rappoteur: Marissa Furaha</td>
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<td>Tea break</td>
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**Concurrent Sessions**

**10.30 – 1.00pm**

**Language in Contact Symposium**
Multilingual Network of Eastern Africa
**Chair:** Prof. Anjelina Kioko
**Rappoteur:** Mainga Gladys
## Concurrent Sessions

**10.30 – 1.00pm**

**French Round Table**  
**Chair:** Dr. Milcah Chokah  
**Rappoteur:** Duncan Gumba

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## Concurrent Sessions

**2.00 – 4.00pm**

**French Group**  
**Chair:** Dr. Michael Nzunga  
**Rappoteur:** Jacqueline Kendagor

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<td>Dr. Bilha M. Mwenesi</td>
<td>Langues estrangeres, valeurs etrangeres?</td>
<td>Room 1</td>
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<tr>
<td><em>University of Nairobi</em></td>
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<tr>
<td>Prof. Kilosho Kabale</td>
<td>Du français facile au français compliqué à Kinshasa: de quoi rire et intéresser les sociolinguistes</td>
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<tr>
<td><em>Institut Supérieur de Gombe/Kinshasa</em></td>
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<tr>
<td>Dr. Milcah Chokah</td>
<td>L’enseignement supérieur au Kenya à l’épreuve du terrain: Nouveaux défis, Nouvelles approches</td>
<td>Room 1</td>
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<tr>
<td><em>Kenyatta University</em></td>
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<tr>
<td>Dr. Milburga Atcero</td>
<td>Les Technologies de l’Information et de la Communication (TIC) et le développement de l’Expression Orale en Français sur Objectif Spécifique (FOS) dans le context ougandais</td>
<td>Room 1</td>
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<tr>
<td><em>Makerere University</em></td>
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<tr>
<td>Dismas Nkezabera</td>
<td>Intégration Pédagogiques des TIC dans la Didactique du FLE: Réalités Pratiques et Limites d’Application dans une Perspective Actionnelle à l’Université Kenyatta</td>
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## Concurrent Sessions

**2.00 – 4.00pm**

**English Group**  
**Sub-Theme:** Foreign Languages and Education in Africa  
**Chair:** Dr. Hilda Kebeya  
**Rappoteur:** Kiprop Philip

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<td>Jane Kembo</td>
<td>The Challenge of Teaching in a Foreign Language and Alternative Approaches</td>
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<td>Prof. Peter Barasa</td>
<td>Flogging the Donkey: English Language the Beast of</td>
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<tr>
<td>&amp; Dr. Carolyne Omulanda Moi University</td>
<td>Burden in Education in Africa</td>
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<td>Wamuti, L.W., Bwire, A.M. &amp; Ndethiu, S. Kenyatta University</td>
<td>Study on Interpretation of Japanese Language Instructional Material and Its Effect on the Mastery of the Language</td>
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<td>Dr. Joyce Wangia Kenyatta University</td>
<td>From Mother Tongue to English: Exploring Language Challenges of Learners in Kenya</td>
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<td>Alfred Buregeya University of Nairobi</td>
<td>The Lesser Known Aspects of the “Indigenization” of English in Kenya</td>
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<td>Maina Gladys, Leonard Omwenga, Kabare Timothy &amp; Dr. Hilda Kebaya Kenyatta University</td>
<td>Whose Test Is It?</td>
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2.00 – 4.00pm
Kiswahili Group
Chair: Prof. Clara Momanyi
Rappoteur: Judy Onyancha

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<td>Dr. Joseph Maitaria Kenyatta University &amp; Prof. Clara Momanyi CUEA</td>
<td>Dhima ya Vitabu vya Fasihi Tafsiriwa ya Kigeni kwa Fasihi ya Kiswahili</td>
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<tr>
<td>Dr. Richard M. Wafula Kenyatta University</td>
<td>Lugha za Kigeni na Nadharia za Uhakiki za Fasihi ya Kiswahili</td>
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<td>Prof. Catherine Ndungo Kenyatta University</td>
<td>Mchango wa Fasihi ya Kigeni katika Kukuza Fasihi ya Watoto Nchini Kenya</td>
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<tr>
<td>Simiyu Kisurulia na Akinyi Ong’wen Kabianga University</td>
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4.00 – 4.30pm | Tea | BSSC Restaurant |
Friday 13th February 2015

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| 8.30 – 10.00am| **Keynote Address** – Prof. Egara Kabaji  
Masinde Muliro University  
Chair: Prof. Catherine Ndungo  
Rappoteur: Dr. Pamela Ngugi | BSSC Room 14   |
| 10.00 – 10.30am| Tea Break                                                                  | BSSC Restaurant|

**Concurrent Sessions**

**10.30 – 1.00pm**

**French Group**

Chair: Dr. Milburga Atcero  
Rappoteur: Dismas Nkezabera

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<td>Jacqueline Kendagor</td>
<td>La progression dans l’enseignement du FLE au Kenya vis-à-vis le CECR</td>
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<td>Mubalama Mulenda</td>
<td>Linguistic effects of globalization: A case study of French for specific purposes (FSP) in Kenyan vocational schools</td>
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<td>Duncan E. Gumba</td>
<td>Les langues étrangères et les médias sociaux</td>
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<td>Prof. Titus Ogavu</td>
<td>Use of Extracts: Detriment to Reading Culture in Francophone Literature in Uganda</td>
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<tr>
<td>Peter Owino</td>
<td>Un regard Messianique sur le français au Kenya</td>
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**Concurrent Sessions**

**10.30 – 1.00pm**

**English Group**

Chair: Dr. Jane Akinyi Ngala Oduor  
Rappoteur: Edinah Gesare Mose

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<td>Anne Njoki Hinga</td>
<td>Foreign Languages in Africa in the 21st Century: Opportunities and Challenges</td>
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<td>Ann Maria Garcia Jerez</td>
<td>Maintenance of Spanish as a Heritage Language in South Africa</td>
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<td>University of Pretoria</td>
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<td>Evaline Mudhune, Dr. Miriam Osore, Erick Opon Kenyatta University</td>
<td>The Need for the Inclusion of French as an Official Language in Kenya</td>
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<td>Devet Goodness Dar es Salaam University College of Education</td>
<td>The Shinyihua Numeral as a Distinct Semi-lexical Category</td>
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<td>Dr. William Wagaba Makerere University</td>
<td>Using New Media in the German Class: Opportunities and Experiences at Makerere University</td>
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<td>Lexical and Orthographical Transfer in the Written German of Kenyan Learners of German</td>
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<td>Hilda Kebeya &amp; Osoro Ronald Kenyatta University</td>
<td>Code Switching Patterns in Media Discourse: A Case Study of Egesa FM Radio Station</td>
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<td><strong>Papers on Chinese</strong></td>
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<td>Maureen Bridget Ommeh Kenyatta University</td>
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<td>Daniel Ngugi Kenyatta University</td>
<td>Chinese Language in African Economic Development</td>
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<td>Susan Wanjiru Wachira Kenyatta University</td>
<td>Evaluation of HSK Exam Items in Light of Bloom’s Taxonomy</td>
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<td>Maureen Bridget Ommeh Kenyatta University</td>
<td>Modern Language Technologies in Chinese language 8.4.4. Curriculum</td>
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<td>Prof. Martin C. Njoroge</td>
<td>“Nihao Kenniya!” Promoting Intercultural Communication between China and Kenya: The Role of Confucius Institutes</td>
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<td>Moses G. Gathigia</td>
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<td><strong>Rappoteur:</strong> Simiyu Kisurulia</td>
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<td>Dr. Miriam Osore and Brenda Midika</td>
<td>Operationalizing Kiswahili as a Second Official Language: Examples from Canadian and South African Language policy</td>
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<td>Dr. Amani Lusekelo</td>
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ABSTRACTS

A New Dimension of Vowel Alternations in Swahili

Joash Johannes Gambarage
University of British Columbia & Dar es Salaam University College of Education

Bantu vowel phonemes are reflexes of the Proto-Bantu seven vowel system /*i *I *E *a *O *U *u/ (cf. Meinhof (1932); Meeussen (1967); Guthrie (1967-71); Schadeberg (1995); Hyman (1999) a.o). While lax high vowels were supplanted in some systems because of vowel merger in the first two degrees /*I *I/ and /*u *U/, lax mid vowels /E O/ are attested across most Bantu languages either underlyingly or at surface. Due to the widespread use of the Latin orthographic vowels (a e i o u) the phonemic status of mid vowels /E O/ remains fuzzy (cf. Maddieson (2003)). In this paper, I argue that Swahili (G42) exhibits the inventory type /i E a O u/ underlyingly. I provide preliminary acoustic results to show that Swahili exhibits tense vowels [e o] at surface. I argue that the Swahili vowel system manifests “referential” contrast between tense and lax mid vowels, but this kind of contrast is faced out in the lexicon. Examples illustrating the tripartite Swahili system: (i) phonemic vowel inventory (ii) phonetic vowel quality and (iii) referential tongue root contrast (ATR) are presented in (1), (2) and (3), respectively.

(1) Phonemic vowels
   a. /pita/ ‘pass’
   b. /pEta/ ‘winnow’
   c. /pata/ ‘get, find’
   d. /pOta/ ‘twist’
   e. /puta/ ‘speedy’

(2) Allophonic mid vowels
   a. [kodi] ‘tax’
   b. [hofu] ‘fear’

(3) Referential contrast
   a. [mˇcaNgo] ‘intestinal worm’
   b. [mˇcaNgO] ‘contribution’

To fully characterize the distribution of mid vowels, I invoke a theory of Markedness, (cf. Bakovic (2000); de Lucy Paul (2002); Casali (2003); Hume (2011). The theory contributes to our understanding of why lax mid vowels may be either triggers or target of harmony and why a low vowel may be opaque or transparent to harmony. I will submit that my new proposal to the
analysis of Swahili vowels has implication to learnability and to theories of markedness (Casali 2003).

**Attitude and Motivation of Students Learning Chinese as a Foreign Language in Kenya**

Xu Jing and Dr. Jane Akinyi Ngala Oduor  
University of Nairobi

Chinese language is a relatively new foreign language in Kenya. In recent years, however, there has been a growing interest in learning of Chinese language. In the last few years there has been an increase in Chinese population working and doing business in Kenya which has provided more interactions between Kenyans and Chinese. The first Confucius institute was set up in 2005 and to date there are three Confucius institutes and one Confucius classroom. The motivation of learning Chinese has primary been assumed to be interest in getting employment in Chinese companies. In my recent exit interview of students completed their studies pointed to interesting motivating factors. It came out that quite a number learn Chinese because they are seeing new market opportunities from the increasing Chinese population in the country. Some are targeting export to china while others indicated interest business with Chinese in areas of real estates, schools, tourism among others. These findings calls for a more broad approach to development of teaching curriculum and content to enable the learners achieve their motivating goals in learning Chinese. Understanding the motivation of learners will help the teachers prepare the teaching content to meet the learners’ deep interest and develop positive learning attitude. This is very important in learning a language especially a logographic language like Chinese which is considered by most learners to be difficult.

There are a number of studies on the motivation and attitudes on students learning English as a foreign language. This study will shed some light on the motivation and attitudes of Chinese language learner in Kenya which will contribute to the body of knowledge and provide some information which may be useful in developing curriculum for Chinese language in Kenya. The data generated will be shared with Confucius institute in order to help in targeted curriculum review and domestication.

**Chinese Language in African Economic Development**

Daniel Ngugi  
Kenyatta University

African countries are becoming a battle fields for advanced countries in foreign direct investment. The western countries are competing with Asian countries to extend their investments based on potential economic opportunities in the region. In Asia, Chinese have become more eminent player in this field. Usually, the western countries foreign direct investments are coupled with their languages which have been used for several decades in Africa. Following the introduction of several cooperation and foreign
direct investments, there is need for this to be accompanied by language package particularly if it is not among colonial languages which are already used in Africa. This is one of the factors that will stimulate the competitiveness of Chinese cooperation with African countries. In this case, Chinese language has found its way to African institutions in support of efficient foreign linked economic development. This is because development matters may not be understood without proficiency of source’s language, Chinese. In several institutions nowadays, the rate of Chinese language teachings have been on the rise. This is due to the economic opportunity that will be attached to that. Through this cooperation, Africans are involved in these development projects and therefore the Chinese language is indispensable. It is at this juncture that this paper discusses the role of Chinese language in economic development of Africa. This is through analysis of various Chinese cooperated projects with African countries that have attracted the learning of Chinese Language.

**Code Switching Patterns in Media Discourse: A Case Study of Egesa FM Radio Station**

Dr. Kebeya Hilda and Osoro Ronald  
Kenyatta University

This paper focuses on code switching in media discourse. The study sought to: (1.) identify the codes used by Egesa FM radio presenters and their audience; (2.) establish the patterns of code switching exhibited by these presenters and their audience with a view to establishing the dominant pattern of Code Switching and (3) examine the influence of the variables of age and education in code selection. To achieve this, samples of tape-recorded conversations from Egesa FM were analysed. Four programmes of Egesa FM were purposively sampled from which tape recorded data was collected. The tape-recorded data was transcribed on paper and the extracts from the transcribed texts were analyzed on the basis of the Maxims of Markedness Model (MM). In addition interviews were conducted on a sampled audience of Egesa FM radio station. The study found out that various codes were used on Egesa FM radio station. In spite of Ekegusii being the matrix language other codes namely; Kiswahili, English, Dholuo, Gikuyu and Kipsigis could be heard on this ‘Ekegusii’ radio station. The study further established that Ekegusii, Kiswahili and English were the dominant codes of Code Switching. Our data also revealed three patterns of code switching namely; inter-sentential, intra-sentential and tag switching. Inter-sentential switching appeared to be the most dominant form of Code switching followed by intra-sentential then tag switching. Two non-linguistic variables namely; age and education were also studied to examine how they influenced code switching. Most of our interviewees were of the view that younger speakers would code switch more than the older ones and those with less education would code switch less than their more educated counterparts. Thus is an indication that age and education do have an effect on code switching patterns.

**Concilier formation et l’enseignement de langue étrangère en contexte kenyan**

Dr. Caroline C. A. Oyugi  
University of Nairobi
La fonction fondamentale du langage permet à chaque homme de communiquer son expérience personnelle. Apprentissage et enseignement de la langue y sont fondés sur l’interaction. L’apprenant est donc censé apprendre à communiquer en communiquant, la langue étrangère étant à la fois objet et outil d’apprentissage. Enseigner une langue, c’est donner à ceux qui l’apprennent une clé pour comprendre les locuteurs de la langue cible ainsi que d’autres expressions de sa culture et civilisation. Dans le domaine de l’enseignement de langue étrangère, les formations diversifiées des formateurs ne sont pas légion. Les modèles normalisés qui existent offrent aux futurs enseignants un bagage théorique dans le domaine didactique, phonétique, littéraire que dans l’histoire de la culture et utilisation des documents authentiques. Visant plutôt un public adolescent, les observations et pratiques de classe permettent aux stagiaires d’acquérir un minimum d’expérience sur le terrain, mais elles sont insuffisantes.

La multiplication d’établissements tertiaires où l’on offre des cours de langue étrangère a de son tour, occasionné la mobilité des enseignants vers cette diversité d’opportunités. Ce déplacement, basé sur le désir d’épanouissement professionnel est souvent d’un contexte d’apprenants adolescent vers un public d’apprenants adulte. A supposer que les publics non adolescents aient des besoins langagiers correspondant aux exigences nées de l’utilisation de la langue dans la multitude des situations de la vie sociale des individus et des groupes, quels sont les moyens qui permettent de les apprécier ? Leurs enseignants, possèdent-ils le rigueur méthodologique ainsi que des techniques qui leur permettent d’avoir une perception et un regard différent sur la façon d’agir et de réagir dans toutes sortes d’environnements, et bien entendu également dans notre contexte de classes de FLE ?

Cette communication est débouchée d’une étude de la lacune existant entre les attentes de la formation initiale des pratiquants dans le domaine de l’enseignement de français langue étrangère et la réalité au terrain en évolution. Nous tenterons enfin, de proposer quelques pistes abordables pour mutualiser davantage les facteurs contextuels affectant le développement professionnel des professeurs de langues, les facteurs contextuels affectant le recrutement et l’efficacité de l’enseignement.

Intégration Pédagogiques des TIC dans la Didactique du FLE: Réalités Pratiques et Limites d’Application dans une Perspective Actionnelle à l’Université Kenyatta

Dismas Nkezabera
Kenyatta University

Les TIC offrent de nouvelles modalités d’enseignement / apprentissage, en particulier dans le domaine des langues étrangères. Avec les TIC, non seulement se développent de nouveaux dispositifs d’enseignement / apprentissage, mais aussi se pose la question de leur intégration pédagogique dans une classe de FLE. La présente proposition de communication vise à traiter les questions relatives à l’apport des TIC dans une perspective actionnelle centrée sur «la tâche» et sur «le scénario pédagogique» (Mangenot, 2003). L’objectif est de déterminer les écueils auxquels se heurtent aussi bien les professeurs que les étudiants qui tentent d’intégrer les nouvelles technologies dans l’enseignement du FLE, sous l’angle du plurilinguisme prôné le Cadre Européen Commun (Conseil de l’Europe, 2001). Nous formulons les hypothèses selon
lesquelles les TIC favorisent chez l’apprenant un nouveau mode d’acquisition des savoirs et des savoir-faire. Comment les professeurs de FLE intègrent-ils les TIC dans leurs pratiques pédagogiques de façon à favoriser la motivation, l’activité et l’autonomie de l’apprenant ? Quels sont les obstacles de l’intégration des nouvelles technologies dans l’enseignement universitaires ? Nous évoquons ici une expérience menée avec nos étudiants de Masters FLE qui consiste à utiliser les scénarii pédagogiques dans des activités de productions écrites en suivant des consignes bien déterminées et selon une approche systémique.

Le contact des Langues

Ramanujam Sooriamoorthy
AMEF (Association mauricienne des enseignants de français)

L’objectif de la communication proposée consiste à rappeler, bien plus qu’à démontrer ou à enseigner, que les langues, quelles qu’elles soient, pour peu que l’on adopte l’approche monogénétique, n’évoluent jamais dans un milieu de pleine autarcie, et pour autant que l’on privilégie l’hypothèse polygénétique, ne demeurent pas moins identifiables selon les traits qui les distinguent et les isolent presque en tant que ce qu’elles sont ou sont censées être, alors même qu’elles révèlent au grand jour les éléments d’hybridation sans lesquelles, elles n’existent même. Et de ce contact de toujours, dès l’origine, s’il y en a qui soit rigoureusement assignable, voire dès avant l’origine, entre langues, contact bien réel, quand bien même il serait comme inexistant, d’autant plus réel qu’il est inconscient et a l’air tout passif, naissent, pour peu qu’on en prenne conscience active et pratique – d’où le rôle des enseignants, des grammairiens, des linguistes, des philosophes et des écrivains – à la fois des perspectives d’accueil et des risques d’hostilité, de rejet, dus, entre autres, à la crainte, compréhensible, encore que seul la puisse justifier un élan de poliorcétique culturelle qu’il reviendra justement aux professeurs, grammairiens, linguistes, philosophes et écrivains de juguler, quoique pas qu’a eux, sinon d’annihiler, de sorte que même tout germe d’opposition, inévitable, et/ou de conflit conduisue à l’aménagement d’une aire, non moins qu’à l’instauration d’une ère, lesquelles devront toujours, sous peine de se transformer en idoles, en idéologies, à l’air de renouvellement, œuvre encore une fois des professeurs, grammairiens, linguistes, philosophes, écrivains, mais bientôt, grâce à eux peut-être, œuvre de tous, qu’on y pourra respirer, de pouvoir se maintenir pour que du conflit et de la coopération, de la conflitoopération, la seule issue possible soit l’enrichissement mutuel des uns et des autres dans un climat de convivialité, prélude à une paix perpétuelle entre les hommes, non pas malgré leur diversité, mais en raison de et grâce à cette même diversité.

Mais pour que cela soit possible, le seul constat, en l’admettant réel et, même quotidien, de contacts entre langues, dont le corollaire immédiat devrait être le bannissement de toute forme de nationalisme, de chauvinisme linguistique, fumier à partir duquel jaillit tout ferment de discorde et sur lequel prospère toute volonté belliqueuse sur fond de rejet hostile et haineux de toute forme et même de tout semblant de différence, ne suffit pas : il faut de ce/s contact/s une réactivation et une activation constantes et actives, lesquelles sans cesse transforment et renouvellent les langues dans le tourbillon d’une polyphonie qui, les rendant étrangères à elles-
mêmes, les rapproche les unes des autres pour qu’émerge une nouvelle humanité s’enrichissant encore plus peut-être de ses différences qu’elle ne s’épanouit grâce à ce qui en célèbrerait l’unité foncière.

**L’enseignement supérieur au Kenya à l’épreuve du terrain : Nouveaux défis, Nouvelles approches**

Dr. Milcah Chokah
Kenyatta University

Les contextes humains partout dans le monde évoluent et il serait une grave erreur de ne pas intégrer cette évolution dans les programmes d’enseignement, quelque soit leur niveau. Les changements que connait l’enseignement supérieur au Kenya sont donc étroitement liés à l’évolution de la société entière. Conscient du nouveau rôle imposé à l’université au cours des dix dernières années, les établissements de l’enseignement supérieur au Kenya se voient obligés de se plier aux exigences économiques tout en essayant d’exercer leurs fonctions traditionnelles : recherche et enseignement. La nécessité qu’ont les universités publiques kenyanes de s’autofinancer résulte en la privatisation et la commercialisation de l’enseignement supérieur, ce qui pose à son tour de nombreux défis au fonctionnement de ces institutions. S’ajoute à cette nécessité la pression de la recherche d’excellence occasionnée par la classification annuelle des universités à trois niveaux : mondial, régional et national. Bien que la création des filières payantes arrive à répondre au besoin d’autofinancement, le défi plus pressant d’excellence académique exige des efforts plus poussés sous plusieurs angles. Compte tenu de cette situation, nous avons voulu examiner les défis, les nouvelles approches, mais aussi la place des langues étrangères, en l’occurrence le français dans les différents programmes proposés.

**Les langues étrangères et l’éducation en Afrique**

Muhindo Isevahani
Président de l’Association des Professeurs de Français en Ouganda (APFO)

Le choix de l’éducation en Afrique étant lié aux atouts jugés au préalable, les langues étrangères sont à la base des débats pas seulement entre enseignants de ces langues eux même, mais aussi entre apprenants de ces langues, entre parents des apprenants et les responsables de la politique linguistique et éducatifs des pays africains. Les atouts apportés par les langues surtout étrangères étant occultes, personne ne pourra nier qu’il faut des efforts extraordinaires pour défendre, promouvoir et maintenir les langues étrangères dans le milieu éducatif africain.

En Ouganda, le Français est en train de se tailler une place qui est souvent fluctuante au niveau des dimensions sociales et politiques. Bien qu’il laisse derrière ses concurrents quant à son apprentissage dans des institutions scolaires ougandaises, à savoir l’allemand, l’arabe et bien
d’autres langues locales, le français reste une langue de prestige aux yeux des nombreux ougandais.

Cette fluctuation statutaire du français est expliquée par plusieurs raisons parmi lesquelles la présence de plusieurs langues étrangères et locales à apprendre selon le choix des établissements scolaires mais aussi des avantages préconisés par ses acteurs et de sa réception par la communauté.

Dans l’effort d’être plus ou moins explicite, nous essayerons, à travers notre communication, de présenter et d’analyser, dans un premier temps, la politique linguistique dans le milieu éducatif ougandais, l’acception du français par le public et ses défis, l’incursion des langues locales au sein de l’éducation. Nous nous pencherons, ensuite, aux efforts menés par ses acteurs qui défendent cette langue sur un sol purement anglophone. Nous dégageront enfin les pratiques socioculturelles contribuant à la « survie » de cette langue dans l’éducation ougandaise.

La similitude des traits de toute la situation révèle, en partie, la place des langues étrangères vis-à-vis de l’éducation en Afrique.

Les Technologies de l’Information et de la Communication (TIC) et le développement de l'Expression Orale en Français sur Objectif Spécifique (FOS) dans le contexte ougandais

Dr Milburga Atcero
Makerere University

Les Technologies de l’Information et de la Communication (TIC) et le développement de l'Expression Orale en Français sur Objectif Spécifique (FOS) dans le contexte ougandais.

présenter leur travail sous forme de diaporama avec PowerPoint. Le but était d’éviter la lecture linéaire de l’exposé, afin d’accroître leur confiance en eux-mêmes et dans l’interaction en FOS. Grâce à la recherche-action, nous avons pu définir précisément en quoi et pourquoi les choix de nos tâches, de nos activités devraient avoir un effet positif sur notre public cible.

La gestion des langues chez les étudiants du français à l’Université Kenyatta

Vincent Were
Kenyatta University

Cette proposition de communication rentre dans le cadre des contacts de langues. La langue française, parmi tant d’autres parées en Afrique, se trouve dans une situation paradoxale (Alexandre 1967; Houis 1971; Dumont 1983) et il jouit d’un statut privilégié en tant que langue officielle, langue de l’enseignement, de la presse, de l’administration, etc.

Etant donné que l’école, voire les établissements scolaires font partie des lieux de conflit linguistique, cette communication vise donc à déterminer la place occupée par le français dans les pratiques linguistiques chez les étudiants de français : a) Comment ces étudiants de FLE gèrent-ils leur plurilinguisme? b) Quand utilisent-ils cette langue? c) Pourquoi?

La méthodologie utilisée dans la collecte de données est basée sur une fiche d’auto-observation. Il s’agit de demander aux étudiants de remplir ladite fiche avec leurs propres pratiques linguistiques durant une semaine. Il leur sera demandé de noter le lieu, l’interlocuteur, la/les langue(s) utilisées, le sujet et pourquoi le choix d’une langue. Connaitre la place du français dans les pratiques linguistiques des étudiants nous permettra de proposer quelques pistes de sa promotion dans le contexte plurilingue du Kenya.

The Interplay between Foreign Language (English) and Cross-Cultural Communication

Isaac Murimi Gikaara
Kenyatta University

The purpose of this study is to investigate the interplay between foreign language (English) and cross-cultural communication. The study will be guided by three objectives. First, understanding the concept of cross-cultural communication; secondly, discussing factors that affect cross-
cultural communication and lastly outlining ways of bridging the gap between foreign language and cross-cultural communication. This study will adopt a qualitative approach and will use observation data collection technique. An observation schedule will be used to collect the data.

**Effects of Foreign Languages on Indigenous Languages: A Case of Linguistic Borrowing in Ekegusii’s Vocabulary Items on Emerging Innovations**

Edinah Gesare Mose  
Kenyatta University

The learning and teaching of foreign languages is no doubt an open gold mine that is waiting further exploration. This is due to the fact that the world has increasingly become globalized, hence opening varied opportunities world over. In Kenya for instance, reports of the Kenyan populations moving to other parts of the world like Saudi Arabia, China and the United States of America among others are a norm. As the Kenyan population moves global to seek opportunities, foreign languages provide a platform through which people interact, share and exchange ideas with the rest of the world. As we embrace foreign languages on the backdrop of our indigenous languages, a key question that should be asked is; what is the effect of these foreign languages on our local languages? That is why this paper sought to examine the effects of foreign languages on indigenous languages. The researcher specifically looked at Ekegusii’s linguistic borrowing in a bid to establish the extent to which Ekegusii borrows from English. For the purpose of this study the researcher considered the English language as a foreign language since it is not native but it is learnt as a second language. The research established the following: First, Ekegusii borrows extensively on linguistic items which are technological in nature. This is because these words were not lexicalised in the language. Consequently, in a world where innovations take place the language has had to fill the gaps by borrowing. Secondly, the research noted that in the event that a word is borrowed, it is nativized by the phonological process of epenthesis for it to fit in the syllabic structure of the Ekegusii language. Lastly, this borrowing was majorly observed in emerging technological innovations which are happening in the world. The paper employed a descriptive research design since it provided a foundation upon which the phenomenon- linguistic borrowing was described. Content analysis was equally employed as a method of data collection although it did not yield adequate data but it was further complemented by introspection since the researcher is a native speaker of Ekegusii. It is hoped that the research will add on to the existing literature on the effects of foreign languages on indigenous languages.

**Maintenance of Spanish as a Heritage Language in South Africa**

Ana María García Jerez  
University of Pretoria
The aim of this paper is to assess the challenges of Spanish speakers, particularly when using the language outside of the family, and rather, in the multilingual South African context. In this manner, the paper focuses on the linguistic practices of Hispanic immigrant families in South Africa in relation to Spanish as a heritage language. To this degree, this is a sociolinguistic study which focuses on researching contact problems and/or change concerning issues of language use and identity.

The Spanish case differs from other European languages settled in South Africa such as French, German or Portuguese. Spanish, despite being recognized as a heritage language in this country, has been poorly studied and the Hispanic community is neglected in relation to the needs of their language. The value of this paper is to cover the lack of information in relation to the situation of Spanish as a heritage language in South Africa through a description and identification of characteristics and needs of the heritage speakers. It is a field that, despite being well studied in countries like the U.S. and Australia, in South Africa have not been yet developed.

This research is particularly important considering the idiosyncrasies of South African society which extraordinarily favours multilingualism. The reality in which we live forces us to focus our studies on the situation of minority language speakers and take social and educational practices that benefit the preservation of different cultures and languages. For that reason and in accordance to the current study, it is important to identify the attitudes of Hispanics towards the maintenance or loss of Spanish as a heritage language and, along with this, it is necessary to note the reasons that avoid or prevent the maintenance of the language in this community.

In the paper I initially carry out a systematic review of the three most relevant research areas concerning the topic: 1. The definition of heritage language and heritage speaker; 2. Language practices; and 3. Attitudes towards language maintenance. The paper will also assess the recent South African history with the particular impact of contemporary waves of Hispanic immigrants. These immigration waves are rooted in political, social and economic factors. I will provide a general view of how Spanish teachers in South Africa have seen a growing demand for specific training and language classes for children of these immigrant families; and how these families have had no other option but to include their children in non-native Spanish classes that do not really satisfy their essential linguistic needs. Of course, this will also allow me to make comparisons between the situation of Spanish and other immigrant communities in South Africa.

Finally, the paper will offer recommendations for further research on the Hispanic community and their language endangerment or death. In this manner, the paper will help to assess a reality in a field of study previously untreated and give voice to an important and burgeoning minority language group in South Africa.

Evaluation of HSK Exam Items in light of Bloom’s Taxonomy

Susan Wanjiru Wachira
Kenyatta University
HSK is a Chinese proficiency exam which is divided into six levels; this paper will look at the first three levels. The HSK exam items are divided into two parts for level one and two which are listening and reading. Level three is divided into three parts, listening, reading and writing.

The paper looks at the three levels in relation to the six major classes of the bloom taxonomy which are knowledge, comprehension, application, analysis, synthesis and evaluation. To determine how students should respond to the questions and in what order of the bloom taxonomy. The three levels here will be viewed as a staircase from the lowest to the highest in terms of the HSK exam. A good and reasonable examination paper must consist of various difficulty levels to accommodate the different capabilities of students, in this paper the difficulty level is measured by the criteria of keywords found in the question. The paper seeks to establish how they can apply the levels of bloom taxonomy in answering the questions. In conclusion the paper recommends ways on how to develop curricula for teaching Chinese language and preparing HSK candidates, improving instructional techniques and testing techniques to be in line with the HSK exam.

**Flogging the Donkey: English Language the Beast of Burden in Education in Africa**

Prof. Peter L. Barasa and Dr. Carolyne Omulando  
Moï University

While many of us in Africa will regard English as a foreign language, the Whiteman’s language, and sometimes a necessary evil, it is important to stop and ask, why English? This begs our next question albeit a brief one: is English foreign to Africa? How many times does Africa think about the value of English and how often does it acknowledge the English language and its centrality despite the various roles assigned to English in education in Africa? In this paper in the attempt to reflect upon the questions we have raised above we are obliged to interrogate the manner in which and perspectives through which the language has been appropriated, assigned roles and used as a mode of instruction. In addition, the paper pays special attention to how the English language relates to the African Languages in education and the context/setting that has been created by language policy situations in Africa. The main object in doing this is to establish if the role assigned to English in Education commensurate to its international status among other languages in Africa. We in our summation of the situation provide a Meta-reflection of English in education in tomorrow’s Africa beyond the 21st Century. This paper does this by briefly examining the state of the Language Classrooms in Africa and by interrogating the future of ELT. The paper therefore attempts to reflect on ways of bringing honour to the proverbial ‘donkey’, English language.

**Foreign languages and social networks**

D.E.O. Gumba  
British Broadcasting Corporation
Social networks and media offer opportunities for people to challenge centralized models of learning by connecting, sharing and discussing ideas outside of the classroom and at great distance from each other. In social networks and media foreign language teaching expands from the classroom pedagogical context where the teacher provides instruction in a closed environment to an online community context where the main objective is interaction and responding to others.

The concept online foreign language learning is still developing due to the emerging socio-technical landscape. However, it is clear that learning in an online environment helps to improve the target language, encourages learner independence, and has great potential for the development of intercultural and communicative skills. There are already many online language learning sites with millions of users but their full potential for academic purposes is yet to be realized in Africa due to technological and infrastructural challenges.

This paper explores ways in which various social networks can enhance online language teaching and innovative ways in which the technological and infrastructural challenges can be circumvented in order to enable the African foreign language learner to benefit from the enormous learning opportunities that social networks present.

The paper will focus on how teachers and students can create moderated virtual learning communities in social media and work together to find the best tools and methods for learning in this environment. It will explore online learning approaches and tools that learners and teachers can use to enhance foreign language learning. It will also explore ways and means of sharing the lessons learnt and experiences of foreign language learning through social networks and media based on feedback from the learners and moderators.

The objectives of the project are to:
1. Explore the role of social networks and media in supporting independent, informal and lifelong foreign language learning;
2. Help identify useful online foreign language learning tools and resources; and
3. Encourage foreign language teachers to expand their role to that of moderators and advisors in language learning.

Translation of kinship terminology in selected bilingual dictionaries in Kenya and its implication for cross-cultural communication

Dr. Joyce Imali Wangia and Dr. Gerry Ayieko
Kenyatta University

Kinship terms are culturally and socially tied to the society’s structure and communities’ values that have developed over a long period of time. In the Kenyan social environment many different kinship terms abound that are extremely definite and cannot be found in either other Kenyan languages or English and consequently may generate some translation difficulties and
misinterpretations. The intended meaning of these culturally bound kinship terms that exists in source language which are embedded in the Kenyan sociocultural scene cannot be transferred to the target language (English) through a word or group of words which are thought to be the English equivalents in the translation process. The paper will generate a list of common kinship terms present in several Kenyan languages with comparable interpretation. It will then determine the English equivalences if any, look at how some of the terms have been translated in sampled bilingual dictionaries of the respective languages and, discuss the non-equivalences and implications for cross-cultural communication. There is a great divergence in the conceptualization of kinship terms between English and the African languages spoken in Kenya. Generally three kinds of semantic relations are observed across the languages under study: first is a broadening of meaning, second a narrowing of meanings and thirdly the use of local terms where the English language has no equivalent. Examples of such terms are Korera in Ekegusii, Nyawana in Dholuo, Athoni in Gikuyu, and Vasanji in Lulogooli which express the relationship between two individuals whose children have married each other. Kinship terms that are mainly culture specific certainly indicates the firm and close social ties that a community has established throughout thousands of years. The present paper seeks to answer two main questions:

I) How is the non-equivalence of kinship terms between English and the selected languages translated in different bilingual dictionaries?

II) What is the role of culture, context of situation and co-text in the process of translating kinship terms in the selected bilingual dictionaries?

These kinship terms pose difficulties and intercultural miscommunication if not properly interpreted. The present paper will be based on Baker’s (2006) translation equivalence theory Kinship terms and social structure model and equivalence theory of translation. The paper develops a conceptual frame work for translating kinship terms from the selected languages into English.

Variation of Nouns and Verbs Among Initiated and Uninitiated Speakers of Tugen

Dr. Kebeya Hilda and Kiprop Philip
Kenyatta University

The study is based on the established fact that language is inherently variable. This paper therefore seeks to examine the relationship between lexical variation in the Tugen language with initiation, a non-linguistic variable. In order to graduate into adulthood the Tugens (mainly found in Baringo County of Kenya) have to undergo traditional circumcision. It is during their circumcision that they are taught a new register; which serves to distinguish them from the rest of the population. This paper investigates the speech of initiated and uninitiated speakers in the Tugen community and unearths a number of nouns and verbs that vary. For example the noun ‘firewood’ is referred to as kwen by the uninitiated while the initiated refer to it as sikor. Similarly the verb ‘think’ is inan among the uninitiated but bwat among those initiated. We interviewed subjects on several nouns and verbs and established the existence of lexical variation
among the initiated and uninitiated Tugens. The study was guided by Labov’s Variationist theory.

**Code Switching Patterns in Media Discourse: A Case Study of Egesa FM Radio Station**

Dr. Kebeya Hilda and Osoro Ronald
Kenyatta University

This paper focuses on code switching in media discourse. The study sought to: (1.) identify the codes used by Egesa FM radio presenters and their audience; (2.) establish the patterns of code switching exhibited by these presenters and their audience with a view to establishing the dominant pattern of Code Switching and (3) examine the influence of the variables of age and education in code selection. To achieve this, samples of tape-recorded conversations from Egesa FM were analysed. Four programmes of Egesa FM were purposively sampled from which tape recorded data was collected. The tape-recorded data was transcribed on paper and the extracts from the transcribed texts were analyzed on the basis of the Maxims of Markedness Model (MM). In addition interviews were conducted on a sampled audience of Egesa FM radio station. The study found out that various codes were used on Egesa FM radio station. In spite of Ekegusii being the matrix language other codes namely; Kiswahili, English, Dholuo, Gikuyu and Kipsigis could be heard on this ‘Ekegusii’ radio station. The study further established that Ekegusii, Kiswahili and English were the dominant codes of Code Switching. Our data also revealed three patterns of code switching namely; inter-sentential, intra-sentential and tag switching. Inter-sentential switching appeared to be the most dominant form of Code switching followed by intra-sentential then tag switching. Two non-linguistic variables namely; age and education were also studied to examine how they influenced code switching. Most of our interviewees were of the view that younger speakers would code switch more than the older ones and those with less education would code switch less than their more educated counterparts. Thus an indication that age and education do have an effect on code switching patterns.

**Lexical and orthographical transfer in the written German of Kenyan learners of German**

Anne Njoki Hinga
Kenyatta University

When two languages come into contact they cannot stay apart. They affect each other in different ways. Words could be borrowed or even totally new languages formed. The paper will examine the situation of the German language in Kenya. The acquisition / learning of German in Kenya seems to be more influenced by English, a foreign language, than the other Kenyan indigenous languages. Empirical data is extracted from compositions of learners of German at various secondary schools. The data analysis shows that the Kenyan learners use transfer and other related strategy (strategies) in acquiring German vocabulary.
From Mother Tongue to English: Exploring Language Challenges of Learners in Kenya

Dr. Joyce Wangia
Kenyatta University

The Kenyan curriculum is governed by a language policy that stipulates how language should be used, not just in education but in all other spheres as well. This paper is concerned with the language in education policy and how it impacts the learning process. The paper focuses on the transition from lower primary school to upper primary school as dictated by the language policy which stipulates that mother tongue or the language of the catchment area should be used in the first three years of school and thereafter, English becomes the medium of instruction for the rest of school. Kenya is highly multilingual with over 60 local languages of varying population in use. Besides, Kiswahili is a national language and currently enjoys some official status while English is the official language as well as the medium of instruction. Majority of Kenyan children grow up in rural communities that are largely monolingual hence, they begin school with proficiency only in the mother tongue. This explains the rationale behind the language policy. Many researchers are preoccupied with the growing concern that in many schools, teachers, parents and education administrators are flouting the language policy with impunity and teaching in English from day one whether the children understand or not. Research is increasingly showing that the results are detrimental. On the other hand, there is increased awareness of the benefits of starting off learners in their mother tongue and there are some experimental efforts being made to this end. This paper looks at what happens or should happen where teachers endeavour to observe the policy by teaching in the mother tongue in the first three years and transition to English in the fourth year? How equipped are the teachers to handle the transition and how ready are the learners to make the transition? The paper will look at the learning materials, teaching strategies and the challenges the learners face in making the transition.

Language Attrition: A case of Ekegusii’s Commercial adverts in the F.M Radio Stations

Edinah Gesare Mose
Kenyatta University

The current Kenyan constitution (The Republic of Kenya, 2010), in its chapter 2, section 3 spells out clearly that the state shall develop, promote and protect the diversity of languages, of the people of Kenya. Despite this huge declaration, threats which choke the transmission, learning and maintenance of the indigenous languages from one generation to the next are numerous. In fact, UNESCO has raised a red flag by stating that approximately 600 languages have disappeared in the last century and they continue to do so at a rate of one language every two weeks. It further states that up to 90 percent of the world’s languages are likely to disappear before the end of this century. The domains which are perceived to be the platforms upon which the indigenous languages are nourished have fallen short of their mandate. First is the home. Fewer and fewer children are learning indigenous languages in the traditional way, from their parents and elders. Even when the parental generation speaks the indigenous language, they do
not often pass it on to their children. It is no surprise then that in an increasing number of cases, indigenous languages are used only by elders. In short parents do not provide an opportunity for children to practice indigenous languages or they themselves could be lacking proficiency. Secondly in schools where learners ought to learn the languages, they are punished for speaking in their local languages. Also the media in form of vernacular Radio stations whose mandate is to broadcast in these languages do not do so appropriately. In the face domain failure, language attrition is no doubt eminent. That is why this paper sought to examine the extent of language attrition in Ekegusii’s commercial adverts in the FM Radio stations. The research established the following: Indeed in most of the adverts language attrition or loss has occurred, that the loss manifests itself in the failure to use the appropriate target words in the Ekegusii language to post the adverts instead there is a resort to using mixed codes and lastly, that the perceived mixed codes in the adverts are deemed popular thus endangering the Ekegusii language. The study employed a descriptive research design which was found to be very appropriate in describing language attrition. Equally, the study made use of spoken words or utterances whereby the researcher listened to the Ekegusii adverts in the Ekegusii FM stations. The words/ utterances were transcribed paving way for analysis. It is hoped that this study will contribute to the existing literature on language attrition as well as spur sensitivity in the need to use Ekegusii appropriately without code- mixing as way of preserving it.

Operationalizing Kiswahili as a Second Official Language: Examples from Canadian and South African Language Policy Frameworks

Dr. Miriam Osore and Brenda Midika
Kenyatta University

In the last decade, Kenyan public opinion became extremely aware of the issue of language and language usage in the country. This awareness directly resulted to the recognition of official and national languages in the new constitution. The Kenyan 2010 constitution recognizes that the national language of the Republic of Kenya is Kiswahili while the official languages of the Republic are Kiswahili and English. The two languages English and Kiswahili have become major symbols relating to different national goals and the status of different groups and individuals. This paper is anchored around the success of the Canadian and South African model of promoting two or more official languages. The paper explores steps undertaken so far by the Kenyan government and language stakeholders related to the constitution promulgated in 2010. The paper seeks to isolate the strengths of bilingual language policy as exemplified by both Canadian and South African language policy models that can effectively contribute to the promotion of Kiswahili as an official language in Kenya.

Modern Education Technologies in Chinese Language 8.4.4 Curriculum

Maureen Bridget Ommeh
Kenyatta University
At present, the entrance of Chinese language as an examinable subject in the Kenyan education system is getting realised. For a number of years the language has been taught in various public and private institutes. This however has been done without regard in uniformity of teaching the language. Chinese language is mostly viewed as the language of business communication. With the continued growth of China as a major key player in the economic market, it is now mandatory for the Kenya Institute of Curriculum Development (KICD), to develop the Chinese language curriculum. The question however begs, are we to focus on teaching Chinese language for business purpose or should we teach the language and develop a culture where second learners of the language embrace the Chinese language and culture? The author aims at discussing ways in which we can close the mystical gap between the Chinese language native speakers and the learners of the language. This paper discusses the applications of modern technologies in enhancing the teaching and learning effects of Chinese language in the 8.4.4 curriculum. The use of Modern education technologies will not only improve language acquisition in the field of study, but it will also ensure learning continuity in the language. The learner of the language will develop the thirst to know more about this beautiful language and culture that has a history of more than 5000 years and not only want a quick fix so as to be marketable in the job market. The paper first analyzes the planning of the Chinese language in the 8.4.4 curriculum and why it is important that the aspects of modern education technologies which are; Multimedia products, internet and Chinese word processors be a part of the curriculum. It then goes on to describe the current situation of the application of modern education technologies in teaching and learning of the language with regards to the availability of trained teaching personnel and relevant teaching materials. How KICD can come up with the relevant teaching materials that will assist in bringing out a well rounded student equipped to face; be it pursuing education at high levels in China or pursuing business ventures in China.

“Nihao Kenniya!” Promoting Intercultural Communication between China and Kenya: The Role of Confucius Institutes

Prof. Martin Njoroge and Moses Gatambuki Gathigia
Pan African University Karatina University

The Chinese language is increasingly becoming popular because of the pride of place that China occupies globally. The popularity of the language has been rapidly facilitated by the establishment of the Confucius Institutes, which are mandated with the responsibility of introducing Chinese language and culture to non-Chinese population. The question is: has this move enhanced cross-cultural communication between Chinese and non-Chinese people. Kenya has three Confucius Institutes at the University of Nairobi, Egerton University and Kenyatta University. These three institutes offer various Chinese courses to Kenyans interested in acquiring competence in Chinese and understanding Chinese rich culture. Students who excel in these courses get a chance to proceed to China for further studies. The paper seeks to explore the role of Confucius Institutes in promoting intercultural communication between China and Kenya. 831 students of Chinese at Confucius Institute at Kenyatta University formed the target population. A sample of 120 students, selected randomly, filled in a questionnaire that was designed to help in assessing the role of the Confucius Institutes in facilitating cross-cultural
communication. Data were analysed qualitatively and the results interpreted and discussed. The general finding is that Confucius Institutes are a bridge between China and Kenya and they are a useful vehicle in promoting understanding between Kenyan and Chinese cultures.

Shift or Vitality? Lexical Borrowing and Language Health in Nandi
Prof. Kibiwott Kurgatt and Anne Jebet Yego
Kisii University               Kenyatta University

Nandi has come into contact with many languages historically, and with this contact there has been linguistic borrowing. There is, for instance, evidence of transfer of linguistic material from other Kenyan ethnic languages for instance Gusii, Luo and Luhya to Nandi. This is owing to the fact that they share a geographical boundary. There is further evidence of borrowing from Kiswahili and English. This is as a result of the language situation in Kenya. Kiswahili is not only an official language but it is also the national language. For this reason most Nandi speakers (like all other Kenyans) can communicate using Kiswahili. English has been an official language since independence. It is also the medium of instruction in Kenyan schools from class four (upper primary) as well as an examinable subject in both primary and secondary schools. This means that any Nandi speaker who has received some basic education has some mastery of the English language. With linguistic borrowing, it is inevitable that a language changes. Language change that occurs in such instances of language contact can be viewed in two ways. Whenever a language in a contact situation replaces existing lexical items, the result is that the existing words cease to be used, and are eventually lost. If on the other hand, the borrowing is as a result of introduction of new words into the language that hitherto had no referent, then the language is enriched. This paper seeks to look at both cultural and core borrowing from English to Nandi and in so doing establish the impact that this has on Nandi, a Nilotic language spoken mainly in parts of the Rift Valley of Kenya.

Study on Interpretation of Japanese Language Instructional Material and its Effect on the Mastery of the Language
Wamuti, L. W., Bwire, A. M. and Ndethiu, S.
Kenyatta University

In Kenya, Japanese language learners take a relatively long time to achieve adequate proficiency in the language. The slow pace of mastery of the language may be attributed to several factors, among them being the cultural environment in which the language learning takes place and the attitude of the learner. In an attempt to reinforce the language learning process, instructors of foreign language often make use of language instructional materials as these materials enable students to engage in motivating, appealing and interactive learning activities. The content of such instructional materials must be interpreted easily and accurately if they are to be effective. A major impediment in interpretation of instructional materials is the socio-cultural barrier which
may interfere with the learner’s ability to decode the intended meaning in the content of instructional materials. This hinders the achievement of the language lesson objectives resulting in slow mastery of the Japanese Language and consequently, poor performance in Japanese Language Proficiency Tests (JLPT).

In this paper, the Japanese language instructional materials (JLIM) used in teaching of the language in Kenya, and the attitude of the learners towards the language are investigated. The learners are individually subjected to some identified instructional materials and are asked to answer several questions designed to establish their interpretation of the materials, as well as their attitude towards the Japanese language. The influence of interpretation on mastery of the language is determined through a comparison of accuracy in interpretation of the material and the students’ performance in the language.

The influence of culture on the interpretation of the JLIM as well as the relationship between accuracy of interpretation and performance are investigated. The students’ performance in the language.

The Challenge of teaching in a foreign language and alternative approaches

Jane Kembo
Rongo University College

Teaching at the university makes me realize that something needs to be done in the teaching of language for learning. Observation shows that student arrive here without the requisite language skills to benefit fully from the kind of independent work that is expected of them, and that should by and large be buttressed by ingrained language and study skills which they should have acquired and honed at secondary school.

The paper argues, based on research, that language is a big determinant of reading, which is a big part of independent learning. The paper argues that in circumstances where input from the environment is limited, the student must be aided to get it from alternative sources: extensive reading programs that are monitored until they become habitual, clubs, listening to radio and television as part of teaching and learning, production of self-learning materials that learners can use in schools at affordable costs. Alternatively, we must revert to the use of African languages because of the benefits that the paper will discuss: early mastery, freedom to use mental capacity for grappling with content rather than with mastery of language at the same time.

The paper further flags the arguments against this and challenges attendant even though it will not discuss all of them in detail.

The Need for Inclusion of French as an Official Language in Kenya

Evaline Mudhune, Dr. Miriam Osore & Erick Opon
The recent language policy change that elevated Kiswahili to an official language in Kenya thus resulting in the country having two official languages though lauded may not have been economically strategic. Kiswahili was already a popular language used in schools and academia, in politics and for regional cooperation. The slot would have been preserved for French language which would have opened up a larger space for socio-economic growth and for wider regional global integration.

The status of French language needs to be improved to make it a compulsory subject in all schools from primary to the highest levels of learning. It also needs to be examined and used as a language of communication alongside Kiswahili and English. The advantages that the inclusion of French language as a compulsory subject are numerous, ranging from expanded job opportunities, both internally and externally, enhanced communication and diplomatic relations, exposure to French language, culture and art. Above all, the many French vocabulary which is widely used but poorly pronounced would be a thing of the past. Policy makers need to rethink the position of French language as one of the official languages of Kenya to expose Kenya to a wider zone of growth. That way language bears economic tool.

The Other Side of the Coin: Borrowing and Vality in Lubukusu

Marissa Furaha, Dr Joyce Wangia and Dr Eunice Nyamasyo
Pwani University, Kenyatta University, Kenyatta University

When languages come into contact, there is some degree of cultural contact, however limited. As a result, there is bound to be some negative as well as positive language change. Borrowing, bilingualism, code switching, code mixing, pidgins, creoles, language shift and language death are some of the products of language contact. The focus of this paper is linguistic borrowing as a result of contact between two languages: Lubukusu, an African language spoken by the Babukusu, a sub-tribe of the Luhya ethnic group of Bungoma County, Kenya and English, a foreign language in Kenya, first introduced through European explorers, Christian missionaries, traders and the British colonialist. Studies done on lexical borrowing particularly highlight the negative effects of such borrowing: language shift and death of the borrowing language(s). This paper however examines the other side of the coin: that although core borrowing - the incorporation of foreign features into a group’s native language by speakers of that language - has a negative impact on the borrowing language, cultural borrowing which is the incorporation into a language, of foreign objects or concepts which are new to the borrowing language culture, is positive and does enrich and strengthen a language hence better communication. This is because it enhances the speaker’s ability to express new concepts, experiences and objects that are alien to their culture, for which they lack native words. This paper identifies some of the cultural lexical nominals borrowed in Lubukusu from English and how these increase the expressive power of Lubukusu hence its vitality. A language’s vitality is defined as the range and importance of the symbolic functions a variety serves, that is, the degree to which a variety is
used. The measure of such vitality is based on demographic, status and institutional support factors and these are examined in this paper with regard to the use of the borrowed words.

**Whose Test is it?**

Gladys Mainga, Leonard Omwenga, Timothy Kabare and Dr. Hilda Kebeya
Kenyatta University

Across the globe most countries do go short for the need of learning a different language either for working purposes; to secure a proficient score into an entry to an Institution of higher learning or as a requirement to be fulfilled. The instructors who tutor the learners of these second language themselves either they are the native speakers or acquirers of the very language. Apparently no tool has been designed to demarcate the content learnt and the learner’s level of exposure on the latter. When the test is being administered to the learner, the tools (questions) more often than not they are above the learners level or underscore their objective in the testing arena. The questions tend to be set to meet the native speaker’s competency and not the learner’s competency. Just but a few try to sail through while the majority don’t as they keep trying their luck even after awful results yet they had been taught or have been exposed to the content on which is to be tested. A second language tutor administering a language test to a second language learner: Whose test is it? Language testing has been one of the unravelled areas of language learning with lots of controversies surrounding it.

**Use of Extracts: Detriment to Reading Culture in Francophone Literature in Uganda**

Prof. Titus Ogavu
Kyambogo University, Uganda

A good reading culture is one of the key requirements for a learner to develop academically. It’s on that ground that educational programmes recommend reading for academic growth at all learning levels. In learning curricula, reading lists of text books are provided to students in order to guide them to discover more about a given theme and widen their knowledge. However, in the case of French learning programmes on intermediary and advanced levels in Uganda, extracts from francophone literary works are recommended as the key resources for learning the language. The extracts are used for studying literature, language and linguistic aspects, extra-linguistic characteristics, pragmatic and semiological traits in the content. Be that as it may, the usage of extracts for literature in particular has tended to limit the learners’ scope of mastery of literary analysis skills as they can only provide limited aspects for exhaustive literary critic from
the content. Related to that, the content of a literary extract hardly gives sufficient facts for analyzing literary themes; leave alone discussing what comes before or after the part in the text at hand.

Moreover, literary studies should have a positive impact on the learners’ scholarly inspiration to read extensively in order to build on their knowledge. This can be best achieved by encouraging the learners to read complete literary works such as novels, plays and poems. Short of this, learners can hardly develop the culture of reading voluminous literary texts as extracts create literary parochialism in them.

Regarding extra linguistic advantages, when learners of foreign literature are exposed to literary books, they discover socio-political and economics aspects that help to widen their awareness in other learning areas for comparative literature and extra-curricular benefits. This reinforces their intellectual perception in foreign literature more than in the cases of usage of extracts.

Furthermore, in academia, by exposing learners to extensive reading, their research skills for interrelating literary facts are boosted. A foreign language student researching on francophone literature can only carry out an effective study when he/she appreciates reading source books in entirety. Basing literary studies on extracts alone hampers the learners’ growth in effective research activities.

In this paper, we shall discuss how the use of extracts has impacted on the reading culture as well as learning and teaching of francophone literature in the context of French as a foreign language in Uganda. Studies carried out in relation to studying francophone literature in the country inspired us to develop the topic whose facts will be shared with other conference participants’ experiences in teaching foreign literature. The presenter therefore expects to take a leaf from the prospective contributors’ practices in teaching and learning foreign literature for promoting francophone literature at various levels in his country.

**Using New Media in the German Class: Opportunities and Experiences at Makerere University**

Dr. William Wagaba

Makerere University

The paper focuses on the use of New Literacies in teaching and learning German as a foreign language at Makerere University, and aims at discussing ways in which the New Media is shaping and influencing communication, expectations and practices in German language classes. In particular, the paper aims at establishing the impact of using New Literacies on students’ levels of motivation, participation, collaboration and responsiveness to language learning tasks in intermediate level German classes at Makerere University. Much as learners of German at Makerere University today may have easy access to information and diverse ways of communicating on Social Media, they also still face specific challenges that accompany foreign language learning. The paper aims at discussing ways in which the internet and Social Media may be used as tools to motivate students’ participation in classroom activities, and the tasks that
should be given to enhance learner autonomy and peer learning. It is indisputable that the Internet and Information Communication Technologies (ICTs) are redefining and will continue to influence the nature of best practices, reading, writing, communication and learning in the foreign language class.

When Mastering a Foreign language Seems Easier: The Case of English vs Kiswahili in Kenya

Evaline Mudhune
Kenyatta University

English and Kiswahili are both official languages in Kenya. Kiswahili doubles up as the National language and the lingua franca that enhances inter-communial communication within the East African region. The two languages also serve as second and or third languages to a majority of Kenyans who also speak one of the 43 languages as their first languages or mother tongue. Both languages have long histories with English coming in as a relic of the British colonization of Kenya while Kiswahili came in originally as a language of trade between the coastal communities and the hinterland of Kenya.

Both English and Kiswahili are taught from the lowest levels of learning i.e pre-primary to the highest levels of learning i.e University. It has been noted that amongst some communities in Kenya especially among the Nilotic groups, the mastery of English in much easier while their learning of Kiswahili is usually dogged with a lot of challenges.

While many reasons have been given to explain this scenario, many pointing at “attitude”, just enough has been done to address this issue with the resulting fluency problem.

This paper wishes to carry out a comparative analysis of three languages; i.e. Kiswahili, English and Luo as a representation of a Nilotic language. The paper will highlight the structural analysis of the languages with the aim of showing why Luo speakers find it easier to master English than Kiswahili. The paper wishes to show that while this trend has largely been attributed to attitude, the major issue could actually be the language structures. The paper wishes to investigate whether structural differences are the source of difficulties in learning Kiswahili well and the possible approaches that could be used to address this problem. The languages under investigation will be analysed using contrastive analysis theory.

The Shinyiha Numeral as a Distinct Semi Lexical Category

Devet Goodness
Dar es Salaam University College of Education, Tanzania
Studies on noun and its dependants are pervasive. Most studies in Bantu languages focus on the noun and its class system. Little has been said with regard to the categorization of numerals. The categorization of numerals in Bantu languages raises a lot of debates. From the dates of Greeks to date, numerals have been treated either under the category noun or under the category adjective. This treatment is triggered by the fact that numerals display ambiguous characteristics in most Bantu languages. Several studies report that Bantu languages have few numerals. The lower numerals are claimed to have adjectival properties and higher numerals are claimed to have properties of nouns. Precisely speaking, the categorical status of numerals is not always straight forward in Bantu languages. In this paper, we argue that there needs to be a distinct category of numerals with some morphosyntactic and semantic properties of their own. The paper shows that numerals have some properties of adjectives and nouns, but these properties do not apply equally to adjectives and nouns. The paper posits that numerals cannot simply be put under the category, adjective. The paper shows that although numerals have some similarities with adjectives, the two categories are different syntactically, semantically and morphologically. In the end, I will argue that there needs not to posit one category for numerals and adjectives.

**Lexical variation of Kiimenti as Spoken in Meru County, Kenya**

Petronilla Gitonga, Dr. Hilda Kebeya & Prof. Martin Njoroge

Kenyatta University and Pan African University

This paper deals with language contact. We analyze data from the Kiimenti dialect of the Meru language in Kenya with a view to establishing instances of lexical variation. The study adopted a descriptive research design. Selection of respondents was done through the social network approach. The study was guided by The Variation Theory by Labov (1972). The data collected was analyzed quantitatively. From the study, it was clear that there is lexical variation in Kiimenti and that gender and rural/urban settings have an effect on the way it is manifested. It was also evident that age has a major influence on the variability in Kiimenti, which is a clear indication of language change in progress and thus a need for the language to be documented for posterity.

**The Lesser-Known Aspects of the “Indigenization” of English in Kenya**

Alfred Buregeya

University of Nairobi

The process of indigenization of the English language is easily illustrated with words which English has borrowed from indigenous languages. If we take the example of Kenya, English has borrowed dozens of words from Kiswahili (e.g. *sufuria*) and some from the other indigenous languages of Kenya (e.g. *manyata*). Less-known, but more numerous, than these loan expressions are those that have been coined using existing English words (e.g. *to add salt to injury*) on the one hand, and the meanings that have been added to existing dictionary meanings (e.g. the meaning of *to avail* as ‘to make available’). The aim of this presentation is to raise
greater awareness on the latter two aspects of the indigenization process and to argue that although they are less visible than loan expressions, from a quantitative point of view they are more characteristic of Kenyan English than the latter.

**Historicity of Toponyms in Kiswahili: A Comparative Approach**

Amani Lusekelo  
Dar es Salaam University College of Education, Tanzania

It is important to establish how African International Languages such as Kiswahili tend to relate to the Ethnic Community Languages in East Africa and beyond the region. This angle of research helps to decipher how African communities contact with the external world, as well as between themselves. This presentation addresses the link of toponyms in Kiswahili with place names in other Bantu languages, namely Kinyakyusa, isiZulu, isiNdebele and Ruhaya.

Research on toponyms yielded, so far, three significant results worth citing: (i) the morphological properties of place names is language specific. (ii) distribution of the toponyms into varied semantic clusters in each language, and (iii) actuality in realization of historical events through toponyms. This presentation deals with the properties of current (1998–2012) place names in Dar es Salaam. The presentation offers a contemporary analysis of these toponyms, as compared with Eastern Bantu languages Ruhaya (Tanzania) and Kinyakyusa (Tanzania/Malawi) and Southern Bantu languages namely isiZulu (South Africa) and isiNdebele (Zimbabwe).

On morphology, findings demonstrate that the morphology of Kiswahili toponyms permits affixation of the locative suffix -in, e.g. Buguruni, Magomeni, Mianzini, Jangwani, Mzimuni etc. This behaviour seems to appear in Southern Bantu languages isiZulu, e.g. ethusini (Zungu, 1998) and isiNdebele, e.g. e-Nsukamini (Ndlovu, 2013). This morphological behaviour is absent in Eastern Bantu Ruhaya and Kinyakyusa. Nonetheless, most names in Kiswahili fall into the reduced classes, e.g. Kijitonyama [class 7], Magomeni [class 6] etc. This seems to be similar to Eastern and Southern Bantu languages: Ruhaya, e.g. Kikomero [class 7] (Buberwa, 2011), isiZulu e.g. embokodweni [class 9] (Zungu, 1998) and Kinya, e.g. Masukulu and Masoko [class 6] (my data).

On the distribution of the toponyms across semantic fields, data in Kiswahili show that place names fall into these clusters: (i) names of fauna e.g. Mianzini, Ubungo, Miburan, Makurumla etc., (ii) names of infrastructure e.g. Gerezani, (iii) areal landmarks such as hills e.g. Mbezi juu and water bodies e.g. Kivukoni (see Schotsman & Bryceson, 2006). The semantics of toponyms in Eastern and Southern Bantu languages seem to be alike: Kinyakyusa e.g. Kambasegela (a hill) [my data], Ruhaya e.g. Kisheesha (a small tree), isiZulu e.g. eMbokodweni (a place with a smooth round stone) (Zungu, 1998).

On historicity, place names in Dar es Salaam demonstrate the expansion and peopling of the city. Thus, toponyms such as Oyster Bay reflect the residents of Europeans during colonial era while Msasani portrays residential area of the black elites after independence. The suburb of
Mwananyamala indicates farmland (see Schotsman & Bryceson, 2006). It is noted that isiNdebele names are associated with heroism, e.g. Mzilikazi (first Ndebele King) (Ndlovu, 2013). For Ruhaya, names are also associated with first people to inhabit an individual area, e.g. Rugambwa and Rwabagereza (Buberwa, 2011).

Mchango wa Fasihi ya Kigeni katika Kukuza Fasihi ya Watoto Nchini Kenya

Prof Catherine Ndungo  
Kenyatta University

Fasihi ya kigeni nchini Kenya ni zao la ukoloni na imekuwa na taathira kubwa katika ukuaji wa fasihi ya watoto.

Fasihi ya watoto imejikita katika tanzu mbili kuu, fasihi simulizi ambayo ndio ilikuwepo kabla ya maajilio ya wageni na fasihi andishi ambayo ni zao la fasihi ya kigeni.


Ni msimamo wetu kuwa vitabu vilivyosimilishwa vilileta shari na heri katika ukuaji wa fasihi ya watoto nchini Kenya.

Dhima ya vitabu vya fasihi Tafsiriwa ya kigeni kwa fasihi ya Kiswahili

Dr. Joseph Nyehita Maitaria na Prof. Clara Momanyi  
Kenyatta University CUEA

bado inaendelea hadi wakati wa sasa. Azma ya makala hii ni kutathmini mchango wa fasihi hizo za kigeni kwa fasihi ya Kiswahili. Makala inadhamiria kuzingatia upungufu wa kunga za tafsiri zinazozingatiwa katika uwasilishaji wa fasihi hizo za kigeni pamoja na masuala ya utamaduni, umbuji wa fani na maudhui.

Uchanganuzi wa matumizi ya Kiswahili miongoni mwa jamii ya Waasia nchini Kenya

Dr. Pamela M.Y. Ngugi
Kenyatta University


Lugha za Kigeni na Nadharia za Uhakiki wa Fasihi ya Kiswahili

Dr. Richard Makhanu Wafula
Kenyatta University


The aim of this paper is to evaluate the contribution of foreign languages to the reading of Kiswahili Literature theoretically. Based on theories of literary Criticism that have been formulated and communicated in foreign languages, new and fresh perspectives, concepts and attitudes of mind with regards to the reading Kiswahili literature have emerged. That notwithstanding, a myriad of challenges have emerged in the application some of these theoretical approaches. The paper explores some of these challenges.

Lugha na Mitazamo Hasi Kuhusu Mwanamke: Hali Katika Jamii ya Waluo, Kenya

Kuwingiliana kwa Lugha ya Kiswahili na Kiingereza: Uswahilishaji wa Maneno ya Kiingereza

Dr. Anna Maungu Kishe
Open University of Tanzania


Lengo kuu la makala hii basi ni kujadili jinsi maneno hayo yanavyoingizwa katika muundo wa lugha ya Kiswahili. Katika kufikia lengo letu tutaongozwa na maswali yafuatayo yatakayojadiliwa kwa kinapata yanja kipya zinazokopa zaidi na sababu zake ni nini? Ni mchakato gani, au mbinu zinatumika kuingiza maneno ya Kiingereza ya mkopo katika mfumo wa lugha ya Kiswahili. (Mbinu za uswahilishaji wa maneno hayo). Ni vigezo gani vinavyoytumika katika kuswahilisha maneno ya mkopo?

Mjadala utaonesha kuwa viwango vya uswahilishaji wa maneno hayo yanavyoingizwa kwa maneno ya Kiswahili si sawa. Makala itahitishimisha kwa kuangalia faida au hasara za kukopa maneno kutoka katika lugha ya Kiingereza.

**Dhima ya vitabu vya fasihi ya kigeni iliyotafsiriwa kwa fasihi ya Kiswahili**

Dr. Joseph Nyehita Maitaria na Prof. Clara Momanyi
Kenyatta University                  CUEA

hizo za kigeni; itabainishwa namna umbuji wa fani na maudhui si wa kupuuzwa katika ulezi, ustawishaji, uhakiki na utafiti wa fasihi ya Kiswahili kwa wakati wa sasa.

**Lugha ya Kufundishia Kuanzia Shule za Chekechea hadi Darasa la Tatu Nchini Kenya**

Dr. Leonard Chacha na Judy Onyancha
Kenyatta University

Swala la lugha ipi itumiwe kufundishia wanafunzi wa shule za chekechea hadi darasa la tatu katika shule za msingi limejadiliwa nchini Kenya tangu miaka ya 1960. Imependekezwa kwamba lugha ya mafunzo katika madarasa hayo iwe lugha asilia ya eneo husika. Nadharia za ujifunzaji wa lugha pamoja na utafiti vinaonyesha kwamba lugha wenyeku zinapotumika kufundishia katika miaka ya mwanzo ya mafunzo ya mtoto huwa anaelewa na kupata ujuzi wa haraka way ale anayofundishwa. Hii ni kwa sababu lugha hai kikwazo kwa lugha asilia. Mifano imezimuwa kuhusu zimezimuwa lugha kwa sababu zimepesa; kwamba nchi hizi zimepata lugha kwa sababu ziliubaliwa iliyoundwa kwa lugha asilia.