The impact of comedian journalist language used in broadcast media on the development of proper English/Kiswahili   languages among university students, perspectives from Kisii University College students

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Abstract
Comedy is not a science, its art, therefore there are no rules and it can be very subjective. What one person finds funny another might cringe at it; one thing worth noting is that when analyzing comedy and what is funny, it is almost like it is only visible out of the corner of one's eye. Having the same news reported with a different tone is something many people are starting to prefer because these new forms of media offer personal and subjective viewpoints. The comedy language include Code switching in the use of complete sentences, phrases and borrowed words from the languages in interaction Kiswahili/English and mother tongue. In Kenya classrooms are considered bilingual in the sense that Kiswahili and English are the only languages used among students from different ethnic backgrounds but, In essence, these classrooms are multilingual in nature with students being fairly proficient in at least three languages: Kiswahili, English and an indigenous or ethnic language, however, Kiswahili and English are the languages mostly used by both teachers and students within the classroom set up. The code switching is considered grammatical irrespective of the direction the switches take. Language is frequently switched with the functions being emphasis, clarification, getting and holding or signaling attention, interruption among others. The study adopted a combination of descriptive survey design and naturalistic design. The survey design was chosen for its appeal for generalization, Naturalistic design was used to facilitate the collection of first hand data to supplement survey design. The study targeted 3000 respondents both the students and lectures. Thus, 10% of the respondents were chosen for the study hence 300 respondents**.** Data was analyzed using both qualitative and quantitative techniques. These findings were consistent with the results of other studies of influence of comedian language and proper English/Kiswahili language development.
Keywords; comedian, language discourse, indigenous

Background of the study
Language is distinctly a human characteristic, a useful tool of communication. It is central to all human societal organization, basically a social phenomenon. It is the medium through which the societies' thoughts are expressed, identities shaped, people relate to each other and construct the social realities around them. Abudlaziz, M & Osinde (1997) observe that Language transmits the history and culture of a society, indeed the entire body of values through written and oral literature. Language is thus inseparable from the human community with specific form and character, specific history and a specific relationship to the world. Language can be utilized as a vehicle of positive change in society through the existing education systems. One can hardly visualize education divorced from Language Teachers and students use in communication and students among themselves to engage in the learning processes, present content, assess learning, display knowledge and skill, to perform tasks and to build classroom relationships (Abudlaziz, M. & Osinde, 1997).

Mazrui, A.M (1995) observes that to tackle poverty and disease, one must start by fighting illiteracy. The importance of English/Kiswahili language cannot be overemphasized without looking at the contribution it makes towards economic empowerment. The problem of national communication leads to high levels of illiteracy which contributes to poverty. "English is at the heart of national curriculum. All other learning depends crucially upon the mastery of the fundamentals skills of the English language, which are vital not only for educational purposes. But also for our economic growth and competitiveness" (Blin, B. 1993). English/Kiswahili in Kenya is important in the development of the learners 'intellectual powers, to increase the learners' personal culture by reading literature and philosophy, language education is geared towards sustainable development and social transformation.

At independence Kenya adopted English as the only official language. This was driven by among other things, the need to link the country with its former colonial masters, the British, the need to keep pace with the fast changing technological and industrial innovations of the modern world, and the need for diplomatic connections and communication with the international community (Jwan, J.O 1997). As such, English was to be used in all government offices, in parliament, schools, and courts of law. While English would take care of Kenya's official and external interests, Kiswahili was adopted as the national language, a decision that was founded on the need to have a neutral indigenous language (Reagan, T.G 1992). Such a language would be used to consolidate and preserve national unity, act as a vehicle for transformation of Kenyan national culture and history, and to be used during national celebrations and in parliament.

Kiswahili was deemed as the right choice since it was already having a sizeable number of speakers and therefore standardizing and teaching it would not pose much of a problem (Lipka, 1990). Further, it was envisaged that the choice of any one of the indigenous languages would provoke social unrest from other ethnic groups whose languages would have been left out. This would be a threat to the young nation's peace and security. Of all the other indigenous languages, Kiswahili provided neutrality beyond reproach at that time. It is worth noting that the Kenyan language policy dates back to the colonial times (Blin, B. 1993). This policy was further strengthened after independence, by the subsequent commissions of Ominde, 1964; Gachathi, 1976; Mackay, 1984; Kamunge, 1988 which maintained similar trifocal language policy with minimal adjustments from the colonial one, notably the introduction of Kiswahili as an examinable subject in schools curriculum in 1984. Every subsequent commission maintained that mother tongue be taught in the first three years of schooling. Kiswahili was to be taught as a subject from grade four, and English was to be taught throughout the schooling system, from class one to the university as a subject, and also used as a medium of instruction (Maweja, M. 2002)

The status and social functions of the languages in Kenya were thus cast during the colonial era. With a higher status, English provided the best chance to social and economic mobility, Kiswahili would assist one to deal with national issues, while mother tongues was left for use at parochial and domestic domains. As a result mother tongues never gained any social status and recognition apart from being languages of home usage (Ogechi, 2002). Besides, the political concern with nationalism inhibited the use of mother tongue in public offices or national functions and anyone who spoke his mother tongue in offices was quickly branded a 'tribalist', a term that has acquired a negative connotation in the Kenyan society (Aurthur, A. 1997). While those who speak mother tongues are frowned at, those who speak English are admired and are even regarded as role models especially for the children in schools.

The importance of English/Kiswahili was further underscored by the fact that Kenya is involved with other countries of the world in several activities such as agriculture and environmental concerns among others and given that English/Kiswahili is the language of commerce and technology proficiency in English/Kiswahili is the yard stick with which Kenyans are judged. Nyamjoh, F.B (1995) argues that schools can play an important role in contributing to national economic success since the job market requires language endowed work force, schools should direct their efforts towards preparing learners to perform well in English, as this is a major prerequisite to entry into institutions of higher learning as well as job opportunities.

The development of a Language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. Being able to communicate with each other, form bonds, teamwork, and it's what separates humans from other animal species. Communication drives our lives and betters us (Okigbo, C, 1997) The Origins of why there are so many different languages as plagued scholars and linguistics for centuries and will continue to puzzle them far beyond our lifetimes to come. Most cultures have myths that there was a common language spoken among the people with a deity getting angry and confusing the people or separating them from each other/segmenting the people to create their own language. Prime examples of stories like this is the "Tower of Babel", Hindu with the story of the "Knowledge Tree", and even Native Americans believing in a "Great Deluge(Flood)" separating people and speech.

In Kenya English is the official language of communication as well as the medium of instruction in schools, colleges and Universities. It is also the pre-eminent language of international communication. Consequently, those who master English are likely to reap many academic, social and professional benefits. In the school

setting, proficiency in English will make the learning of other subjects much easier. As a result, English is recognized as the central subject in the schools as all other subjects depend on it. The Ominde Commission (Halliday, M.A 1973) recommended continued use of English as a language of instruction in schools and institutions of higher learning as it was viewed to be a world language of great practical importance for the economic and political influence..

Since the introduction of the 8-4-4 system of education in Kenya there has been an outcry from the public concerning the declining standards of education and especially the mastery of the English/Kiswahili language due to increase of comedian programs and comedian journalist on the broadcast media making the students develop another language that is neither English nor Kiswahili. The Kamunge commission according to Jwan, O & Ogechi, N.O. (2004) received submission from the public indicating overwhelming acceptance of the aims and objectives of the 8-4-4 on curriculum with emphasis on the English/Kiswahili development. However, views were expressed regarding the main subjects and the coverage of its contents in depth within time available. Ogechi, N.O.(2004) noted that most teachers complained students draw language development from Comedians and their past experiences and many of their jokes, sometimes these are events that people different to the student's own can relate to politics, international relations, stereotypes, for example there are the jokes that it is more likely that someone who grew up in the same context as the students will understand same issues over the time allocated since proper English/Kiswahili learning was grossly inadequate. Ogechi, N.O (2004) in his study observed that Kenyan school leavers continue to perform poorly in English/Kiswahili due to poor learning methods or strategies.

Kiessling, R & Mols, M (2001) noted that the methods suggested for teaching pronunciation assumes that the teacher is (or can be) a speaker of the model variety of English/Kiswahili and is therefore capable of providing the students with skills for distinguishing the pronunciation of particular vowels although at the same time it is acknowledged that confusion of vowels occurs practically in all ethnic groups. Ogechi, N.O (2005) reports that in a study conducted by synovate indicated that most university students feel that there is too much emphasis on examinations as such students want the 8-4-4 system reviewed to make it more relevant and learner-focused. Nyanjom (2007) observed that majority of the teachers were of the opinion that there is mismatch between the current English/Kiswahili language development and the world of work. Nyanjom (2007) found out that the English/Kiswahili curriculum was examination oriented and ignored practical approach and evaluation and only tested on memorization and ignored high order cognitive skills such as reasoning and practical/ oral speaking which are needed most.

Naluwoza, U. (1995) observed further that the English/Kiswahili syllabus is silent on assessment of individual learners' achievements at every class level and does not give direction on what should be done with the assessment results. Kasoma (1994) carried out a study to establish if there was any significant difference in attitudes of male and female students towards proper English language development. He administered an attitude questionnaire to 400 students randomly selected from five secondary schools in Nigeria. The findings indicated that there was no significant difference in attitude of male and female students towards proper English language. The study also found that generally students had positive attitude towards English. .
Mareri, L.A (2006) indicates that the English Radio Project in 1970s where English-as-a-second language, experts prepared English language lessons at Kenya Education Institute (KIE) Kenya education Media Section. The lessons were broadcast nationally through the Kenya Broadcasting Corporation (KBC) radio. Additionally, there is the psychological aspect of direct communication during the business transactions are aided by proper language. The clients will be more likely to trust what one is saying and there will be a more intimate relationship than if one were to conduct all communication through a translator. This could be an important step in building strong and lasting business relationships that help ensure the success of one's own business.
Reagan, T, G (1992) through language one can connect with other people and make sense of the experiences. As a parent, teacher, or other type of caregiver, one shapes a child's language development to reflect the identity, values, and experiences of the family and community. Therefore, it is up to schools to create a warm and comfortable environment in which a child can grow to learn the complexities of language. The communication skills that a child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.
Journalism refers to the news or feature stories (light, entertainment stories) that are expressed either in a descriptive way or concise pattern through different types of media. Journalist reports news, which can be used in print, on television, aired on radio or even published on the Internet. The main purpose of a journalist is to

report news with accurate facts. (Golding 1997) However, throughout the years, there have been different types of journalism developed that have given different dimensions to the field of mass media. Journalists today, try new tactics that are very different from the methods used by reporters earlier. Often, journalists are accused of aggressive reporting and media sensationalism, which is a serious issue. The Internet has also provided a medium for people to voice their opinions online. News written for the web is updated minute-by-minute which is referred to as online journalism. Besides, implicit faith of people in the news items has introduced a new form of advertising, i.e. advertorials. In this, advertisers merge their product content in the guise of an article for brand promotion and marketing of products. A keen news sense and creativity to present the news in an effective manner are obviously the main ingredients in any kind of journalism. After all, it's all words create an impact that makes a journalist stand apart from ordinary reported (Garside, C 1993)

Kasoma, F.P (1994) the purpose of any educational system is to prepare learners who at the time they leave school are able to integrate them into active and productive life of society. This is only possible if learners on their part meet the entry requirement to various jobs. English/Kiswahili language is the vehicle to learning and communication in and outside the classroom in many countries of the world. Obtaining advanced education worldwide is partially dependent on the individual's success in English thus failure to master English and perform well dooms the learners' success in education. English language plays an instrumental role of being the medium of instruction from primary to tertiary levels of education in Kenyan setting. The media Houses in Kenya have employed comedian to host their programmers instead of professionally qualified journalist for example Radio Maisha top comedian Mshamba Zebedayo together with Jalang'o have been hosting *Crazy Monday Comedy Nite* at the Hilton Hotel, put on air by Citizen TV. The Standard Group has Fred Omondi, XYZ and Churchill Live Show, which had hugely popular among the Kenyan audience. Most morphemes, either wholly or partially, appeared to have a Kiswahili surface form, others were sourced from English, other Kenyan languages, i.e. Gikuyu and Dholuo while others were coined. Secondly, it appeared that even when words were sourced from a language such as Kiswahili, their sense in the source language was not retained as in the original code.

An important aspect that features in several studies is the language used in the discourse of HIV/AIDS. For instance, without overtly saying so, Nyairo& J. Ogude (2005) used the imagery of a "bug" to describe the pandemic in Kenya. She called it a "deadly bug" that is prominent in urban centers in Kenya. Other imageries used to describe either the virus or the campaign include "torturer", "war", "fight", "struggle" etc. Sheng is a grammatically unstable social code that sounds like Kiswahili (Ogechi, 2002) but has a distinct and also unstable vocabulary. It is widely spoken among the urban and a few rural youngsters in Kenya (Ogechi 2002: 4). Below is an example of Sheng: Kithora ma-doo z-a mathee, let's do a choma dozz at KU as we swallow a small one! 'Let us roast meat at Kenyatta as we have a few drinks…..I would like to define lexicalization as the phenomenon that a complex lexeme once coined tends to become a single complete lexical unit, a simple lexeme. Through this process it loses the character of a syntagma to a greater or lesser degree. (Lipka, 1990) an essential condition and a prerequisite for this gradual diachronic process is the fact that a particular complex lexeme is used frequently.

Problem statement

Journalism in elective democracies around the world has been described as the emergence of a professional identity of journalists with claims to an exclusive role and status in society, based on and at times fiercely defended by their occupational ideology. Although the conceptualization of journalism as a professional ideology can be traced throughout the literature on journalism studies, scholars tend to take the building blocks of such an ideology more or less for granted. The ideal-typical values of journalism's ideology are operationalized and investigated in terms of how these values are challenged or changed in the context of current cultural and technological developments. It is argued that multiculturalism and multimedia are similar and poignant examples of such developments. If the professional identity of journalists can be seen as kept together by the social cement of an occupational ideology of journalism in the self-perceptions of journalists has come to mean much more than its modernist bias of telling people what they need to know.

The poor performance of university students in English/Kiswahili raises concern on the way the students learn the language or the English/Kiswahili curriculum is implemented. English/Kiswahili Curriculum implementation is an integration of several aspects which include the pedagogical effectiveness. (Maweja, M. 2002) observed that English enjoys higher social prestige, functioning as language of official business, international communication and formal education. Kiswahili comes second as a medium of national communication while

the rest of the indigenous languages are vehicles for the less prestigious interaction in the rural and ethnic communities (Authur, A. 1997). A mother tongue is thus associated with negative reinforcement and the interest in using it is pushed to the home domain. The students are learning the English/Kiswahili language through the broadcast and print media, the media houses have employed professional journalist but, in other instances they have employed actors from various local programmes to assist in the process of broadcasting, these actors are not professional journalist and may not be having the right qualification to serve in the posts they occupy only that they are famous, the comedian have influenced the linguistic practice in Kenya, the comedian language has grown to force its usage in official circles as a linguistic capital in official function and transactions . Ironically, from the mood of the general public who made calls to the different radio stations on the matter, it was clear that the suggestion was not taken politely. In fact the callers felt the comedian language impacts negatively on the students in Kenya. The study aims at investigating whether comedian language has an impact on proper language development among university students.

RESEARCH   METHODOLOGY
The study adopted a combination of descriptive survey design and naturalistic design. The survey design was chosen for its appeal for generalization, Given that there are students and lectures in the six faculties in Kisii University College, studying a representative sample and generalizing the findings to the larger population was more effective and efficient. Naturalistic design was used to facilitate the collection of first hand data that were used to supplement information gathered using the survey design. The study targeted 3000 students in all the campuses of Kisii University College. This study targeted the lectures and students.

The students and lectures in Kisii University College were grouped into six strata that are according to each faculty. Gay (1996) postulates that ten to twenty percent of the population is sufficient for reliable findings. Thus, 300 respondents were chosen that constitute ten percent were used for the study. Deans whose faculties were chosen into the sample were automatically included in the sample through purposive sampling. Lectures whose classes were selected were purposively included in the sample.

Data was analyzed using both qualitative and quantitative techniques. Qualitative data was categorized into homogeneous groups, coded and summarized into frequencies and percentages with the help of statistical package for social sciences (SPSS) version 16.0. The information was then presented using frequency tables, pie charts, and frequency tables. Qualitative data was organized into phrases that were similar in meaning and categorized into topical issues. Responses from different groups were compared and trends and patterns established. Narrative and interpretive reports as well as citations were written to depict the situation as it was on the ground.

Data analysis and presentation
4.1 Respondents personal and general information
In this regard, respondents were requested to indicate their gender, age, educational qualification and the professional qualification they hold.
4.1.1 Respondents as per gender
Table 4.1.1: Respondents as per gender

		Frequency	Percent	Cumulative Percent
Valid	Male	166	55.3	55.3
	Female	134	44.7	100.0
	Total	**300**	**100.0**	**100.0**

Source: Survey data, 2012

The results indicated that 55.3% of the respondents were male whereas 44.7% were female. This shows that there are more males students than females who participate in the study.

4.1.2 Age of respondents
Table 4.1.2 Age of respondents in years

		Frequency	Percent	Cumulative Percent
Valid	below 20yrs	3	1.0	1.0
	21-30 yrs	39	13	14
	31-40yrs	93	31	45
	41-50yrs	117	39	84
	50and above	48	16	**100.0**
	Total	**300**	**100.0**	

Source: Survey data, 2012

The results indicated that 1.0% of the respondents were aged below 20 years, 13 % between 21 and 30 years, 32 % between 31 and 40 years, 39 % between 41 and 50 years, and 16 % above 50 years. This shows that most of the respondents are aged between 41 and 50 years. The same information is reflected in the graph below.

4.1.3 Highest level of education
The respondents involved in this study had the levels of education indicated in the table and graph below.

Table 4.1.3 highest level of education

	Frequency	Percent	Cumulative Percent
Primary	24	8	8
Secondary	173	57.5	65.5
College	67	22.5	88
University	36	12	**100.0**
Total	**200**	**100.0**	

Source: Survey data, 2012

From the table and pie chart above, it is noted that the majority of respondents involved in this study are secondary school leavers who form 57.5%, college 22%, university 12 %, and primary only 8 %. Secondary school leavers and primary school leavers constitute 65.5% which implies that most university students have little or no knowledge in proper development of the English/Kiswahili language and thus the practice of syntax and morphology in English/Kiswahili language is not well embraced

4.1.4 Student embracing broadcast comedian language and activities within the university community.

**Figure 4.2 Presence of broadcast comedian language and activities within the university**
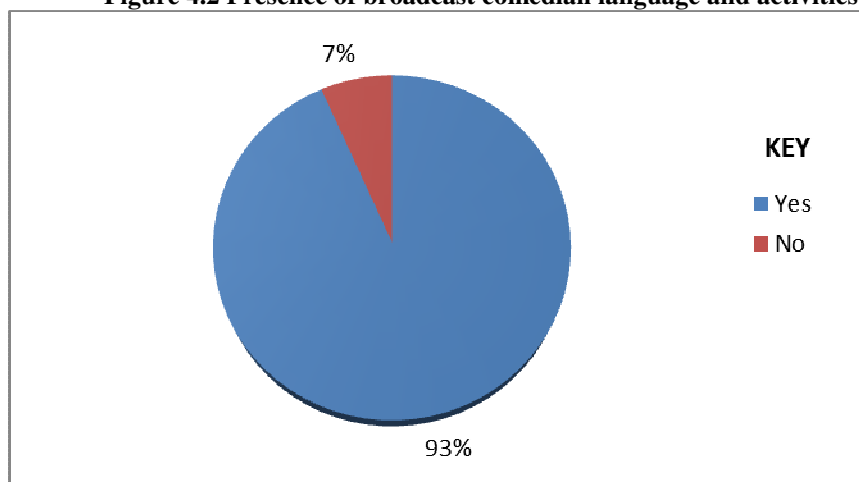
Source: Researcher, 2012.

The pie chart shows that 93 % of the university students respondents said there were listening to the comedian language from the broadcast media that is the Radio and Television and performing   activities within their university students while 7 % said that there were no comedian language activities. This showed that the university student's community is aware of the comedian language activities though others are not aware because they are not directly involved in the comedian industry.

4.1.5 Effects of the comedian language on the proper development in grammar of English/Kiswahili languages.

Figure 4.3: effects of the comedian language on the proper development in grammar of English/Kiswahili languages.
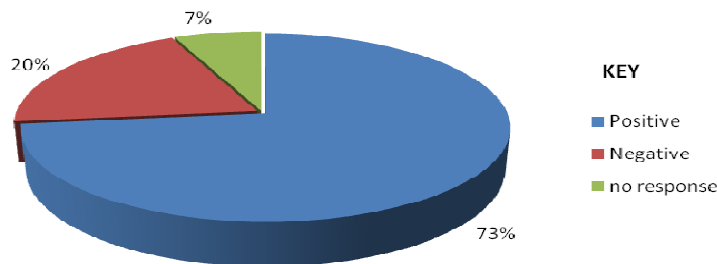
Source: Researcher, 2012.

Out of the 200 sampled respondents, 73.3% said comedian language activities affected the university students positively, 20% said the activities affect the university students negatively but 6.7% did not respond. The university student's community who are directly involved in the comedian language benefit in terms of employment hence generating income. The negative effect included culture erosion, prostitution among others. Those who did not respond have no idea of comedian language and did not benefit directly from it.
Measures of central tendency, variance, skewness, and kurtosis were calculated on responses to all of the items. Skewness measures for all of the items were within the range of: +0.191 to +1.024, which is considered to be an excellent range for most research that requires using statistics appropriate to normal distributions. Therefore, we used statistics that assume scalar values and symmetric distributions to test our hypotheses. Confirmatory Factor Analysis (CFA) was performed. Using Principal Components, as an extraction method, followed by Varimax rotation of components with Eigenvalue greater than 1.0, the data "unfolded" into three (3) factors.

Table 4.1.5: Total Variance Explained

Total Variance Explained

Component	Total	% of Variance Cumulative %	Sums of Squared
1	4.118	25.738	25.739
2	3.339	20.867	46.605
3	2.687	16.794	63.399

Extraction Method: Principal Component Analysis
The question subsets were analyzed in order to enable the calculation of the weighted factor scores. In terms of the weighting of the items comprising the factors that contribute to poor development of English/Kiswahili language

Table 4.1.5 provides the Pearson correlation for the variables that we used in the regression model. The researcher found out the comedian language is positively correlated with the language student's use in Kenyan universities

Table 3: Pearson Bivariate Correlation Analysis.

	Comedian journalist	English/Kiswahili Language development
English/Kiswahili language development	0.494**	0.452**
Comedian Journalist	0.632**	

** Correlation is significant at the 0.01 level (2-tailed).

6.2 The Relationship between the comedian language and proper English/Kiswahili language

A positive relationship between the impacts of comedian journalist language used in broadcast media on the development of proper English/Kiswahili language among university students was found. A working knowledge of English/Kiswahili has become a requirement in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English/Kiswahili to at least a basic level One impact of the growth of English/Kiswahili is the reduction of native linguistic diversity many parts of the world. Its influence continues to play an important role in language attrition conversely, the natural internal variety of English/Kiswahili along with comedian language.

Table 5: Regression Coefficients [a, b]

$R^2 = 0.204$; comedian language = 0.894; F = 50.24; ANOVA's Test Sig. = <0.0005

Regression Equation: Proper English/Kiswahili Development = 3.559 + 0.452 comedian language.

	Unstandardized Coefficients		Standardized Coefficients	c t	Sig.
	B	Std. Error	Beta		
(Constant)	3.559	0.064			<0.0005
Comedian Language	0.452	0.064	0.452	7.088	<0.0005

a Dependent Variable: Proper English/Kiswahili Development
b Independent Variables: Comedian Language
c Linear Regression through the Origin
Note that around 20.40% ($R^2 = 0.204$) of the variance in proper English/Kiswahili development is explained by the perceived influence of comedian language. The ANOVA's tests are also significant at <0.0005.

Conclusion
The study found out that comedian journalist affect the proper English/ Kiswahili language development due to the introduction of new words. A version of the language almost universally agreed upon by educated English/Kiswahili speakers around the world is called formal written English/Kiswahili. It takes virtually the same form regardless of where it is written, in contrast to spoken English/Kiswahili, which differs significantly between dialects, accents and varieties of slang and of colloquial and regional expressions. Local variations in the formal written version of the language are quite limited, being restricted largely to minor spelling, lexical and grammatical differences between British and American and other national varieties of English.

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