

Linguistic Role in the Promotion of Development Discourse in the Six Self Help Groups in the Meru Speech Community

Josphat Mikwa

Faculty of Humanities and Social Sciences, Chuka University, PO box 109 Chuka, 60400 Kenya

Abstract

This article examines linguistic role in the promotion of development discourse. Data is drawn from six self-help groups in Meru namely: Firstly, youth. The UN, defines 'youth', as those persons between the ages of 15 and 24 years. **In Africa youth refers to persons aged between 15 years and 35 years and were the ones studied in this study.** Secondly, **middle age.** *Middle age* is the period of *age* beyond young adulthood but before the onset of old *age*. This study defined middle age as years between 36 years and 55 years. Finally, **elders or old age.** Most Britons define *old age* as starting at 59 years. The present study defined old age as years between 55 years and above. The respondents were selected using the judgmental sampling procedure. Langer's social ground work theory studied the analysis of data in the study. The findings of the study were elicited using tape recorded interviews on some selected development topics that helped to illustrate the linguistic role in the promotion of the development discourse. The data for the study was represented both qualitatively and quantitatively. The findings of the study show the role of linguistic in promotion of development discourse. The educated respondents scored the highest percentages on development discourse topics whose original language of communicating them is English while semi-educated respondents scored highest scores on topics that required knowledge on the involvement of the respondents on the cultural life of community which is communicated from generations to generations orally in first language. The paper gives insight on how the linguistic codes spoken by an individual promotes development discourse and the practical method of the application of social ground work theory in development discourse study.

Keywords: development discourse, linguistic codes, linguistic role, self-help groups, social ground theory

1. Introduction

Development discourse is a fairly specific facet of communication dealing with the progress of countries and societies as it is described and related through conversation. In other words, this discipline addresses the way that people talk about development on some level, usually in a political or sociological manner. As a general statement, development discourse refers to the process of communication that occurs when two or more people talk about how a country or region is progressing. The term is often used, however, to more specifically refer to the language and terminology used to discuss these things, and how that communication may or may not be effective. Language helps people to participate in the activities of their families, neighbours, clubs, communities and this participation brings on the cross fertilization of ideas that people have on various fields of knowledge hence bringing about development in the society. This paper presents a portion of research by Mikwa (2016) that examined Linguistic role in the promotion of development discourse in six self-help groups in the Meru linguistic community.

1.1 Statement of the Problem

African languages have been absent from the development discourse, which is dominated by the former colonial languages. This is ironical because development requires the cross- fertilization of ideas and experience- sharing among people who communicate in a particular language, while acting on their environment to change their lives for the better. As a result Africans have developed negative attitudes towards their languages and this need to change .We need linguistic equity/linguistic complementarity not dominance so that Africans participate in the development of their continent. This means African languages of necessity need to be part of the development discourse.

1.2 Objectives

The study had six objectives. This paper is based on objective one and two namely to:

- i) Identify four development discourse articulate by linguistic codes in the Meru speech community.
- ii) Determine how the development discourse patterns across the speaker's spoken codes in the Meru speech community

2 Literature review and theoretical framework

This section reviewed literature relevant to the topic of study. Firstly, we reviewed literature on language planning policy in Kenya. Here, we got policies on education that had a bearing on language. This knowledge helped in knowing the place of African languages in education systems in Kenya particularly with respect to the

communication of linguistic development roles. Secondly, we reviewed literature on culture elements; here we examined how the communication of culture elements helped to foster development. Finally, we reviewed literature on sex, here we found out how the knowledge of culture elements patterned across gender.

2.1 Theoretical Framework

The social groundwork theory was used in the study. The proponent of social groundwork theory is Langer. The key tents of the theory include: Instead of using language to look after their physical needs, children appear to learn it so that they can join the conversation. The theory is rooted firmly in the kind of social nexus that underlies most sociolinguistics activities. The need to categorize objects stimulates language development more than the need to gratify appetites and rudimentary storytelling jokes and fantasies. The primary function of language is generally said to be communication. Language is give and take of social intercourse that it has been complicated and refined into the form in which it is known today. Language is a great force of socialization, probably the greatest that exists. Speech serves as a means of social solidarity of those who speak the language. This theory was appropriate as the study examined how development discourse conversations are carried out using the three languages (English, Kiswahili and Kimeru) spoken in Meru speech community.

3 Materials and methods

Judgemental sampling method was used to select respondent for the study. It underlying principle involves identifying in advance the 'type' of speakers to be studied and then seeking a quota of speakers who fit the specified categories as Milroy (1987:26) observes. (cf Muthuri 2000). A total number of six contact people were used each from the six pre- specified self-help groups. The identified subjects introduced the researcher to the members of their self-help groups. Therefore, the researcher was able to get three informants per each self-help group who were interviewed by way of discussion topics which were tape recorded to elicit data for the study. Milroy (1987:26) notes that sociolinguistics samples that are very large amount to unnecessarily large data and necessitate much time in analysis, but may not yield different results (cf Kebeya 1997, Muthwii 1994 and Trudgill 1974). Muthuri (2000) also observes that it is no longer necessary to work with large samples for studies in speech communication because sampling procedures have improved greatly. Thus, in this study I got data from six pre-specified self-help groups in Meru. Each category of informants had two groups one of educated informants and the other of semi educated informants and each group had three members therefore the total population was thirty six informants. The data consisted of tape recorded spontaneous speech using the development discourse conversation topics. The data collected was sorted out into self-help groups using the process of data reduction and interpretation as per the development discourse topics provided. Then the data for each development discourse topic was presented in a table alongside the three linguistic codes spoken by every respondent. The information on the knowledge of development discourse per self-help groups were expressed in percentages. The tables and figures were used to express the scores of development discourse per self-help group using histograms.

3.1 Data Presentation

Data was presented in extracts from transcribed texts. The development ideas/ goals that varied according to the speaker's spoken codes were identified and a statistical evaluation method was used to analyse them showing the variability of the knowledge of the development goals across speaker's spoken codes, age and level of education. Therefore, in this study I adopted quantitative and qualitative approaches to data analysis. The analysis of scores obtained from the variation of the knowledge of development goals generated numerical data which called for quantitative analysis. Every development idea that varied as per the speakers' spoken codes depending on the topics of discussion was assigned one point and the total points for every group of informants was converted into percentages and the informants were stratified using these percentages. The percentages were found by dividing 100% by the total number of development ideas per discussion topic and multiplying the answer by the difference of development ideas not scored by the respective speaker. This translates in mathematical representation as follows:

$$\frac{100}{\tilde{N}\tilde{T} \times \tilde{N}\hat{a}\hat{i}}$$

Where $\tilde{N}\tilde{T}$ is the total number of development ideas per discussion topic. $\tilde{N}\hat{a}\hat{i}$ is the total number of development ideas not scored by the respective speaker. The formulae helped to capture the extent of variability from the norm of knowing all the ideas; therefore, where there is no variability the score of zero was given:

3.2 Analysis of Data as per the Discussion Topics

The informants were given four discussion topics namely: Millennium Development Goal and Sustainable Development Goals, Vision 2030 Goals, Information and Communication Technologies and Elements of Meru culture. The spontaneous speech of the informants was tape recorded during the interview sessions.

3.2.1 Millennium Development Goals and Sustainable Development Goals Discussion Discourse topic

The millennium Development Goals (MDGS) are eight international development goals that were established during the millennium summit of the United Nations in 2000, and the MDGS were to be achieved by 2015 as per the adoption of the United Nations millennium declaration. Since some of the targets were not realized by African countries by 2015 deadline, a panel of eminent African personalities reviewed them and African countries committed themselves to attain them by the year 2030. They are referred to as sustainable development goals or agenda 2030 goals. These goals are:

- i) To eradicate extreme poverty and hunger. The target for MDG1 is to: Halve between 1990 and 2015 the population of people living on less than \$ 1.25 a day. Achieve decent employment for women, men and young people. Halve, between 1990 and 2015, the proportion of people who suffer from hunger.
- ii) To achieve universal primary education. The target for MDG 2 is that by 2015, all children (girls and boys) can achieve full course of primary education .To achieve universal Free Primary Education (FPE) free primary initiative was started in the country in 2013. The gross environment ratios rose from 88 % in 2002 to 115% in 2011. Primary to secondary school transition rate also improved from 67% in 2009 to 73 % in 2011. Net enrolment rates rose from 92.9 % in 2009 to 95.7 % in 2011. The constitution of Kenya has put basic education as a right for every school age going child. The cabinet recently approved a bill that guarantees free ECD, primary and secondary Education .However, this goal has regional disparities as well as quality issues. This goal is likely to be met by many African countries by 2015.
- iii) To promote gender equality and empowering women. The target for MDG 3 is to eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015. The constitution of Kenya (2010) guarantees a representation of at least two thirds of either gender at the level of national and county assemblies. The share of women in wage employment in the non-agricultural sector was 29.8% in 2011. This goal was on tract by 2011.
- iv) To reduce child mortality rates. The target for MDG 4 is to reduce by two- thirds between 1990 and 2015, the under-five mortality rate. Both infant mortality and under five mortality rates have remained at 52 deaths per 1000 live births and 74 proportion of one year olds who are fully immunized was 80% in 2011 against 90 % in 2015 target up from 78% in 2009. Drugs for prevention of mother to child transmission of HIV are available in almost all Government health facilities.
- v) To improve maternal health. The targets for MDG5 are to: reduce by three quarters between 1990 and 2015, the maternal mortality ratio. Achieve by 2015 universal access to reproductive health. As at 2011, 43.8 births in Kenya were attended to by trained health personnel against a 2015 target of 90%. Only 43% of deliveries take place in health facilities. Maternal mortality rates stand at 488 per 100,000 live births in 2011 against a 147 target by 2015. Contraceptive prevalence rate is at 46% up from 39% in 2000 against a 2015 target of 70 percent. This goal is faced with regional disparities and lagging behind in the country.
- vi) To combat HIV/AIDS, malaria and other diseases. The targets for MDG6 are to: have halted by 2015 and begun to reverse the spread of HIV/AIDS prevalence among population aged 15-24 years, Achieve by 2010, universal access to treatment of HIV/AIDS for all those who need it. Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases. The overall HIV prevalence rate among adults (15-49) years was estimated to be 63% in 2011(KDHS 2008-2009) down from 7.4% in 2007(KAIS 2007) and 6.7 in 2003(KDHS 2003). The HIV prevalence among youths aged 15-24 years was 2.9 % in 2011 down from 3.8 % in 2007. Inclusion of HIV/AIDS in school learning curriculum will help in sustaining the gains made so far. The proportion of Kenyan households owning at least one insecticide, Treated Net, rose from 6% in 2003(KDHS 2003) to 48 % in 2007 (K MIS 2007) and 56 % in 2008 and 2009. The proportion of under five children using ITNS increased from 5% in 2003 and 39% in 2007 to 47% in 2008-2009
- vii) To ensure environmental sustainability by: integrating the principles of sustainable development into country policies and programs; reverse loss of environmental resources. Reduce biodiversity loss, achieving by 2010 a significant reduction in rate of loss proportion of land area covered by forest. Halve by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation. By 2020 to have achieved a significant improvement in lives of at least 100 million slum dwellers. At the end of year 2011 the proportions of rural and urban populations with access to clean drinking water were 48 % and 75% respectively (KNBS). The proportion of households with access to improved sanitation was at 22.6% in 2008-2009 (KDHS 2008-2009) having increased from 19.4 % in 2003 (KDHS

- 2003) 73.6% of urban population has access to durable housing (2009 census). National forest cover is at 4 % against a 2015 target of 10 %. There is increased investment in green energy e.g. commissioning of Olkaria Geothermal plant
- viii) To develop a global partnership for development. The targets for MDG8 are to: develop further an open rule –based, predictable, non- discriminatory trading and financial system. Address the special needs of the least developed countries (LDC’S).Address the special needs of landlocked developing countries and small island developing governments, deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in long term. In co-operation with the private sector, make available the benefits of the new technologies especially information and communication. Mobile telephone subscribers increased from 19364,539 in 2009 to 26,980.777 in 2011.mobile network coverage increased from 49.7% in 2009 to 68.4 % in 2011.Internet subscribers increased from 3, 96.975 in 2010 to 6,152,664 in 2011 and internet users increased from 8,884,850 to 17,379,538 over the same period. The scores of the informants on this development discourse topic were as shown on the table 1.1 and 1.2 below:

Table 1.1 Educated informants’ millennium and sustainable development scores

Speakers	Codes	Points	Variance	Percentage of the variance
A1	Code 1	3/8	5	62.5
	Code 2	5/8	3	37.5
	Code 3	7/8	1	12.5
A2	Code 1	5/8	3	37.5
	Code 2	6/8	2	25
	Code 3	8/8	0	0
A3	Code 1	7/8	1	12.5
	Code 2	7/8	1	12.5
	Code 3	8/8	0	0

KEY

- A1 Youth informants C 1 First language Kimeru
 A2 Middle age informants C2 Second language Kiswahili
 A3 Old age informants C3 Second language English

The table shows that the scores for educated speakers on C 3 are higher than the scores for the other codes in order to foster developments they also need to communicate using the other codes and transmits the ideas to the other speakers who are not proficient in C 3

Table 1.2 Uneducated informants’ millennium development and sustainable development goals scores

Speakers	Codes	Points Scored	Variance	Percentage of the variance
A1	Code 1	3/8	5	62.5
	Code 2	2/8	6	75
	Code 3	1/8	7	87.5
A2	Code 1	3/8	5	62.5
	Code 2	2/8	6	75
	Code 3	1/8	7	87.5
A3	Code 1	2/8	6	75
	Code 2	1/8	7	87.5
	Code 3	1/8	7	87.5

KEY

- A1 Youth informants C 1 First language Kimeru
 A2 Middle age informants C2 Second language Kiswahili
 A3 Old age informants C3 Second language English

Table 1.2 shows that the Millennium Development goals and Sustainable Development Goals knowledge of speakers vary according to the speakers’ spoken codes and age. The scores variation is high compared with the scores of educated informants. Therefore, educated speakers need to Communicate these ideas to those who are not educated who live their lives in their first languages so as to bring development in society.

3.2.2 Kenya VISION 2030 Development Discussion topics.

Kenya vision 2030 is a national long term development blue-print to create a globally competitive and prosperous nation with a high quality of life by 2030. It aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens in a clean and secure environment. The Kenya vision 2030 is to be implemented in successive five year medium term plans. The first such plan covered the period 2008-2012 with the next covering the periods 2012-2017 and so until 2030.The Kenya vision 2030 is

anchored on three pillars, namely the economic pillar, social pillar and political pillar.

1) The economic pillar aims to improve the prosperity of all Kenyans through an economic development program covering all the regions of Kenya. It aims to achieve an average Gross Domestic product (GDP) growth rate of 10% per annum beginning in 2012. The objective is to maintain 10 % economic growth rate annually.

2) Social pillar –Through this strategy Kenya aims to build a just and cohesive society with social equity in a clean and secure environment. Education and training falls under the social pillar of Kenya vision 2030. Under this pillar, Kenya will provide a globally competitive, quality education, training and research for development. The overall goal is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. Other goals included the integration of all special needs education into learning and training institutions achieving an 80% adult literacy rate increasing the net enrolment rate to 95% increase the transition rates to technical institutions and universities from 3% to 8%. Kenya also aimed at expanding access to university education from 4.6 to 20 % with an emphasis to science and technology courses. The specific strategies include: integrating early childhood into primary education, reforming secondary curricula, modernizing teacher training and strengthening partnerships with the private sector. Other strategies included developing key programs for learners with special needs, rejuvenating ongoing adult training programmes and revising the curriculum for university and technical institutes.

3) Political pillar-This aims to realize a democratic political system founded on issue based politics that respect the rule of law and protects the rights and freedoms of every individual in Kenyan society. The objective of this pillar is to strengthen the rule of law and ensure good governance in the country. The millennium development goals that will be attained include the millennium declaration that developing countries will spare no effort to promote democracy and strengthen the rule of law, respect for internationally recognized human rights and fundamental freedoms including right to development. The scores of the informants on this development discourse topic are captured on the table 2.1 and 2.2 below:

Table 2.1 Educated informants’ vision 2030 Scores

Speakers	Codes	Points	Variance	Percentage of the variance
A1	Code 1	3/9	6	66.6
	Code 2	5/9	4	44.4
	Code 3	7/9	2	22.2
A2	Code 1	5/9	4	44.4
	Code 2	6/9	3	33.3
	Code 3	9/9	0	0
A3	Code 1	6/9	3	33.3
	Code 2	7/9	2	22.2
	Code 3	9/9	0	0

KEY

A1 Youth informants
 A2 Middle age informants
 A3 Old age informants
 C 1 First language Kimeru
 C2 Second language Kiswahili
 C3 Second language English

Table 2.1 shows that the scores for educated informants are high they need to share this knowledge with those who live their lives in C1 so as to cross fertilize their ideas in order to bring development in the society.

Table 2.2 Vision 2032 Goals Scores

Speakers	Codes	Points Scored	Variance	Percentage of the variance
A1	Code 1	4/9	5	55.5
	Code 2	4/9	5	55.5
	Code 3	2/9	7	77.7
A2	Code 1	4/9	5	55.5
	Code 2	3/9	7	77.7
	Code 3	1/9	8	88.8
A3	Code 1	3/9	6	66.6
	Code 2	2/9	7	77.7
	Code 3	1/9	8	88.8

KEY

A1 Youth informants
 A2 Middle age informants
 A3 Old age informants
 C 1 First language Kimeru
 C2 Second language Kiswahili
 C3 Second language English

Table 2.2 shows that the vision 2030 Goals knowledge of speakers vary according to the speakers’ spoken codes

and age the variation of the scores is high compared with the scores of educated informants, this mean that the educated speakers need to Communicate and transmit these ideas to those who are not educated who live their lives in their first languages.

3.2.3 Information Communication Technologies Discussion Topic

Countries that have harnessed the potential of information and communications technologies (ICT) have attained significant social and economic development. In addition, they are rapidly transforming into information and knowledge based economies. We look at the legal framework for ICT integration focusing on the following areas: legal framework for ICT integration,

NATIONAL ICT POLICY LOCAL CONTENT

The national ICT policy aims at facilitating the development of local content in ICTS for access and relevance to citizens. To this end the strategies on local content include:

- i) Support locally based development of IT applications and multimedia content for productivity,
- ii) Encourage the use of local languages in developing content,
- iii) Encourage the development of content that captures and preserves knowledge and culture of communities
- iv) promote electronic publishing, collection and preservation of local materials and
- v) Encourage the development and management of information and knowledge resources as a national heritage. The table 3.1 and 3.2 below show the scores that were scored by the respondents on this development discourse topic:

Table 3.1 Educated informants' information and communication technologies discussion Scores.

Speakers	Codes	Points	Variance	Percentage of the variance
A1	Code 1	1/5	3	60
	Code 2	4/5	1	20
	Code 3	5/5	0	0
A2	Code 1	2/5	3	60
	Code 2	4/5	1	20
	Code 3	5/5	0	0
A3	Code 1	2/5	3	60
	Code 2	4/5	1	20
	Code 3	5/5	0	0

KEY

- | | | | |
|----|-----------------------|-----|---------------------------|
| A1 | Youth informants | C 1 | First language Kimeru |
| A2 | Middle age informants | C2 | Second language Kiswahili |
| A3 | Old age informants | C3 | Second language English |

Table 3.1 shows that the scores of the educated informants on this development discourse topic were high. They need to transmit this knowledge to those who live their lives in their first language so as to bring development in the society.

Table 3.2 Uneducated informants' information and communication technologies goals scores

Speakers	Codes	Points Scored	Variance	Percentage of the variance
A1	Code 1	2/5	3	60
	Code 2	1/5	4	80
	Code 3	0/5	5	100
A2	Code 1	1/5	4	80
	Code 2	1/5	4	80
	Code 3	0/5	5	100
A3	Code 1	1/5	4	80
	Code 2	1/5	4	80
	Code 3	0/5	5	100

KEY

- | | | | |
|----|-----------------------|-----|---------------------------|
| A1 | Youth informants | C 1 | First language Kimeru |
| A2 | Middle age informants | C2 | Second language Kiswahili |
| A3 | Old age informants | C3 | Second language English |

Table 3.2 shows that the information and communication Development Goals knowledge of speakers vary according to the speakers' spoken codes and age the variation of the scores is high compared with the scores of educated informants. Therefore, educated speakers need to Communicate these ideas to those who are semi

educated who live their lives in their first languages in order to bring accelerated development to the society.

3.2.4 Elements of Culture Discourse

Every community has an important role of transmitting its own elements of culture e.g. values, beliefs, norms, symbols and language. Values are a culture's standard for discerning what is good and just in a society. Values help shape a community by suggesting what is good and bad, beautiful and ugly, sought for or avoided for instance, American culture value firstly, wealth. They say wealth is good and important so anyone who works hard enough will be successful and wealthy. Secondly, children- they say children represent innocent and purity. Thirdly, they value youthful adult. Values are important for the development of society as they help people to have a desired behaviour in the society that inspire confidence for the investors to invest in the society. Some of the values of Meru speech community include:

- i) Respect –Every person is expected to respect his or her age group members, mother and mothers' age group, father and father's age group and respect all other people.
- ii) Obedience-young people are expected to obey older people and give them respect
- iii) Responsibly-Every person is expected to be responsible for his or her own actions
- iv) Discipline –No person is expected to misbehave in any way
- v) Hard work- Every person is expected to respect hard work and to work hard
- vi) Justice- Every person is expected to treat others fairly and to mete out justice to all other people
- vii) Happiness- Every member of the community is expected to be happy irrespective of his or her status in life
- viii) Cooperation-Each person is expected to take part in the community affairs because one man cannot succeed
- ix) Respect for life- Every person is expected to know that life is sacred thus a person is not expected to spill innocent blood. Any person proven to have killed has to pay a high compensation to the next of kin of the deceased person
- x) Honesty and respect for other people property. Anybody proven to have stolen or destroyed another person's property had to restore or make compensation for the stolen property or destroyed property
- xi) Moral uprightness-Every person is expected to portray high standard of moral behaviour.

The values helped to maintain order and harmony in the society which creates a conducive environment for developments in any society. The scores that were scored by the informants on this development discourse topic are shown on the tables 4.1 and 4.2 below:

Table .4.1 Educated informants' elements of culture development discourse scores

Speakers	Codes	Points	Variance	Percentage of the variance
A1	Code 1	6/11	5	45.4
	Code 2	7/11	4	36.3
	Code 3	7/11	4	36
A2	Code 1	8/11	3	37.5
	Code 2	8/11	3	37.5
	Code 3	9/11	2	18.18
A3	Code 1	8/11	3	27.27
	Code 2	9/11	2	18.18
	Code 3	9/11	2	18.18

KEY

- | | | | |
|----|-----------------------|-----|---------------------------|
| A1 | Youth informants | C 1 | First language Kimeru |
| A2 | Middle age informants | C2 | Second language Kiswahili |
| A3 | Old age informants | C3 | Second language English |

The tables 4.1 shows that the scores of the educated speakers on culture elements were low meaning that they need to integrate more with those who know those elements so that both the individuals and the society development can be fostered in an harmonious and peaceful environment.

Table .4.2 Uneducated informants' elements of culture development discourse scores

Speakers	Codes	Points Scored	Variance	Percentage of the variance
A1	Code 1	10/11	1	9.09
	Code 2	8/11	3	27.27
	Code 3	4/11	7	63.63
A2	Code 1	11/11	0	0
	Code 2	9/11	2	18.18
	Code 3	4/11	7	63.63
A3	Code 1	11/11	0	0
	Code 2	9/11	2	18.18
	Code 3	4/11	7	63.63

KEY

- | | | | |
|----|-----------------------|-----|---------------------------|
| A1 | Youth informants | C 1 | First language Kimeru |
| A2 | Middle age informants | C2 | Second language Kiswahili |
| A3 | Old age informants | C3 | Second language English |

The table 4.2 shows that the scores for uneducated informants on culture elements discourse particularly on C1 are very high meaning they are rich in these elements thus they need to communicate with those who do not know them so that a society can have harmony that will help to foster both individuals and the society development.

Conclusion

Development discourse communication enables cross-fertilization of ideas among people who communicate same languages equipping them to act on their environment to change it for the better and bring both the individuals and society developments.

ACKNOWLEDGEMENTS

The author would like to express gratitude to the organisers of decolonizing the spirit conference (Embu University Kenya and Toronto University Canada) for the opportunity to share the finds of this study with my audience at Embu University during the university's 2016 international conference.

Literature Cited:

David C. (2000), Linguistics encyclopaedia Cambridge University Press Cambridge
 Kebeya H. (1997) Investigating Linguistics Accommodation between two Luhya Dialects Lulogooli And Lwitakho MA Thesis, Kenyatta University
 Labov W. (1972) Sociolinguistics patterns Pennsylvania University of Pennsylvania Press
 Mikwa J. (2016) Analyses of Kimeru Word Formation Processes in three Fraternity Groups in the Meru Speech Community Chuka University 3 rd international research study
 Millennium development goals status report for Kenya (2007) Nairobi Government Printer
 Milroy L. (1987) Language and Social Networks Basil Blackwell Oxford
 Muthwii M. (1994) Variability in Language Use: A Study of Kalenjin Speakers of English and Kiswahili in Kenya, PhD Thesis, University of Anglia, Norwich.
 National development and vision 2030 (2008) Nairobi Government Printer
 Trudgil P. (1974) The Social Differentiation of English in Norwich, Cambridge University Press.