

Teaching - Learning Kiswahili in a Diglossic Context: A Usability Analysis of Language Habits in Lubumbashi

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Abstract: *Kiswahili is one of the national languages of the Democratic Republic of Congo. The latter has generalised, for some years now, the teaching of local languages at primary level. In the city of Lubumbashi, it is Kiswahili. In the field, teachers and learners are faced with two variants of this language. The first is the Kiswahili required by the "ACCELERE!" approach and recorded in the textbooks at their disposal, and the second is the one used in everyday life. How often is the taught variant used by teachers and learners at school, at home and elsewhere? This study addresses this concern.*

Keywords: Diglossia- Kiswahili-Language Habits- Teaching-Learning.

1. Introduction

The Democratic Republic of Congo is among the countries that would like to achieve the Sustainable Development Goals set for 2030 (UNESCO, 2015). Among the sectors that will enable this emergence is education (SDG4), one of the major pillars. Unfortunately, for some time now, everyone has been complaining about the decline in the level of education in this country: from primary school to university, via secondary school, it is the same disarray. In life in general, especially in public transport vehicles (taxis, taxi-buses, trains, planes), in the markets, even in the streets, everyone expresses the same complaints about the dizzying decline in the level of education.

It is in this context that the Congolese state has chosen to subscribe to an approach to learning to read and write known as **ACCELERE!** For this approach, learning to read and write must be done in the language mainly used in the learner's environment. This language, in the field of our investigation, is Kiswahili.

In Lubumbashi, this language has at least two variants (Le Lay, 2007, 2009 and 2013; Ngoie Kyungu Kiboko, 2015), one of which has a strong local flavour and the other close to East African Kiswahili, which the people of Lusaka have nicknamed 'Kiswahili Bora'. It is the first variant that constitutes the unitary ideology of this city, according to Mukendi Nkashama (1999, p.281).

Our observation is that there is a considerable gap between the Kiswahili that the Lushese child learns at school and that of his or her everyday life, in general, and in the family, in particular. The latter situation creates what Degallaix and Meurice (2003, p.16) call *cognitive conflict*. This conflict is not conducive to the development of the skills that the learner needs in his daily life.

It should be said then that in the teaching-learning process, it is better to indicate that the learner uses the notions or terms that he learns at school (Mohamed Miled, 2017). In addition to this, Xavier Rogiers (2010) thinks in terms of

the implemented curriculum translating the actual practices in and out of the classroom (understood here as at home and elsewhere).

We therefore abandon all *encyclopaedic* teaching and focus on *functional* learning: using a language in the context of everyday life.

However, there was a gap between the Kiswahili that pupils learn in class and that of everyday life (this is true even for teachers). For example, terms such as *darasa*, *caki*, are taught in class but are not used by the teachers themselves or by the students outside the classroom. Instead, *masomo* and *mpemba* are used. In this way, teachers and pupils are faced with two distinct realities. Thus, the Kiswahili terms and concepts they teach and learn in class are not necessarily what they use or are expected to use in everyday life.

Indeed, the debate about diglossia has been going on for years. It can be traced back to Pischari in the year 1928. Over time, it was found again in Ferguson in 1959. For this author, diglossia referred to '*two variants of the same language*'. A number of reflections were invited to the debate. These include Fishman in 1967, Boyer in 2001 and Hudson in 2001. For most of them, diglossia consists of a situation in which there are two languages living together, one of which is considered *dominant* and the other *dominated*.

For our part, we refer to the *Fergusonian diglossia* which, following Erwan Le Pipec (2010), deals with two variants of the same language. These are the *peaceful* diglossies. *Conflictual* diglossia situations are those that refer to the contact of different languages.

From the above, we opt for the perspective of analysing the diglossia of Kiswahili in the Fergusonian view. This can be seen from the fact that the Kiswahili taught or learned in school is a variant of the Kiswahili commonly and habitually used in everyday life.

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We are therefore faced here with Kiswahili, one variety of which is learned in school and the other used in everyday life.

Hence our question: *What is the rate of usability in different environments of the words and expressions taught/learned from Kiswahili by the ACCELERE! approach in the first two classes of public primary schools in the city of Lubumbashi?*

In anticipation and based on our preliminary observation we try to answer that *The rate of usability of the terms and expressions taught/learned is low among both teachers and learners in the first three classes of the first two grades of primary school in the different settings compared to the school setting.* (Yves Reuter et al, 2013).

The present study aims to determine the influence of the diglossia of Lubumbashi Kiswahili on the teaching-learning process of this language through the ACCELERE! approach at the elementary level in public primary schools.

2. Method and techniques

A questionnaire-based survey supported by documentary analysis and content analysis was of great use in this study. Statistical graphs allowed us to gain a good understanding of the phenomenon under study.

3. Population and sample

Statistics from the five sub-divisions of EPST indicate that in the 2021-2022 school year, the teaching population in public schools was 774 teachers and 46,644 pupils in the two elementary grades across the city of Lubumbashi.

Using random sampling after stratification (Nicole Berthier, 2007), and applying the Survey Monkey formula (2022), the sample selected consisted of 178 teachers and 257 pupils, all of whom belonged to public primary schools.

4. Results of the study

After investigations, the following results were recorded:

Usability or language habits of teachers

See table 1 in the appendices: Language habits of teachers in the diglossic context of Kiswahili

It was found that 52.4% of the terms and expressions taught are used at school, while 8.6% are used at home and 7.2% outside school and home.

As for the terms commonly used, 75.8% are used at home, 58.4% outside school and at home, while 25.5% are used at school.

In summary, the combination of these results is as follows:

Table 1: Summary of teachers' language habits

Synthese enseignants						
	Ecole		Maison		Ailleurs	
	Termes et expressions enseignes	Termes et expressions couramment utilises	Termes et expressions enseignes	Termes et expressions couramment utilises	Termes et expressions enseignes	Termes et expressions couramment utilises
%	52,4	25,5	8,6	75,8	7,2	58,4

Source: Our own on the basis of Table 1 in the Annexes

The summary results show that at school 52.4% of the terms taught are used, while 25.5% of the terms and expressions commonly used are used. When at home, teachers use taught terms and expressions at 8.6% against 75.8% of commonly used terms and expressions. Outside of school

and home, taught terms are used at 7.2% against 58.4% of commonly used terms.

This can be seen in the graph below:

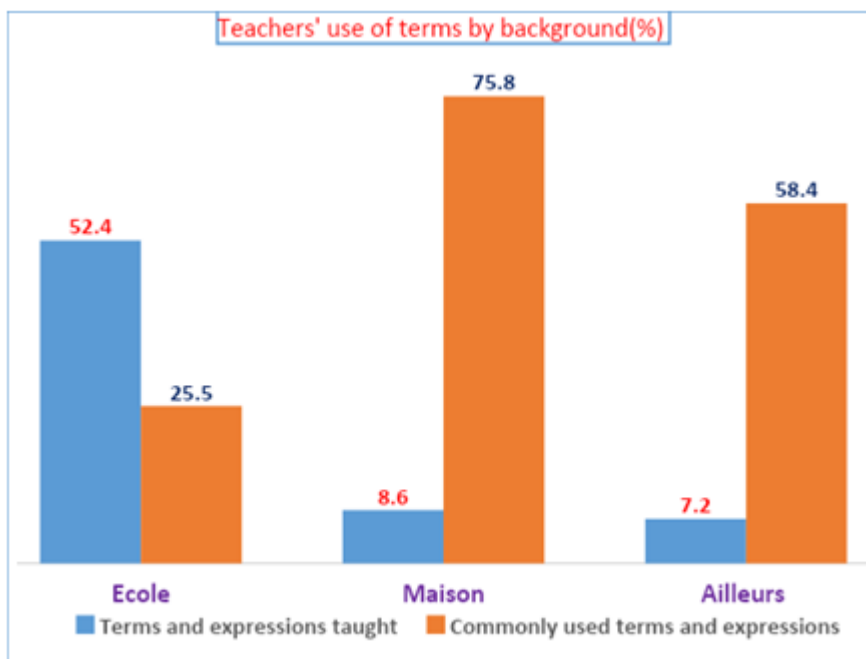


Figure 1: Use of terms and expressions taught and those commonly used by teachers

Source: own on the basis of Table 1.a

The graph above clearly illustrates the situation of Kiswahili diglossia among teachers. We can see that taught terms (in blue) are used at a much higher rate at school than commonly used terms (in red). At home and outside of school and home, taught terms are less noticeable in the language habits of teachers, it is more the commonly used terms and expressions that break the record.

Thus, we simply find that the terms taught are only used in school and less and less in the everyday life of teachers.

Usability or language habits of learners

First year learners

See Table 2 in the appendices: Language habits of Grade 1 learners in relation to terms and expressions commonly used at school, at home and outside school and home

The data in this table provide information on the language habits of first-year pupils in public schools in the city of Lubumbashi. It is noted that 43.1% of the terms and expressions learned in Kiswahili are used at school, 5.2% at home and 5.1% outside school and home.

This allows us to say that learners in the first years of public primary schools in the city of Lubumbashi use the terms and expressions taught in school and not at home and outside of school.

As for the terms and expressions used in everyday life, 45.9% are used at school, 90.1% at home and 84.2% outside school and home.

In summary, these results are as follows:

Table 2: Summary of language habits of first year learners

	Ecole		Maison		Ailleurs	
	Termes et expressions enseignes	Termes et expressions couramment utilises	Termes et expressions enseignes	Termes et expressions couramment utilises	Termes et expressions enseignes	Termes et expressions couramment utilises
%	43,1	45,9	5,2	90,1	5,1	84,2

Source: Our own on the basis of table 5 in the annexes

The following is a summary of the language habits of first year learners in public schools in the city of Lubumbashi in a context of Kiswahili diglossia. The reality is best illustrated by the following graph:

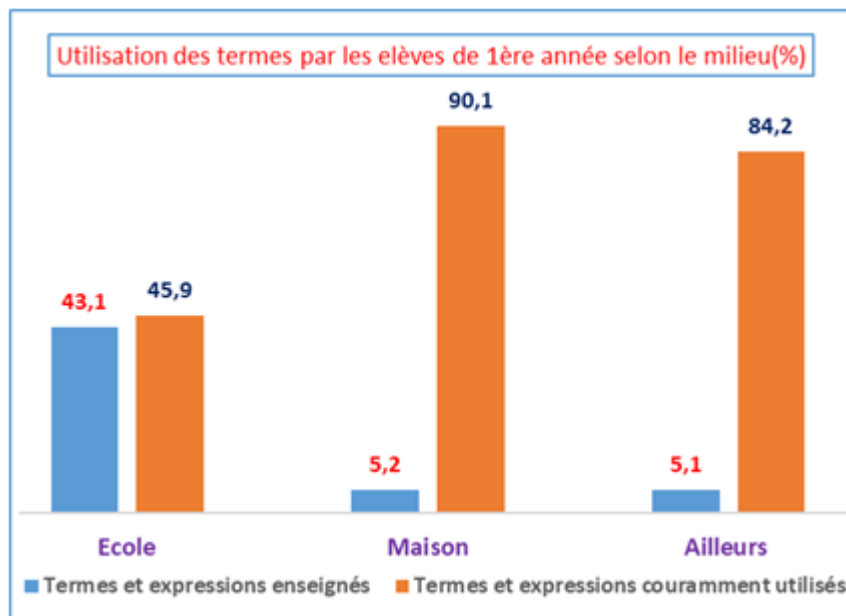


Figure 2: Use of terms and expressions taught and those commonly used by learners in grade 1

Source: own on the basis of Table 2

This graph of the language habits of Grade 1 learners illustrates the diglossic situation of Kiswahili in different settings.

It is noticeable that the terms taught at school are used less than the terms and expressions of everyday life. The same is true at home and outside school and home. This reflects the fact that primary one pupils in government schools in the three different settings use everyday terms than Kiswahili learned at school.

Second year learners

Cfr table 3 in the appendices: Language habits of second

year learners in relation to terms and expressions taught at school, at home and outside school and home

The table above shows the rates of use of the terms and expressions taught compared to those used by second graders in the different settings.

According to these results, 43.7% of the terms taught are used at school, 5.0% at home and 4.2% elsewhere. As for the terms commonly used, 88.5% are used at home, 86.5% elsewhere and 47.8% at school. This situation is summarised in the table below:

Table 3: Summary of language habits of second year learners

	Ecole		Maison		Ailleurs	
	Termes et expressions enseignés	Termes et expressions couramment utilises	Termes et expressions enseignés	Termes et expressions couramment utilises	Termes et expressions enseignés	Termes et expressions couramment utilises
%	43,7	47,8	5	88,5	4,2	86,5

Source: Our own on the basis of Table 6 in the Annexes

This table above shows the summary of the language habits of second year learners in public schools in the city of

Lubumbashi in a context of Kiswahili diglossia. The reality is better illustrated by the following graph:

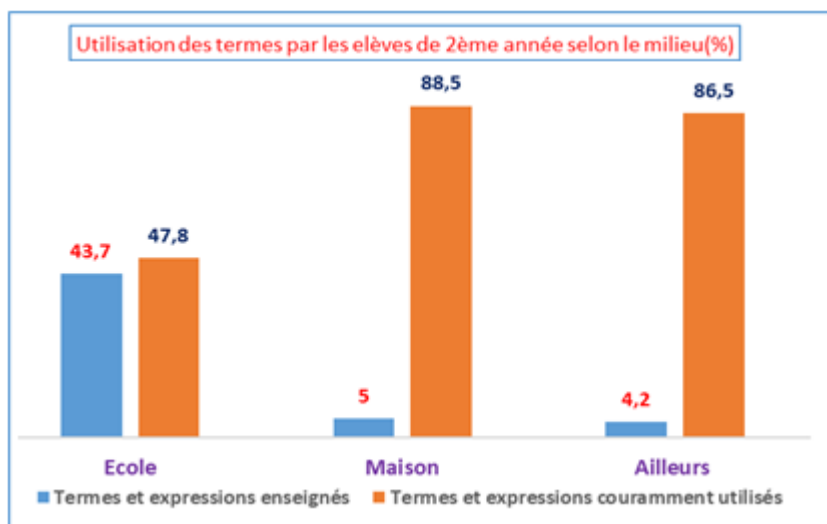


Figure 3: Use of terms and expressions taught and those commonly used by learners in grade 2

Source: own on the basis of Table 3

The graph above shows the average rates of language habits in the diglossic context among second grade learners in public schools in the city of Lubumbashi.

There is a clear demarcation between the terms taught and those used in everyday life. The latter are the most used, with a predominance at home and elsewhere. Those taught are used more at school and less at home and elsewhere. And even at school, taught terms are dominated by everyday terms in their use.

5. Discussion of the results

We analysed the language practices of learners and teachers, in the light of Schenwly, B and Dolz-Mestre, J, (1997) and Yves Reuter (2013) in the diglossic context of Kiswahili in the city of Lubumbashi.

While the teaching-learning of a language is organised to serve the learner and the teacher in their daily lives, it is clear that learning Kiswahili in Lubumbashi in a diglossic context is far from giving the best results.

It appears that the terms and expressions taught and learned at school are only used at school and less and less at home and outside of school and home. This contradicts what Xavier Rogiers (2020) says in that he defends the idea of proposing, for a good integration of knowledge for a better development of the skills expected from learners; communication situations close to life and especially using the language in daily context. de Mohamed. He is supported by Miled (2017) who, in his reflection on a good local language programme in Africa, believes that it is necessary to contextualise what learners need to acquire in order to develop the skills they need for a better adaptation to life.

It then emerges that the teaching and learning of Kiswahili continues to be done exclusively in school and not at home and outside school. This is a waste of time and resources.

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Annexes

Table 1: Teachers' language habits in the diglossic context of Kiswahili

N°	Words and expressions taught by teachers	Rate (%) of usability of terms taught or language habit		
		School	House	Elsewhere
1	Mapacha	52,4%	8,2%	5,4%
2	Ulimi	56,1%	7,8%	6,8%
3	Viazi	57,5%	9,5%	6,1%
4	Binamu	54,4%	8,8%	9,5%
5	Vazi	51,4%	7,1%	6,8%
6	Goti	55,1%	10,2%	7,8%
7	Panya	55,8%	10,9%	8,2%
8	Safari	48,6%	8,2%	5,8%
9	Chakula	58,5%	15,0%	10,5%
10	Barua	54,8%	14,3%	8,8%
11	Inzi	57,8%	15,0%	10,2%
12	Bitika	51,4%	10,9%	5,8%
13	Ceti	53,1%	10,5%	8,8%
14	Kalamu ya wino	52,0%	7,1%	5,8%
15	Kuhesabu	52,7%	9,2%	5,8%
16	Wateja	51,4%	7,5%	4,4%
17	Shati	54,1%	9,9%	7,1%
18	Paka	52,4%	6,8%	6,1%
19	Buku	52,4%	8,5%	6,8%
20	Darasa	51,7%	5,4%	3,1%
21	Gari	56,1%	9,5%	7,5%
22	Taa	53,1%	6,5%	4,8%
23	Biashara	55,1%	8,5%	7,5%
24	Wachuruzi	53,7%	8,2%	7,8%
25	Mimea	51,0%	7,8%	5,4%
26	Utepe	51,7%	9,2%	7,1%
27	Ubao	53,4%	10,9%	9,5%
28	Limau	46,9%	6,8%	5,1%
29	Franka	48,6%	9,9%	6,8%
30	Pato	49,0%	9,2%	6,8%
31	Muvulana	45,2%	8,2%	6,5%
32	Kuogelea	51,4%	6,8%	5,1%
33	Suruali	52,4%	7,5%	7,1%
34	Potenge	49,0%	7,1%	4,4%
35	Ua	56,1%	8,8%	7,8%
36	Picha	55,1%	8,2%	7,1%
37	Caki	52,7%	7,5%	5,4%
38	Bitika	52,4%	7,5%	4,4%
39	Asali	54,1%	10,2%	8,5%
40	Mazungumuz o	53,4%	9,5%	6,1%
41	Nanasi	55,4%	7,8%	5,4%
42	Kijiko	50,7%	8,5%	6,8%
43	Kipara	50,0%	7,1%	5,4%
44	Kioo	51,0%	6,5%	5,4%
45	Mbwa	50,3%	6,1%	6,5%
46	Msichana	46,9%	6,5%	5,8%
47	Muvuvi	51,4%	9,9%	7,8%
48	Mbu	49,7%	8,2%	7,5%
49	Mcana	53,4%	9,2%	6,8%
50	Murembo	52,0%	6,8%	5,1%
51	Jiwe	54,8%	8,2%	8,2%
52	Chandarua	49,7%	9,2%	7,8%

53	Mazoezi	51,7%	7,5%	6,1%
54	Mgongo	51,4%	7,5%	6,8%
55	Tofali	48,6%	6,8%	5,4%
56	Bata	50,7%	8,8%	6,8%
57	Mkaba	53,4%	7,8%	5,8%
58	Nyundo	48,3%	8,5%	5,8%
59	Bikira	52,4%	10,9%	8,8%
60	Mafungo	51,4%	10,2%	8,5%
61	Mpya	49,0%	7,5%	5,1%
62	Hadisi	54,1%	9,5%	6,5%
63	Kiongozi	56,5%	13,3%	10,2%
64	Wanafunzi	52,7%	9,2%	5,8%
65	Buku	54,1%	7,5%	4,1%
66	Shule	52,4%	7,1%	5,4%
67	Sungura	51,4%	9,2%	7,1%
68	Cui	56,8%	11,9%	9,5%
69	Herufi	56,5%	7,5%	6,8%
70	Jamaa	54,1%	9,2%	9,2%
71	Utaratibu	55,1%	9,2%	8,2%
72	Kanuni	54,1%	8,2%	8,2%
73	Kidudu	52,7%	8,5%	6,5%
74	Mji, Kijiji	50,3%	9,2%	7,1%
75	Mcuzi	51,7%	9,2%	9,2%
76	Kujitetea	50,7%	9,5%	8,2%
77	Cura	54,4%	7,1%	7,8%
78	Kengele	55,4%	9,2%	10,2%
79	Kitunguu	50,0%	9,9%	9,5%
80	Ukuta	50,3%	7,8%	6,5%
81	Kartasi	53,1%	7,1%	7,5%
82	Viatu	52,0%	8,2%	6,5%
83	Darubini	50,7%	10,9%	8,8%
84	Miwani	50,3%	7,5%	6,5%
85	Yayi	53,7%	7,5%	5,8%
86	Sherehe	48,3%	6,5%	5,8%
87	Zeituni	53,1%	9,9%	8,8%
88	Kifua	51,7%	9,2%	7,8%
89	Muswaki	52,0%	7,8%	6,5%
90	Kiburi	53,4%	8,8%	6,8%
91	Duka	51,0%	9,5%	7,5%
92	Kandokando	51,7%	8,2%	5,4%
93	Ofisi	55,1%	7,5%	6,5%
94	Kamusi	50,7%	8,8%	6,8%
95	Manjano	54,1%	11,2%	10,2%
96	Museremala	51,4%	7,5%	6,8%
97	Mjomba	53,7%	7,8%	6,5%
98	Vinywaji	54,1%	10,2%	6,5%
99	Jirani	55,4%	10,2%	8,2%
100	Dume	52,7%	9,5%	7,5%
101	Balozi	51,7%	9,2%	8,5%
102	Nukta	53,4%	8,8%	8,5%
103	Subiri	51,4%	9,5%	7,8%
104	Wavu	50,3%	7,8%	7,8%
105	Serkali	54,4%	6,8%	8,2%
106	Mazingira	52,4%	7,8%	8,8%
107	Jioni	49,3%	7,5%	8,5%
108	Simu	51,0%	7,1%	8,5%
109	Kifaranga	50,0%	7,8%	7,8%
110	Takataka	47,6%	6,1%	6,5%
111	Idadi	50,3%	8,2%	8,8%
112	Mtoto	53,1%	7,8%	7,5%
113	Askari	56,1%	8,2%	8,5%
114	Uwanja	50,0%	7,8%	7,5%
115	Avokadi	50,0%	8,2%	7,8%
116	Bakuli	51,7%	8,8%	7,5%
117	Redio	55,1%	7,8%	7,5%
118	Gazeti	50,3%	8,8%	7,5%
119	Mto	51,0%	9,2%	8,2%

120	Mihogo	54,1%	8,8%	7,8%
121	Nyuma	53,1%	8,5%	7,8%
122	Mugonjwa	56,1%	9,9%	9,2%
123	Kuzaliwa	50,3%	7,8%	7,8%
Average rate of usability or language habit		52,4%	8,6%	7,2%

58	Hammer	28,2%	77,2%	60,2%
59	Sister	23,8%	70,7%	54,4%
60	Mafungo	24,1%	68,7%	55,8%
61	Mupya	25,9%	76,9%	59,5%
62	Harishi	21,8%	72,4%	55,4%
63	Director	23,1%	70,7%	55,1%
64	Batoto ya masomo	24,1%	72,4%	55,4%
65	Kitabu	24,5%	75,2%	58,5%
66	Masomo	23,1%	76,5%	59,5%
67	Kalulu	26,2%	75,2%	58,2%
68	Ncui	23,8%	73,1%	56,1%
69	Letters	21,4%	76,5%	58,8%
70	Kizazi	21,8%	73,5%	55,4%
71	Bupole	24,5%	74,8%	55,1%
72	Mipango	24,1%	74,5%	55,4%
73	Kilulu	25,2%	75,5%	58,2%
74	Mukini	24,8%	73,5%	56,5%
75	Nsumpu	30,6%	77,6%	59,2%
76	Kuinsemelea	29,3%	74,8%	58,5%
77	Kiula	25,9%	78,2%	58,2%
78	Ngele ngele	24,8%	75,9%	56,8%
79	Ritungulu	30,3%	75,9%	57,8%
80	Kibumbashi	28,9%	76,9%	58,2%
81	Paper	25,2%	77,2%	58,2%
82	Bilato	25,5%	76,2%	57,1%
83	Binoculars	29,9%	75,9%	59,5%
84	Makalashi	29,6%	77,6%	62,9%
85	Riyayi	25,5%	76,5%	61,9%
86	Feti	28,2%	78,6%	60,2%
87	Olive	26,5%	76,5%	60,2%
88	Kilari	26,9%	74,5%	59,2%
89	Toothbrush	24,8%	76,9%	59,2%
90	Kichwa nguvu	23,1%	73,8%	59,5%
91	Shop	28,2%	76,9%	60,2%
92	Mpembeni	25,5%	74,8%	59,2%
93	Office	22,8%	77,2%	59,5%
94	Dictionary	27,2%	77,9%	62,6%
95	Yellow yoghurt	27,2%	76,5%	60,9%
96	Carpenter	25,5%	76,2%	59,9%
97	Muyomba	21,8%	74,5%	57,1%
98	Biakunywa	21,4%	75,2%	56,8%
99	Neighbour	21,8%	74,1%	58,8%
100	Mwanaume	23,8%	73,1%	57,5%
101	Ambassador	27,2%	77,6%	56,5%
102	Point	24,1%	77,2%	57,1%
103	Chunga	25,9%	75,2%	55,8%
104	Makila	26,9%	76,5%	57,1%
105	The State	22,1%	76,5%	56,8%
106	Environment	22,4%	77,6%	56,8%
107	Mangaribi	27,2%	77,2%	57,1%
108	Telephone	25,9%	74,5%	56,5%
109	Chicks	29,6%	78,9%	58,8%
110	Buchafu	29,3%	82,0%	59,2%
111	Number	27,9%	78,6%	58,8%
112	Mutoto	21,4%	72,1%	53,1%
113	Soda	19,7%	73,1%	54,4%
114	Kiwanza	25,9%	77,9%	55,1%
115	Lawyer	28,2%	76,5%	58,8%
116	Kibakuri	23,8%	74,5%	55,4%
117	Radion	21,1%	75,9%	55,8%
118	Journal	25,2%	76,2%	57,5%
119	Mutoni	23,8%	75,2%	54,8%
120	Mioko	23,1%	75,5%	56,8%
121	Kumukongo	22,4%	73,8%	54,1%
122	Wa malari	20,7%	70,1%	52,0%
123	Kizariwa	19,0%	66,3%	47,6%
Average rate of usability or		25,5%	75,8%	58,4%

No.	Words and expressions used in everyday life by teachers	Usability rate (%) of terms Language habit		
		School	House	Elsewhere
1	Bampundu	23,5%	73,8%	52,4%
2	Lurimi	23,8%	79,6%	62,2%
3	Bilaji	24,1%	77,6%	57,1%
4	Neighbour	27,6%	77,9%	62,2%
5	Manguo	25,9%	76,2%	58,2%
6	Rigoti	24,8%	75,5%	57,5%
7	Mpanya	19,7%	71,1%	53,7%
8	Safari	19,4%	67,0%	50,3%
9	Biakuria	20,1%	68,0%	51,4%
10	Mukanda	19,7%	70,1%	53,7%
11	Njinji	22,1%	68,7%	52,0%
12	Mandizi	25,5%	73,5%	57,1%
13	Paper	26,5%	76,2%	61,6%
14	Bic	26,2%	77,9%	60,2%
15	Kubalula	26,5%	76,2%	60,2%
16	Baclients	28,9%	79,6%	65,6%
17	Shirt	26,9%	76,5%	62,2%
18	Mpushi	26,5%	79,3%	61,6%
19	Kitabu	24,8%	75,9%	60,9%
20	Masomo	25,9%	77,6%	64,6%
21	Motoka	21,8%	72,8%	57,5%
22	Lampi	24,8%	77,9%	60,9%
23	Biakuuzisha	23,5%	75,2%	58,8%
24	Trader	26,5%	77,6%	61,6%
25	Mitshi	26,9%	77,9%	62,6%
26	Kipande ya nguo	27,6%	74,1%	57,1%
27	Bench	27,2%	75,2%	58,5%
28	Lemon	32,3%	79,9%	64,3%
29	Franga	33,7%	77,6%	62,6%
30	Makuta	33,3%	76,9%	61,2%
31	Kiyana mwanaume	33,7%	77,6%	63,6%
32	Kunawa	27,9%	76,9%	62,2%
33	Trousers	27,6%	78,6%	61,9%
34	Lunsonga	29,6%	78,6%	62,9%
35	Flower	23,8%	76,5%	59,2%
36	Photo	22,4%	73,8%	55,1%
37	Mpemba	24,5%	78,9%	59,2%
38	Mandizi	22,4%	76,2%	58,5%
39	Nsari	24,1%	75,2%	58,8%
40	Kusumburia	24,5%	72,8%	58,5%
41	Kinananshi	23,1%	76,2%	60,5%
42	Lupawa	29,6%	78,9%	63,3%
43	Ribala	28,6%	79,3%	63,9%
44	Rikalashi	27,2%	78,2%	60,5%
45	Imbwa	27,2%	79,3%	60,2%
46	Kiyana mwanamuke	29,3%	80,6%	61,9%
47	Mulobai	26,9%	76,2%	59,5%
48	Imbu	29,6%	76,9%	60,9%
49	Muyuwa	22,8%	75,9%	58,8%
50	Muzuri	24,5%	77,6%	56,5%
51	Ribwe	22,4%	76,5%	59,5%
52	Mosquito net	29,9%	75,9%	62,6%
53	Exercise	28,9%	78,6%	61,6%
54	Mukongo	26,2%	78,6%	59,5%
55	Ritafwari	27,9%	78,6%	61,6%
56	Mbata	26,5%	75,5%	56,5%
57	Mushipi	23,8%	75,5%	56,8%

language habit			
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Source: Our own, based on the results of the investigations

Table 5: Language habits of first-year learners in the diglossic context of Kiswahili

No.	Words and phrases taught in Year 1	Usability rate of the terms taught or language habit		
		School	House	Elsewhere
1	Askari	41,9%	4,4%	5,1%
2	Avokati	44,9%	1,5%	2,9%
3	Bakuli	43,4%	2,9%	4,4%
4	Barua	54,4%	8,8%	10,3%
5	Biashara	46,3%	6,6%	4,4%
6	Binamu	41,9%	4,4%	4,4%
7	Buku	43,4%	6,6%	8,1%
8	Ceti	37,5%	2,2%	4,4%
9	Darasa	40,4%	2,2%	3,7%
10	Duka	38,2%	2,9%	4,4%
11	Fagio	44,9%	3,7%	4,4%
12	Gazeti	34,6%	2,9%	4,4%
13	Gorofa	41,9%	2,9%	5,1%
14	Inzi	47,8%	8,1%	7,4%
15	Jamaa	50,7%	10,3%	5,9%
16	Jiko	36,8%	2,2%	4,4%
17	Kioo	43,4%	3,7%	5,9%
18	Kununua	43,4%	5,1%	6,6%
19	Lupao	51,5%	19,1%	19,1%
20	Mababu	43,4%	4,4%	2,2%
21	Mafiga	44,1%	6,6%	4,4%
22	Mapacha	40,4%	5,9%	2,9%
23	Nanasi	46,3%	5,9%	4,4%
24	Njiwa	41,2%	2,9%	2,9%
25	Nukta	38,2%	5,9%	2,9%
26	Paka	42,6%	2,9%	2,9%
27	Panya	50,7%	8,8%	10,3%
28	Redio	41,2%	3,7%	5,9%
29	Shati	41,2%	4,4%	3,7%
30	Simu	42,6%	2,9%	2,9%
31	Suruhali	37,5%	3,7%	2,2%
32	Ubao	43,4%	3,7%	1,5%
33	Utepe	44,1%	6,6%	5,9%
34	Wachuruzi	41,2%	6,6%	4,4%
Average rate of usability or language habit		43,1%	5,2%	5,1%

N°	Terms and expressions used in place of those signed	Rate (%) of usability of terms used or language habit		
		School	House	Elsewhere
1	Soda	45,6%	93,4%	83,1%
2	Lawyer	47,1%	96,3%	87,5%
3	Kibakuri	47,8%	94,9%	83,1%
4	Mukanda	35,3%	83,8%	75,7%
5	Goods	43,4%	89,0%	81,6%
6	Cousin	49,3%	91,9%	86,0%
7	Kitabu, Notebook	43,4%	89,0%	83,1%
8	Paper	54,4%	95,6%	87,5%
9	Masomo	50,7%	94,9%	88,2%
10	Shop	53,7%	93,4%	89,0%
11	Kifakio	45,6%	90,4%	86,0%
12	Journal	57,4%	94,1%	89,7%
13	Floor	50,7%	92,6%	85,3%
14	Njinji	38,2%	81,6%	77,2%
15	Kizazi	35,3%	76,5%	72,8%
16	Mbabula	96,3%	89,0%	55,9%
17	Rikalashi	92,6%	84,6%	48,5%
18	Kuuzza	43,4%	89,7%	82,4%
19	Lupawa	36,0%	76,5%	68,4%

20	Bankambo	94,1%	89,0%	44,1%
21	Mafika	86,8%	83,8%	44,1%
22	Bampundu	48,5%	89,7%	83,1%
23	Kinananshi	37,5%	87,5%	82,4%
24	Pigeon	50,7%	94,1%	89,7%
25	Point	49,3%	91,9%	86,8%
26	Mpunshi	44,9%	91,2%	89,0%
27	Mpanya	34,6%	83,8%	77,9%
28	Radio	41,9%	89,0%	77,2%
29	Shirt	46,3%	91,9%	88,2%
30	Telephone	47,1%	90,4%	89,0%
31	Trousers	51,5%	91,9%	89,7%
32	Table/Mbao	46,3%	91,9%	91,2%
33	Kipande ya nguo	44,9%	88,2%	83,1%
34	Traders	47,1%	88,2%	83,8%
Average rate of usability or language habit		25,5%	75,8%	58,4%

Table 6: Grade 2 learners' language habits with regard to terms and expressions taught at school, at home and outside school and home

No.	Words and expressions taught in the second year	Usability rate of the terms taught or language habit		
		School	House	Elsewhere
1	Askari	46,3%	8,3%	5,0%
2	Avokati	41,3%	3,3%	1,7%
3	Babu	40,5%	5,0%	3,3%
4	Bakuli	44,6%	6,6%	3,3%
5	Barua	47,9%	9,9%	6,6%
6	Biashara	44,6%	4,1%	3,3%
7	Binamu	38,0%	4,1%	2,5%
8	Bitika	41,3%	4,1%	3,3%
9	Buku	40,5%	5,8%	4,1%
10	Ceti	41,3%	5,0%	2,5%
11	Cungu	43,0%	4,1%	2,5%
12	Darasa	44,6%	1,7%	1,7%
13	Duka	40,5%	1,7%	1,7%
14	Duka ya mavazi	41,3%	4,1%	2,5%
15	Fagio	43,0%	2,5%	2,5%
16	Franka	38,0%	2,5%	2,5%
17	Gari	44,6%	4,1%	4,1%
18	Gazeti	36,4%	3,3%	2,5%
19	Gorofa	36,4%	2,5%	1,7%
20	Goti	42,1%	7,4%	4,1%
21	Inzi	51,2%	14,9%	13,2%
22	Jamaa	45,5%	8,3%	5,8%
23	Jiko	42,1%	5,0%	3,3%
24	Kandokando	44,6%	5,0%	2,5%
25	Kanuni	53,7%	14,9%	14,0%
26	Karamu	46,3%	9,1%	3,3%
27	Kibweta	38,0%	4,1%	2,5%
28	Kifua	43,0%	5,8%	3,3%
29	Kijiji	46,3%	5,8%	4,1%
30	Kimanjano	40,5%	4,1%	3,3%
31	Kioo	43,8%	7,4%	4,1%
32	Kununua	46,3%	5,0%	5,0%
33	Limau	38,8%	5,0%	5,0%
34	Lupao	57,0%	18,2%	19,0%
35	Mababu	40,5%	4,1%	4,1%
36	Mafiga	42,1%	3,3%	5,0%
37	Mafungo	41,3%	5,0%	4,1%
38	Majirani	42,1%	5,8%	5,0%
39	Mapacha	45,5%	4,1%	4,1%
40	Mazingira	42,1%	5,0%	5,0%
41	Mchana	42,1%	4,1%	4,1%
42	Mimea	41,3%	4,1%	4,1%

43	Muswagi	43,8%	3,3%	5,8%
44	Mteja	40,5%	3,3%	6,6%
45	Nanasi	45,5%	3,3%	5,8%
46	Njiwa	43,8%	5,0%	4,1%
47	Nukta	44,6%	5,0%	4,1%
48	Ofisi	46,3%	3,3%	4,1%
49	Paka	43,0%	3,3%	3,3%
50	Panya	46,3%	5,8%	5,8%
51	Redio	43,8%	3,3%	1,7%
52	Serkali	47,1%	3,3%	2,5%
53	Shati	42,1%	3,3%	2,5%
54	Cakula	43,8%	4,1%	1,7%
55	Simu	47,1%	3,3%	1,7%
56	Sungura	46,3%	3,3%	3,3%
57	Suruhali	42,1%	2,5%	3,3%
58	Taa	42,1%	3,3%	4,1%
59	Ua	47,1%	4,1%	5,0%
60	Ubao	45,5%	5,8%	5,0%
61	Utepe	47,9%	9,1%	6,6%
62	Viatu	43,8%	3,3%	1,7%
63	Wachuruzi	46,3%	2,5%	2,5%
64	Yai	43,8%	3,3%	1,7%
65	Zawadi	44,6%	3,3%	2,5%
Average rate of usability or language habit		43,7%	5,0%	4,2%

36	Mafika	48,8%	90,1%	84,3%
37	Holidays	48,8%	86,8%	86,0%
38	Ba neighbours	46,3%	89,3%	86,8%
39	Bampundu	44,6%	87,6%	87,6%
40	Environments	51,2%	89,3%	89,3%
41	Muyuwa	50,4%	90,9%	89,3%
42	Mitshi	52,1%	90,9%	89,3%
43	Toothbrushes	47,9%	90,9%	86,0%
44	Client, Kiria	54,5%	93,4%	88,4%
45	Kinananshi	44,6%	87,6%	79,3%
46	Pigeon	48,8%	90,9%	87,6%
47	Point	48,8%	91,7%	89,3%
48	Office	46,3%	90,9%	83,5%
49	Mpunshi	48,8%	90,1%	86,8%
50	Mpanya	42,1%	85,1%	78,5%
51	Redio	46,3%	88,4%	84,3%
52	The state	43,8%	89,3%	87,6%
53	Shirt	49,6%	92,6%	91,7%
54	Biakuria	42,1%	90,1%	81,0%
55	Telephone	42,1%	91,7%	88,4%
56	Kalulu	45,5%	95,0%	90,1%
57	Trousers	47,9%	95,0%	90,1%
58	Lampi	52,1%	94,2%	90,9%
59	My flowers	44,6%	92,6%	86,8%
60	Table/ Mbao	47,1%	89,3%	86,8%
61	Kipande ya nguo	42,1%	84,3%	83,5%
62	Bilato	45,5%	90,9%	86,8%
63	Ba traders	45,5%	95,0%	89,3%
64	Riyayi	47,1%	93,4%	90,1%
65	gifts	41,3%	90,9%	86,8%
Average rate of usability or language habit		47,8%	88,5%	86,5%

N°	Terms and expressions used instead of those taught	Rate (%) of usability of terms used or language habit		
		Schoo l	House	Elsewher e
1	Soda	41,3%	81,8%	78,5%
2	Lawyer	50,4%	93,4%	90,9%
3	Kambo	51,2%	90,1%	90,1%
4	Kibakuri	48,8%	89,3%	91,7%
5	Mukanda	43,0%	84,3%	79,3%
6	Goods	47,9%	90,9%	89,3%
7	Cousin	55,4%	87,6%	87,6%
8	Mandizi	47,1%	87,6%	86,0%
9	Kitabu, Notebook	49,6%	86,0%	85,1%
10	Paper	55,4%	87,6%	90,1%
11	Kiungu	52,9%	88,4%	89,3%
12	Masomo	47,9%	90,1%	90,1%
13	Shop	52,9%	90,9%	91,7%
14	Shop ya manguo	52,9%	90,1%	89,3%
15	Kifakio	52,1%	91,7%	87,6%
16	Franga	55,4%	89,3%	86,8%
17	Motoka	37,2%	83,5%	78,5%
18	Journal	57,9%	89,3%	90,1%
19	Floor	57,0%	91,7%	92,6%
20	Rigoti	41,3%	82,6%	83,5%
21	Njinji	38,0%	72,7%	74,4%
22	Kizazi	38,0%	80,2%	75,2%
23	Mambula	53,7%	90,1%	88,4%
24	Mpembeni	48,8%	86,0%	87,6%
25	Rules	41,3%	79,3%	79,3%
26	Feti	43,8%	82,6%	88,4%
27	Cardboard	58,7%	90,1%	90,9%
28	Kilari	51,2%	86,0%	90,1%
29	Mukini	46,3%	88,4%	87,6%
30	Yellow	54,5%	90,1%	87,6%
31	Rikalashi	49,6%	84,3%	87,6%
32	Kuuza	43,8%	90,1%	87,6%
33	Lemon	56,2%	90,1%	89,3%
34	Lupawa	32,2%	67,8%	65,3%
35	Ba nkambo	49,6%	90,1%	89,3%