INTRODUCTION TO LANGUAGE

LANGUAGE:

1. Language is a symbol system based on pure or arbitrary conventions…. (syane and jindal 2007:1)
2. Language is the institution whereby humans communicate and interact with each other by means of habitually used oral auditory arbitrary. (Hall, 1969 (ibid)
3. Language is a system of arbitrary vocal symbols by means of which a social group cooperates (Bioch and Trager, 1942)
4. Language is a system of vocal symbols used for human communications. (wardaugh-1972)
5. Language is a collection of signs which are arbitrary chosen and organized according to certain fixed principles that are acceptable by the society.
6. Language is a system of arbitrary vocal symbols by which thought is conveyed from one human being (a speaker or writer) to another (a listener or reader)
7. Language is a conventional system habitually system of vocal behavior by which members of a community communicate with one another.
8. Language is a learned and shared habitual system of vocal symbols through which human beings in the same speech community interact and hence communicate in terms of their common cultural experiences and expectations.
9. Language is the system of communication in speech and writing that is used by human beings.

NOTE:- with regard to the above definitions, the most possible definition of language may be this "Language is a system of arbitrary and conventional vocal symbols through which thought (message) is conveyed from one human being to another i.e.: from the speaker or order to the listener or reader.

ELEMENTS OF LANGUAGE

The definition of language consists of several key terms/elements as follows.

1. **System**

(a) Language is a system in the sense that it is a collection of sign or symbols i.e. It assembles together the smaller units to form the larger units and these units are arranged in a regular order for example:- phonemes-syllable-morphemes-words-phrases-clauses-sentences-paragraph-comprehension.

(b) Language is constituted by several elements which are arranged in a regular fixed order, such elements include subject, verb, object, complement and adverbial.

For example: - The boy has been here since yesterday
           S   V   A   A
He left your book in my room last week

<center>S   V   O   A   A</center>

(c)   Language being a system is also constituted by various subsystems such as sound system, structural system and meaning system.

2. Arbitrary

The arbitrariness of language is proven by the following facts.

(a) In language there is no correspondence (similarity) between the symbols (sound or letters) and the realities, meanings or objects which are represented by those symbols.

For example: - the word dog with the four legged animal, table as a piece of furniture.

However language is arbitrary due to the fact that the linguistic symbols used in language were just picked haphazardly (with no particular plan or organization) i.e. there was no any formal meeting by any speech community which sat to form language. Each speech community has its own symbols representing different realities.

3. Vocal

Language is said to be vocal since each language is based on speech sounds that are produced by the vocal organs, (organ of the mouth, nose and throat) i.e. in spoken form language is presented through the vocal sounds (sounds from the mouth)

4. Symbol

Language is symbolic in the sense that language uses signs or symbols to represent   realities,   object or ideas.

There are two major types of symbols used in language
(a) The acoustic images (the sounds)
(b)   The   graphic   signs   (orthography   letters   1   spellings) These symbols represent realities, objects or ideas in spoken language; we use the acoustic images (sounds) where as in written language we use the graphic signs (letters)

5 Conventional

Language is conventional due to the fact that any human language (system of communication) ought to be mutually acceptable and understood by a particular speech community i.e. all members who use that particular language.

6. Message

Message is the key word language has the message since it is the message that is conveyed from one human being to another i.e. language is used as the medium through which ideas, opinions or thought is carried from the speaker or writer to the listener or reader. The participants in language communicate the message to

each other thus message is the central element in any communication system (no message, no communication)

7. **Human being**

Language is used by human beings i.e. it has been proved that it is only the human being among all creatures who communicate by the use of language other creature do communicate using different systems or forms but they never use language as there means of communication.

A LANGUAGE/A COMMUNITY LANGUAGE

A LANGUAGE is a specific from (system) of speech which is conventional and mutually understood by a specific speech community i.e. it refers to one particular language as used and spoken by a particular community.

The speech community can be ethnic group, a tribe, a nation or even the whole continent for example Kichagga is a language of chagga people of Kilimanjaro region, Kingoni a language of ngoni as a tribe,Swahili a language of Tanzania as a nation, English a language of Europe, America and Australia as continents.

Features of a Language

A language has several features or characteristics:-
1. It is a specific concept referring to one particular form of speech (system of communication) that is mutually used and understood by a particular speech community.
2. A language is used to express the culture of a particular speech community i.e. a language is the central element of a particular culture hence a language and culture are inseparable.
3. A language changes and develops with the change and development of culture i.e. dynamism of a language is usually influenced by culture.
4. A language can also change on contact with the foreigners through different activities such as trade, tours, colonial domination etc.
5. A language usually may have script (forms or spellings) different from other languages i.e. each language has different orthography spellings.
6. A language may have phonological and grammatical systems (pronunciation and structure) different from other languages.
7. A language may belong to a group with other languages which stem from the same ancient language for example Kiswahili, Kisukuma, Kihaya, Kinyakyusa etc are among the Bantu languages hence each language belongs to Bantu language.

THE BASIC DIFFERENCE BETWEEN LANGUAGE AND A LANGUAGE

1. **LANGUAGE** Is a universal concept i.e. it refers to all language in the world as used by human beings.

While

ific concept i.e. it refers to only one particular system of Communication that is used by a particular speech community.

2. Language does not belong to a particular speech community *i.e.* It doesn't have any specific group of people who regard it as their own it belongs to all human beings in general.

While

A Language belongs to a particular speech community that uses it as the means of communication among themselves. I.e. a language is owned by a particular speech community *e.g.* English by the British, French by the French etc.

3. Language has no link with the culture of a particular community *i.e.* it cannot be used to express the culture of one particular speech community.

While

A language has a direct link with the culture of a particular speech community that uses it i.e. Each particular language is used to express the culture of the people who uses that particular language e.g. English for the English culture, Swahili for the Swahili culture etc.

4. Language is static i.e. It doesn't change with the change of culture and contact with foreigners.

While

A language is dynamic as it usually changes and develops with the change of culture as well
as the contact with foreigners.

UNIQUE PROPERTIES/ FEATURES OF HUMAN LANGUAGE

Human language has a number of defined properties which uniquely distinguish it from communication systems (form) of other creature such as animals and insects. i.e. there are several features which are uniquely manifested (found) in human language and are unlikely to be found in the communication system of other creatures, this acts as a prove to the fact that it is only human beings who communicate through language where as other creatures do not use language as their means of communication.

The following are the unique characteristics or properties of the human language.

1. Duality/ Double articulation

Human language is organized or produced at two levels simultaneously

(a) Sound level at which human beings are capable of producing the individual sounds which do not convey any intrinsic meaning when they occur separately.

(b) Grammatical/ structural level at which a human being produces the Meaningful units such as words or phrases.This is achieved when the sounds combine together to form the meaningful and grammatical units such as words or phrases.At this level it is possible for the same sounds to form different words with different meaning for example /i, b, n/ can combine to form nib and bin /e, t, a/ can combine to form eat, ate, tea.Thus with a limited number of distinct sounds, we are capable of producing a very large number of words which are distinct in meaning. This makes human beings economical in the use of language. This feature cannot be manifested in the communication system of other non-human creature i.e.There signals are used at only on level.

2. Productivity/ Creativity

This is the feature of all human languages that novel/ new utterances are continually being produced or created i.e. language allows speakers or writers to produce and understand new utterances/ sentences that they have never produced or heard before. This implies that due to the use of language, human beings are capable of producing and understanding the new sentences produced by others. This makes human language dynamic because all the time he or she strives to produce or create new words, sentences or an utterance that is being understood by both a speaker or writer and the hear or reader. However at childhood, children try there level best to produce new utterances or words. The features that cannot be found among communication systems of other creatures, these creatures produce the signals that are usually static i.e. they are the same and this cannot be produced in other forms to communicate experience and events.

3. Arbitrariness

All human languages have arbitrariness in the sense that there is no direct or natural connection or similarity correspondence between the linguistic symbols and the message, meaning or concept being represented by those symbols. I.e. the linguistic signs or symbols have arbitrary relationship with the reality or meaning (objects or concepts) they represent or indicate. For example the word table has no similarity with the object known as table.However for the majority of animal signal, there does appear a clear connection between the convey that message. For example a hungry cat produces the cry that represents the actual state.

4. Interchangeability/ Reciprocity

Human language is unique because any person using the linguistic system can both send and receive the message. I.e. human language allows communicator to join here exchange

position. At one time the communicator is a speaker and a listener at another time. This imply that when one person is talking, the other is listening and when the listener starts

responding, he or she becomes the speaker and the person who was previously a speaker becomes a listener.However this feature cannot be manifested among other creatures

because there is no room for animals and other creatures to interchange positions as they usually produce their signals at the same time.

5.   Displacement

Human language is displaced in the sense that the human language users (human beings) are capable of producing and understanding the message in relation to time and place.   I.e.

Human beings are able to communicate the message of the events of different times and places. This means that human beings can convey the message of present, past and future

time as well as the message related to the event taking place at different places or locations   e.g.   distant   event   such   as   football   match   in   England.

However with human language human beings may convey the message on both concrete and abstract phenomena. This is due to the fact that, animal communication lacks   this

property as they can only be able to produce and understand the message in relation to only the immediate time and place.   I.e. they can convey the message on the event happening

now and here but not yesterday, tomorrow and there.

6. Cultural transmission/ learner ability

This is the process whereby language is passed on from one generation to the next. I.e. human language is transmitted from one individual to another not by physical inheritance but by learning – Human language is not inherited genetically from parents instead it is acquired or learned depending on the environment to which one is exposed. That why we say language is culturally transmitted from one duration to another as it is acquired in culture   with   other   speakers   and   not   from   parental   genes. This implies that any human language is acquired through learning from one generation to another. I.e. Every person gets language through learning but not through inheritance from parents.However the general pattern of animal communication is that the signals are

instinct/ inborn and there are not learning i.e. Animals and other there signals instinct without learning them**.**

7. Specialization

Human language has the feature of specialization in the sense that every society has its own physical and social experiences which determine how the society sees its physical world i.e. the language of a respective society would tend to describe and reflect the physical features and social experiences which only exist in that society. This is proven by the fact that it is very difficult to translate one language into another since experiences in each language is different.However communication systems (signals) used by animals and other creatures cut across the whole species of animals without specializing to a particular group of the same species.

8. Discreteness

The sounds in human language are meaningfully distinct I.e. the sounds used in language are only meaningfully especially when they are part of a language. For example the words pig and big differ due the presence of /p/ and /b/, ten and pen differ due to the presence   of   /t/   and   /p/
This implies that each sound in language is treated as discrete.

9. Reflexiveness

This is the feature which enacts that human language has the ability of talking about itself.
For example we are now using language to talk about language this property of language by which human language talks about itself is what is referred to as reflexiveness. However it is not easily imaginable that animals are able to cry about their cries so this property makes human; language different from human communication.

Competence   and   performance   in   language
Competence refer to the knowledge of the whole language i.e. the ability not only to apply the grammatical rules of a language in order to grammatically correct sentences but also   to   know   when   and   where   to   use   those   sentences   and   to
It also means the subconscious ability to judge the grammatically of expression as used in a certain language.

NB: The   communicative   competence   includes   the   following
1. The   knowledge   of   grammar   and   vocabulary   of   a   language
2. The knowledge of rules of speaking and knowing to communicate according to topic and speech events

3. Knowing how to use language appropriately i.e. Using language according to social setting the relationship between speakers as well as according to a particular occasion

performance refers to as the actual use of language in concrete situation. It is determined by choice of writing words suitable for the right situation. It also refers to the

actual use of language by individual in speech and writing i.e. the ability of a person to use the knowledge of language to produce and understand the sentences without

necessarily adhering to grammatical rules.

NB: Competence and performance go together due to the fact that competence proceeds performance. Competence gives corrections to wrong expressions through performance. But there are times when the two are not connected as one can have performance without competence and vice verse.

IMPLICATIONS OF COMPETENCE AND PERFORMANCE

- To show that our ability to use language is governed by certain intuitive capacities. This is the reason to why native speakers of the language is capable to say whether the

construction is correct or not even if they are unable to explain it technically.

- It also shows that language ability of an individual can be improved through the use of appropriate methods of language teaching.

- Uses of the language have more in their linguistic stores than what they produce. This is due to the fact that language performance is affected by the number of factors such

as illness, tiredness, stress, etc

- Likewise it shows that language is governed by rules. As it is common for the language users to correct errors and mistakes in different constructions of language.This is

made possible because intuitively we are embedded with those rules

FUNCTIONS   OF   LANGUAGE

Human beings can use language for different purposes,The following are the major function of language

1.   Referential   /   communicative   function
This is the use of language to convey factual or non-factual information
I.e. human being use language to communicate with each other to pass information from each other   .

2. Expressive or emotive function

This is the use of language to express feelings, emotions or attitude. Man can convey his emotions by screams, grunts, sobs and gestures,but still needs language for confirm or elaborate those signals. Thus report feeling or attitudes of the writer or speaker or of the subject, or evokes feelings in the reader or listener fall under this function.

3. Cognitive or Directive function

This is the use of language for the purpose of influencing the behavior of others e.g. to command them to do something, request them warm them. Thus language is used for the purpose of causing (or preventing) overt action. This is the most important function of language, it impart factual information and commands. Passing information is absolutely necessary e.g:- asking and answering questions, reading instructions etc.

4. Phatic or interrogation function

This is the use of language to establish or maintain good social relationship among human beings E.g. Greetings, cheering-up etc. Uses phrases like "nice day today", "how do you do". Think of this situation; Gorge coughs.Then his friend Musa says "Bless you". This has got no any informative content but intended to link people and make coexistence peaceful and pleasant.

5. Poetic or athletic function

This is the use of language for pleasure of mind (asthetic) use language in its beauty pleasure. I.e. language is used for entertainment e.g. Reading a certain literature for enjoyment, language used in theater for performance – the use of language in artistic way.

6. Meta linguistic function

This is the use of language to talk about language. I.e. Language for its own sake or the use of language to explain other language concepts. E.g. we are now learning language.

Other functions

7. **Imperative or Declarative**

This the use of language for the purpose of declaring something E.g. Language used in ceremonies, meetings, courts of law, church masses

8. **Regulatory function**

Use of language for the purpose of warning or imparting discipline to the people been spoken to and thus used in order to win peoples respect For example the language used by religious leaders

LANGUAGE POLICY IN TANZANIA

This language policy in Tanzania states that Swahili language shall be used as the medium of instruction at the primary school level and English remain the medium of instruction from secondary level to the university level. The government has accepted both English and Swahili to be used as official languages. However, the status of English is confusing as it is in transition between being the foreign language and the second language that makes even Swahili in the same transition between the second language and the first language.

NB: the use of either English or Swahili as the medium of instruction has created a very hot debate since there people who support English where as other support Swahili.

ENGLISH IN SCHOOLS

At present English is used as medium of instruction in secondary schools and higher learning institution. But there is a debate on whether English should continue with the status it has or it should be replaced by Swahili. Let us see the different arguments people have about English out to be replaced by Swahili today.

Those who support the current English status.

Some of their points include the following:

1. English is a language of today's world business so Tanzanian. So Tanzanian have to learn through it in order to function in today's world.
2. English is a well developed language due to its long history. Swahili lacks some important vocabulary especially in science and technology.
3. Many books are written in English, so learning through English it is easier and less costly than turning to Swahili. This group of people is

afraid of change because people think the government has no money for changing the medium of instruction.

4. English is everyone's property today. It is no longer colonial language. It is spoken in different parts of the world so there is no justification of equating English with colonialism.

5. Learning through English makes a child divergent in class. A person who speaks many different languages is like a person who is living in many worlds because each language looks at the world differently from other languages. So children should learn though English so that they can explore.

People who propose the use of Swahili.

The following are some of the points made.

1. English language is a foreign language making students learn through a foreign language is like colonizing their minds so we should get rid of their colonzation.

2.Students learn better when they use the language they know well. Unfortunately Tanzanians do not know English well so making them continue learning through it endangers education in Tanzania.

3. Experience from developed countries reveals that students learn using their countries languages and English or other languages are learn as subjects but the medium of instruction is Korean (Hangul) these people are technologically developed. They are the ones who export television and other electronics products.

4. English should be taught as subject like the way French is taught. This will improve its teaching. Currently English is very badly taught so the appeal is to improve the teaching of English.

5. Swahili is the language of African identity so we ought to teach using a lot if we are to cherish our heritage

6. No language is endowed with scientific knowledge so it is a myth to believe that English is the language of science and technology. Any language including Swahili can be a metalanguage of science and technology.

7. Already teachers are using code mixing. If you observe many classes you will discover that teachers speak a lot of Swahili in the class room. So we need to formalize that use of Swahili.

From the argument of both groups, it seems there is a language problem in Tanzania. It seems both English and Swahili are needed. The problem is the status each language is to

have. We may argue here that it is possible to teach through Swahili from primary school to University level that will be possible if the government changes its language policy in Education.This may be possible without endangering English. However there has to be some well trained teachers who will teach English. Translation of the existing literature will not be necessary if English is taught well; this is because students who learn through Swahili will also master English provided it is taught well. Having very competent teachers is an investment so there should be purposefully effort to effect the change.

A LANGUAGE/ SPEECH COMMUNITY

This refer to a group of people who share or regard themselves as sharing the same language or language variety i.e. it is a group of people who mutually understand and hence can speak and use one particular language. For example Swahili language community of East Africa, Bengali language community of Bangladesh, Hehe language community of Iringa region.

LANGUAGE VARIETIES

What is a language variety?
A language variety is any kind of language or any particular kind of language which arises according to difference factors such as the use and the user. Basically language varieties arise due to two basic factors i.e. the use and the user.

There are two major language varieties:-

(a) Register

This is the language variety which arises according to the use. These determine by several factors such as occupation, field of discourse (Topic), Tenor of discourse (status), mode of discourse (media), Modality (channel), Doman (Function).

(b) Dialect

This is the language variety (variation) that arises according to the user. This var111iety is determined by several factors such as social class or social group, geographical area or location, age, sex, profession etc. Dialects differ from one another in terms of vocabulary, pronunciation (accent) and grammar but the most noticeable feature is pronunciation (accent)

TYPES OF DIALECTS
There are three major Dialectical varieties of a language.

(a) Sociolect / Social dialect

This is the language variety (type of dialect) which arises according to social class or group i.e. it is the variety of language which used or spoken by people who belong to a particular social class or group such as high class us middle class low class, educated us non – educated, initiated us non – initiate the rich us the poor. The grouping of people into different classes is marked with regard to education back ground, economics status as well as traditions and customs.

(b) Geographical / Regional dialect

This is the variety of language according to geographical location or area i.e. it is the variety of language as used or spoken by inhabitants of a particular place, part or geographical location, for example British English, American English, Australian English, South African English, akwngusa vs Kipemba, Scottish vs Kimachame vs Kirombo vs Kimarangu vs Kibosho.

(c) Idiolect

This is the language variety which arises according to an – individual personal i.e. It is the variety of a language which is used by an individual person in speech or writing NB: The Individual variety of language is mostly marked in terms of diction (choice of words) the command of language as well as the accent.

THE BASIC DIFFERENCE BETWEEN A LANGUAGE AND A DIALECT

A language and a dialect differ in the following ways

(i) The difference in size
A language is bigger than a dialect in the sense that it has more speakers than a dialect. At the same time a language is spoken in a larger area than that of a dialect, for example the number of English speakers in general is bigger than that of south Africa English likewise English language is spoken in more than one continent but American English is spoken in America.

(ii) Difference in prestige status
A language is more prestigious than a dialect i.e. it has a higher status than the status of dialect – people feel better/ prestigious when they are said to speak a language than when they are said to speak a dialect. For example English speakers feel better than the American English speakers.

(iii) The difference in mutual intelligibility:
Mutual Intelligibility is the stake in which a language or dialect is mutual understood acceptable by all the members. This implies that dialects are mutual

intelligible than languages i.e. speakers of different dialects of the same language can understand each other whereas the speakers of different language cannot understand each other. For example speakers of American English and British English are mutually intelligible since the two are the dialect of the same cannot understand each other because the two are different languages

NB: Dialects differ from one another in terms of vocabulary pronunciation (ascent) as well as grammar.

CAUSES OF LANGUAGE VARIETIES

What causes language variation?

There are several reasons for language variation the some of them as follow;
Geographical differences.

Geographical extent is one among the causes of language variation as people who live in different geographical area tend to speak differently from each other. The natural barriers such as mountains big rivers and huge forest are among things that lead to language variation, this is due to the fact that shay affect contacts from one side to another. Geographical distance can be region wise i.e. within one country b (from one region to another) or National wise i.e. One country and another. For example Nigerian English, American English as well as British English, because of limited contact between those countries each country will speak her own language variety.

Occupation.

People of different occupations have different language styles. As the lawyers use language which is characterized by special term and use long and complex sentences in their legal documents while the language journalism is different from that of the lawyers as the journalist use embellished language and their sentences most of the time starts with adverbial elements. Normally each occupation group has their own jargons which differentiate them from another group. Those jargons can only be understood among people of the some occupation. For example adjourn Commence, mutatis mutandis are the jargons which are dominant in legal language.

Age differences

Also these cause language variations as people of different age have different language habit as a result they tend to use language in different way. The

children use simple language and sometimes ungrammatical because they have not yet.- Mastered the language. While the youth tends to us slang which is less preferred by elders, the differences we observe among these language users lead to language variation.

Sex differences.

Women and men show significance differences in language use. Some of these differences are physiological and some of them are sociological. Physiologically women use high pitch while men use low pitch as a result of vibration of vocal Cords. Socially there are words which are highly used by men and there are those which are used by women. Sometimes men tends to use unpleasant words (rude/ harsh) in an case way while women tend to be very selective in their diction (choice of words) As a result the two groups leads to language variation.

Social classes.

Normally the society is stratified, now the classes which are found in our society tend to have different language style for example the class of workers have their own language style which is different from the class of farmers likewise the class of educated people is said to use the standard language while uneducated class use non – standard language

Individuality/ idiolect

This refers to individuals language habits that make one language user to be different from other users of the some language. This is determined by the individuals choice of words, having particular voice quality, use of certain expressions and the use of Paralinguistic features An individuality mark the identity of someone hence you can be able to say that someone is speaking as you already know his or her style. Having those individual features which differentiate from one language user to another user of the some language, leads to variation of language.

Basic concept of language

(a) First language (Mother language)
   This is the language that a child acquires from his or her parent / family at the childhood such as a language is not learn but it is only

acquired by listening and imitating. Once can know how to speak it but not to write it. For example Kingoni of the Wangoni, Kihehe of the Wahehe, Kinyakyusa of the Nyakyusa.

(b) Second language

This is the language which is learn after the acquisition of the first language. This language is usually   learn formal at school through drills organized and supervised by the teachers. For example Swahili in Tanzania and English in Kenya, Uganda and Zambia.

(c) Foreign language

This is the language that has been adopted and hence used or spoken in a particular country from another country it is the language used or spoken outside its original native speakers (used or spoken by non – native speakers) for example English in African countries, French in African Countries, Swahili in American or European countries or some other African countries.

(d) National language

This is the language that has been selected and accepted by the government so that it should be and is being used as the major tool of communication by the majority of the people within a particular country or a Nation.

It is the language which is widely spoken in the largest part of the country.The National language ought to be one of the official language in the country and also needs to be a standard language.

The National language likewise ought to be the medium of instruction at any levels of education in the country. For example Swahili in Tanzania,English in Kenya, Zambia, Uganda, Liberia etc. French in Cameroon, Senegal, DRC Congo, Gabon etc.

(e) Official language

This is the language that has been selected and accepted by the government that it should be used as a tool of communication in all official matters and public places within the country such as in the government officers, school, hospital, courts of law, parliament etc.

An official language must be standard i.e. the one with uniform spellings, structure and pronunciations for example Swahili and English are the two official language in Tanzania

(f) Standard language

This is the language which has its own orthography (spellings), structure and pronunciations modified so that they are the same wherever the language is spoken or used i.e. the language with uniform spellings, structure and pronunciation.It is the variety of language which is generally taken as prestigious recognized as correct and acceptable grammatically lexically and phonologically.

The standard language or dialect is the one used by educated people or the ruling class and the one with high status on speech and writing of the educated nature speakers of that language.

It is the variety of language which is widely under stood, used in mass media, described in dictionaries and its grammar so taught to the non – native speaker when they learn it as the foreign language

Features of standard language
1. It is non – localized i.e. It is not restricted to a certain particular region – it is widely spread in different regions.
2. It is usually taught in schools as a model of variety especially to the foreign learners
3. It is thought to be a dialect of the upper class
4. It is a dialect that dominates the media in the world for example Television, serious Newspapers and magazines, radio etc

How is a language standardized
There are several processes that are normally involved in language standardization

(a) Selection
Out of many dialects of a language, one is chosen in order to be standardized. The choice is influenced by social factors. For
example the variety that is spoken by a class of people who are considered to be important is more likely to be selected than
other varieties such as the variety of the rich people; the royal family, the upper class etc will be favored in the selection.

(b) Codification
This is the practice of creating norm of usage; this is done by writing the grammar of the selected dialect, dictionaries and
encyclopaedia.This process is meant to familiarize people with the variety to be standardized

(c) Elaboration
Under this process the role which the standard of dialect will play is made clear. For example the role of dialect in education, management, government etc need to be clearly explained

(d) Acceptance

At this stage the chosen dialect is voted for normally members of the parliament accept the variety on behalf of the people from there the language becomes standard.

(g) Pidgin

This is a new language which emerges or arises as a contact vernacular between or among people (group of people) who need to communicate but do not share a common language. I.e. it is a simplified kind of language that develops when there is a contact between two groups of people who have different linguistic background and these people have no other language than the two languages they use or speak.

It is an auxiliary language which is formed or arises between or among two groups of people who come into contact to fulfill only certain limited communication needs or purposes. These people have different language (without sharing a common language)

Types of pidgin

1.Temporary (Marginal)

This is the pidgin which arises in a speech community and last or exist for a very short time. This may happen between the expatriates and house servants or laborers or among the soldiers from different countries when they are needed for a special task on contract with fixed time. I.e. this language usually disappears after the contact is over.

2. Expanded

This is the pidgin language which exists for a reasonable duration of time and extends its domains of use beyond or outside the spheres of its origin i.e. it is a type of pidgin that develops in the Multi – lingual areas i.e. places that have many languages. In some countries this type of pidgin is even used in radio broadcast and parliamentary debates and has even become a written language, codified in dictionaries and used regularly in books and news – papers

NOTE: - The origin of pidgin is traced back with regard to the triangular slave trade in Atlantic west Africa and west indies coasts especially in the trade routes and coastal areas. For example Tok – pisin is a good example of an English base pidgin used in Papua New Guinea, West Africa.

Characteristics of pidgin

Pidgin has a number of characteristics features as follows

(i) It is a new language which emerges after the contact of two groups of people who had never met before.

(ii) Pidgin has no native speakers due to the fact that it is a new language that is formed by two groups of people who
   already have their own native Language. I.e. pidgin does not belong to any particular group of people who use and
   regard it as the native language.

(iii)The pidgin language is formed to fulfill certain limited communication needs or function i.e. it has a limited range of
   function as it is formed to cater for Specific or limited purpose such as trade, business, conversation etc.

   (iv)Pidgin has a unique grammar with very simple syntactic structure than the lexified language such as it lacks pluralism of
         nouns, Concordia a agreement between the subject and predicate in the third person.

   (v) Pidgin is a temporary language which emerges and exist for a short duration of time when it is extended and exist for a
         long time, it is when it becomes Creole.

   (vi) The lexicon (vocabulary) of pidgin is derived from another dominant language (lexified language) which guides the
         grammar of the pidgin language.

   (vii) Speakers of pidgin employ paralinguistic features such as the use of gestures, sign etc. this is due to lack enough
         vocabulary.

(h)Creole
This is a pidgin language that arises as the mother tongue of a newly formed community of people who do not share a common language other than an emerging or already established pidgin.
It is the expanded pidgin which has become the mother tongue (native language) of the new members (generation) of a speech community i.e. It is a pidgin that has acquires people who speak it as their first language. This is normally the case when speakers of a pidgin bare children who know other language than a pidgin.

Creole is a pidgin language which has been widely spoken and adopted as a mother tongue of the new generation.
Examples of Creole
English lexified Jamaican, French
Krio – English based Creole spoken in sierra – Leon
Guyana – America

Gullah – USA

Characteristics of Creole
1. It is not a new language it is formed from pidgin. I.e. Creole comes into being through the transformation of pidgin which has become the mother tongue of a speech community.

2. Creole has a community of native speakers i.e. it is formed from expanded pidgin which become the mother tongue (native language of the new generation) thus Creole belongs to a particular speech community who uses it as the native language.

3. Creole has a file range of function as any other language i.e. it is treated or regarded as a full language and performs all functions that any language can perform and hence used as the mother tongue of the vast majority of particular countries for example English lexified Jamaican used in Jamaica.

4. Creole has a comprehensive grammar with its grammatical rules embodied with precise syntactic systems than expanded pidgin i.e. the syntax (grammar) of Creoles is obit more advance than that of pidgin.

5. Creole is a permanent language since it is transformed from expanded pidgin and exists in a particular geographical location or country and used permanently by a speech community. In some countries creoles may even become the National language used officially in public places, codified in dictionaries etc.

6. Creole has comprehensive vocabulary which are derived from another dominant or lexifier language i.e. Creole have more developed vocabulary compared to pidgin.

    (i) International language
        This is the language which has been worldwide accepted as a tool of communication among various Nations of the world. I.e. it is the language used or spoken in different Nations from different continents of the world such a language ought to be accepted by UNO as the major means of communication in the international forms.
        At present it is only English and French which have been accepted as the most prevailing international language.

    Criteria which make language international
There are several factors to be considered in the promotion of a language to be international

(i)   The number of speakers that the language has in order for the language to become international, it needs to have a reasonable number of the native and non–native speakers. I.e. the language should either as a native language or a non- native language. For example English is said to have over 600,000,000 speakers from different countries but surprisingly Chinese has about 900,000,000 speakers but it is not on international language. This is because Chinese is only spoken by the native speakers within China.

(ii)   The number of countries and continents i.e. the extent to which the language is geographically dispersed.
In order for the language to be international. It ought to be used or spoken in different countries from different or various continents of the world. For example English is used as the first language in many countries such as UK< USA< Ireland, Australia, New-Zealand, Canada, the Caribbean countries and South Africa. It is also used as the second language in the common wealth countries such as Zimbabwe, Pakistan, Nigeria, India, Kenya etc the same applies for French in West African countries.

(iii)   The economics and political influence and power of the native speakers. I.e. how economically and politically the native speakers are influential. This implies that in order for the language to be international, its native speakers (the countries were that language is used as a native language) should have a great power and influence over other countries. For example the Americans and the British being political and economical influential may force English as their native language become international.

(iv)   The extent to which the language is the medium for science, literature and other important areas or aspects. This is also referred to the languages vehicular load. For the language to become international is should be the medium (tool) for science and technology, literature and other aspects of human life such as culture, economics, politics etc. this implies that an international language needs to cater for several purposes or functions rather than being only for communication, it should go beyond communication.

(v)   Acceptability of the language by UNO
The international language ought to be worldwide accepted by UNO and the world educated linguists as the major means of communication in all international affairs in the world. The language needs to be standard, codified (written in Books) and used as one of the official language of UNO.
NB: With above criteria English and French qualify to be the international language

(j) Lingua-Franca
This is a common language which is adapted in the malt-lingual society (the society with many languages) in which all the speakers are not proficient in all language being used or spoken. I.e. it is the language which had been accepted as the common means of communication in the community with different languages.

This is an auxiliary language that it used to facilitates routine (day- to- day) communication between people who have different linguistics backgrounds in that they have different language for example Swahili in Tanzania is a lingua- franca English is a lingua- franca of the world.

(k)Diglossia

This is a situation whereby two language or language varieties coexist (exist side by side) in a community in which each language or language variety is used for a different purpose or social function.

In this situation one language or language variety has a higher status than another so one is considered to be high and the other as low.
A high variety language is used for formal or serious matters in the society such as in education official matter, public places, international affairs etc on the other hand, the low variety (language is used for informal uses or such as friendly letters, conversation.

The Diaglossic nature of language in Tanzania entails the existence of three language English, Swahili, Ethnic community language as Double overlapping Diaglossic due to the fact that one language(Swahili) is used in both formal and informal domains when compared with the vernacular language and English respectively.

This implies that when Swahili is placed with vernaculars. It is considered as a high language is considered as low. On the other hand when Swahili is placed with English, English is high where as Swahili is low.

(l)Bilingualism

This is the ability of (the use by) of an individual of two languages (or more) i.e. it is the situation whereby an individual person has the ability to speak two (or more) languages.
A person with the ability of using or speaking two languages is technique known as a Bilingual person.

The following are the features of a Bilingual person:
1. Ability to use, speak or know two languages equally well or perfectly.

2. The ability to use or speak one language and understand another language without being able to speak or use it.

3. The ability to use each language in different types of situations or Domains for example at home, at school or at work.

4. The ability to read Tend write in any one of the two language

5. The ability to use each language for a different communicating purpose for example talking about personal life writing letter.

6. A Bilingual is the one who has learn two languages in the family.

7. A Bilingual is the one who has used two languages since childhood.

WHAT IS A LINGUIST?

Is a scholar who studies language scientifically i.e. is a person who is specialized in the scientific study of language (linguistics). A linguist is not necessary a speaker of the language he or she is studying for example he or she study the grammar of a certain language without being able to use of speak it.

ENGLISH   IN   TANZANIA
With the present sociology-linguistics situation in Tanzania, English language has acquired a certain status and role and hence in several domains as follows:-

1. English is used as the major international language Since Tanzania is among the countries in the world, it uses English in all international affairs to communicate with people from other language as well as the international conferences and meeting.
2. English is used as the foreign language
   This is due to fact that English has been adapted in to be used in Tanzania from another countries i.e. Britain, these came into being as a result of the British colonization of Tanzania.
3. English is used as the medium of instruction from secondary school levels up to the university level I.e. the teaching and learning process is conducted by or through the use of English language except during the teaching of Swahili and French.
4. .English language is used as one of the official languages together with Swahili i.e. the Tanzanian Government has declared both Swahili and English to be used in all official matters and public places.
5. .English language is used as one of the subjects at all levels of education from primary school to the university level.
6. .English language is in transition between enjoying the status of the foreign language and the second language i.e. there are situations whereby English is only used as a foreign language and the other situation whereby the status of English is now changing into being the second language especially in urban areas were Swahili is used as the first language from being the second language.

SIGNIFICANCE OF LANGUAGE IN HUMAN SOCIETY

Language being the only medium of communication used by human beings has a great role or significance that it plays in human society as follows.

1. **Language as a unifying and dividing factor.**

Language is an important factor in the enforcing unity among the people i.e. it brings members of the society together as either a sole means of communication or as an element which inspires a sense of oneness or togetherness among the people of a respective society. This putting together of members of a society makes language a unifying factor.

For example Swahili has made Tanzania feel united due to the fact that Tanzanians use Swahili as there day to day language the same applies to English in UK and USA. There are cases when language is said to be a dividing factor. This is when language does not put members of the community together. This happens especially in countries with multiplicity of languages i.e. the countries were many language with or of more or less the same demographic or social importance exist and each language users struggle for dominance of other languages in the country, hence conflict for example in Nigeria there are three languages Igbo, Hausa and Yoruba, in Benin Yoruba, Dogon and Ga. Rwanda/ Burundi – Hutu, Tutsi

In some countries, the foreign language have been adopted as their national languages, for example English in Sierra Leone, Liberia and Uganda, French in Senegal, Ivory Coast and DRC.

2. **Language as a factor for cultural and National identity.**

In a society there are many elements that could identify a particular cultural entity such as dress, make ups, foods, taboos, particular manners etc.Nonetheless language is the most dominant element of culture which is more obvious and specific than elements, that is the culture of a particular community is easily identified through the language used by that community.

However language is also an identity of the nationality of an individual since a speaker speaking a certain language can identify his country of origin, which means language among the ways that can identify nations in the world. For example if you are in a foreign state and you're heard speaking Swahili, people will without doubt, judge you as a Tanzanian.

3. **Language as a factor for social stratification**

Language may play the role to faster, re-enforce or perpetuate differences in the society. I.e. it facilitates the social classes existing in the society. This is noted in the fact that the use of a certain language or language variety determines the social classes existing in the society determines the social class would tend to use a different variety of language. These can be identified in the use of certain words, choice of words, the command of language as well as the use of a certain accent (pronunciation)

Special stratification may involve educated Vs Non-educated, villagers Vs Urban dwellers, poor Vs rich, farmers Vs Workers

4. Language as a mirror of cultural and physical realities.

As a mirror it reflects an image, equally language reflects all the accumulated knowledge, customs, traditions and believes and other forms of experiences of a given social group. It also shows how people of a given community define the world surrounding them. Language therefore is the means by which cultural and physical experiences are accumulated, stored and transmitted from one generation to another. For example the use of certain word reflect the culture of the community using that word, such as Ugali reflect the bantu culture as used in Swahili.

5. Language as a factor social development

Language plays a very significant role in the promotion of social activities and services such as school, hospital, water supply, housing and transport etc. i.e. human beings used language to co-ordinate various activities. Through language we also get information through mass media such as newspapers, radio and Television which in Euro accelerate social development. Where a common language exist between leaders and masses, there is always a sense of closeness, understanding and belongings hence the leaders are easily implemented to promote social development i.e. when the policy makers communicate their policies to the policy implementers and the implementers put the policies in practice, in that way development is attained. Here language plays a great role because these policies are presented using language but for the countries were foreign language are adopted as National languages; there is always a big gap between leaders and the masses and these for a hindrance for social development.

6. Language as tool or medium of communication.

Language facilitates the transfer of information from one person or place to another. This is the central or most significant role of language since language is the medium through which human beings communicate their thoughts, ideas, opinions, experiences and expectations with language, human society is able to communicate in various ways and events in different form such as conversations, greetings, telephone, discussion, mass media instructions etc. all these ways use language for disseminating information.

THE STATUS OF ENGLISH IN THE WORLD AND IN TANZANIA

English has different status in different parts of the world and Tanzania as follows:-

1. English as an international language

English is an international language; the following are the factors which qualify English language to be international language.

- The number of speakers that a language has, here reference is made to the number of native and non-native speakers. English is said to have over 600 million speakers.

- The extent to which language is geographically dispersed, there we look at the number of continents in which the language is used or needed. English is spoken in almost all parts of inhabited parts of the world for that reason English is used as the world's lingua franca.

- The economics and political influence and power of the native speakers. I.e. how economically and politically the native speakers are influential. This implies that in order for the language to be international, its native speakers (the countries were that language is used as a native language) should have a great power and influence over other countries. For example the Americans and the British being political and economical influential may force English as their native language become international.

- The extent to which the language is the medium for science, literature and other important areas or aspects. This is also referred to the languages vehicular load. For the language to become international is should be the medium (tool) for science and technology, literature and other aspects of human life such as culture, economics, politics etc. this implies that an international language needs to cater for several purposes or functions rather than being only for communication, it should go beyond communication.

- Acceptability of the language by **UNO**

The international language ought to be worldwide accepted by UNO and the world educated linguists as the major means of communication in all international affairs in the world. The language needs to be standard, codified (written in Books) and used as one of the official language of UNO.

NB: With above criteria English and French qualify to be the international language

2. English as a native language

By native language we mean the first language. It is the language which people acquire first before they are exposed to any other language. English is used as a native language in Britain, U.S.A, Australia, New Zealand, Canada, South Africa and the Caribbean. In countries such as Kenya and Zimbabwe there are few people who speak English as their first language.

3. English as a second language.

A Second language refers to a language which is not one's first language but is necessary for certain official, educational or commercial activities. English is a second language in most common wealth countries like Pakistan, India, Nigeria, Kenya, Malawi, Zambia and other countries. It should be noted here that a second language is defined by use so a second language differ from a foreign language in that a second language is more useful in a place than a foreign language in Tanzania for example French is a foreign because its use is very limited.

4. English as foreign language

A foreign language is used to mean a language that is used by the same one across the countries such as to communicate with foreigners reading books and newspaper commerce and travel. In short the use of a language as a foreign one is very restricted in Rwanda, DRC, Burundi, Japan, and China. English is used as foreign language.

5. English as a national language

A national language is one which is considered to be the mainly of a nation and which is officially declared so. E.g. Swahili is the national language in Tanzania. English is a national language in many common wealth countries such as Nigeria and Zimbabwe.

In countries where there many languages of national status the term OFFICIAL LANGUAGE is prepared. Example Canada where there is English and French.

WORD FORMATION

This is the field or branch of morphology which studies different principles or processes which govern the conservation or formation of words in a particular

language. I.e. it refers to the processes by which new words are formed or built in a particular language.

This process involves morphological processes (then formation of words through combinations of morphemes together with other different processes.
The process of word formation may involve the process whereby roots or stems received inflectional or derivational element (affixes) in order to form the new words.
NB: The roots, stems inflectional or derivational elements are all technique termed as morphemes

MORPHOLOGY
This is a component of grammar (sub branch) of linguistics which deals with the study of morphemes and their difference forms (Allomorphs) and how these units combine together in the formation of words. It also studies the structure and arrangement of words in the dictionary i.e. Morphology is the study of word formation and dictionary use.

DEFINITIONS OF KEY WORDS

1. **Morpheme**
   This is the smallest grammatical or lexical unit in the structure of a language which may form a word or part of a word

   E.g.   nation   national
                                                           International
                                                           Internationally
                                                           Nationalization

   Kind - kindness
                                                           Unkind
                                                           Unkindness
   Take - takes
                                                           Taken
         Taking
   Discuss - discussion
                                                           Discussions
   A morpheme may represent the lexical meaning or grammatical function.

2.   **Word**
   This is the minimal or smallest unit in the structure of a sentence in any language which   may   constitute   on   utterance   or   sentence   on   its   own.
   The word is usually formed by either one or several morphemes out it is the smallest

unit   in   the   sentence   structure.

E.g. Yesterday I met him at Tabata- 6 words

We can words in a sentence and morphemes in a word

3. Stem

Is that part of a word that is in existence before any inflectional affixes have been added. Or

Is that part of the word that inflectional affixes can be attached to.

For example:- "cat" can take inflectional morpheme-'S'

- "Worker" can take inflectional morpheme-'S'
- "Winne" can take inflectional morpheme-'S'
- "Short" can take inflectional morpheme-'er'
- "friendship" can take inflectional morpheme-'S'

NB:

- A stem is a root or roots of the word together with any derivation affixes to which inflectional affixes are added.
- A stem consists minimally of a root but may be analyzable word into a root plus derivation morphemes

4.   Base

Is any unit whatsoever to which affixes of any kind can be added. For   example;   in   the   word   "playful"

'*play*'   is   a   root   and   also   a   *base*

In the word '*playfulness*' the root is still "*play*" but the base is '*playful*'

- "Instruct" is the base for forming *instruction*, *instructor* and *re-instruct*

NB: All   roots   can   be   bases   but   not   all   bases   are   roots.

TASK

1. Write ten words which you think are bases but they are not roots
2. Identify the inflectional affixes, derivational affixes, roots, base and stems in the following words faiths, faithfully, unfaithful, faithfulness, bookshops, window-cleaners, hardships

5. Root

This is a basic part of a word which normally carries lexical meaning corresponding to the concept, object or idea and which cannot be split into further parts Roots in many languages may also be joined to other roots or take affixes or combing forms

E.g. Man   manly, house hold, big

6. Affix

This is a morpheme, usually grammatical which is attached to another morpheme (stem) in the formation of a new word which may change the meaning, grammatical category or grammatical form of the stem.

E.g. Beautiful   mismanagement

   Disconnect

The affix maybe added either before, with or after the stem thus are three types of affixes.

i. Prefix

This is the affix which is added before the stem

E.g.   Disconnect
        Illogical
        Unhappy
         Empower

ii. Infix

This is the affix that is added within the stem. Thus type of affix is rare to be found in English words

E.g. meno   -   meino

iii. Suffix

This is the affix that is added after the stem.

E.g.   Mismanagement
                                          Beautiful
                                          Dismissal

        Kingdom

7. Allomorph

This refers to any of the difference forms of the same morpheme root they all represent the past participle (grammatical function)

Other examples: -   boys
                       Boxes   } all represent pluralism
                       Oxen
                       Children
                       Ask   } third person of the verb
                       Goes

CLASSIFICATION OF MORPHEMES

The morphemes are classified into several categories basing on several factor such as:-

Occurrence, meaning and function

There are two major types of morphemes

(i) Free morpheme

This is the morpheme that can stand or occur alone (on its own) as a separate word in the structure of a sentences in any language.

The free morpheme includes all parts of speech i.e. Nouns, Verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, articles

E.g.   a boy is seen coming
        F F F F   F

That boy over has been around since morning
F   F   F   F   F   F   F   F

The free morpheme is further divided into two categories

(a) Lexical morpheme

This is the type of frees morpheme which occurs on its own and carries a content of the message being conveyed i.e. It is the free morpheme which represents the actual lexical meaning of the concept, idea, object or action.

The lexical morphemes include the major word classes such as Noun, verbs (main verb), adjective and adverb.

E.g.   House
        Attend
        Large
        Tomorrow

(b) Functional morpheme / grammatical morpheme

This is the free morpheme which can stand alone as a separate word in a sentence but does not represent the actual lexical meaning of the concept, idea, object or action – it has little meaning when used alone and thus it usually occurs together with the lexical morpheme in order to give the lexical meaning

The functional morphemes includes the minor word classes such as pronouns, prepositions, conjunctions, interjections and articles, auxiliary verbs etc

E.g. He has come to see you today
     F F L   F   L F L

(ii) Bound morpheme

This is the morpheme which can not normally stand alone as a separate word in the sentence structure as it is attached to another morpheme (lexical) free morpheme in the formation of the new word.

The Bound morpheme represents grammatical function such as word category tense aspect, person, number, participle, comparison etc.

Example ment, ism represents a noun, aly represent.

Adverb

Tense – ed, d, voice, number

Person – es

Aspect – ing – progressive aspect

Comparison – er, est

The Bound morpheme is farther divided in to two categories.

(a) Derivation morpheme

This is the bound morpheme which is used to form or make new words with different meanings and grammatical categories or class from the stem i.e. It is the morpheme which when added to the stem it changes the meaning and / or the word class of grammatical category of stem/ base Example unhappy, illogical, impossible, empower

National – noun to adjective

Derivation morpheme may occur either before or after or both before and after the stem in the formation of the new words i.e. they may occur either as prefixes or affixes example management, mismanage, mismanagement.

The derivation morpheme may also change the sub classification of the same word class such as concrete noun into abstract noun e.g. Kingdom, friendship, leadership, membership

Deviation morphemes are also used as indicators of word category example simplicity, modernize dare indicators of verb by indicator of adverbs.

(b) Inflectional morpheme

This is the type of bound morpheme which is not used to produce or form different words with different meaning but rather it is used to change grammatical form of the state i.e. Inflectional morpheme doesn't change the meaning or word class but it only changes grammatical form of the sentence which represent grammatical function such as to mark the verb for tense aspect, participle voice etc

Example finished, Lorries, oxen

Past tense – finished

Past participle – proven

Number – Lorries, oxen, children

Inflectional morpheme also marks nouns and number.

They mark adverb and adjectives for comparison

E.g. smaller, smallest

The inflectional morpheme occur only after the stem (they are suffix)

FUNCTION OF MORPHEMES

The morphemes are analyzed as having three major functions that are directly linked with their types.

The following are the functions of morphemes:-

1. The morpheme (free morphemes) are used to form the bases or roots of the words i.e. a single free morpheme, lexical or functional forms the base or root of a word. This function is therefore called **Base – form function**
E.g. Tree, after, along

2. The morphemes (derivation bound morphemes) are used to change the lexical meaning and / or the grammatical category of the stem. This function is called derivation function
E.g. <u>Di</u>sunity, <u>il</u>legal, beauti<u>ful</u>, quick<u>ly</u>, modern<u>ize</u>

3. The morphemes (inflectional morphemes) are used to change the grammatical form or function of the stem without changing the meaning or word class.
This function is known as inflectional function
E.g. goes, tall<u>est</u>

TASK

Read the following passage and answer the following question

A thick vegetation cover, such as tropical forests , acts as protection against physical weathering and also helps to slow the removal of the weathered layer in deserts and high mountains the absence of the vegetation accelerates the rate of weathering plants and animals, however, play a significant part in rock destruction, notably by chemical decomposition through the action of organic acidic solution the acids develop from water percolation through party decayed vegetation and animal matter.

Question

1. Identify

    I. 7 lexical morphemes

    II. 5 derivation morphemes

    III. 2 inflectional morphemes

PROCESSES OF WORD FORMATION IN ENGLISH LANGUAGE

The formation of words in English language is archived in several processes or ways. These processes fall into two major categories

(i) The major processes which includes affixation compounding, Conversion and reduplication.

(ii) The minor processes which includes clipping Blending, Acronym, Borrowing, Back formation, Onomatopoeia, Coining/ coinage

I) The major processes of word formation

(a) AFFIXATION

The process of word formation whereby new words are formed by attaching or adding the affixes (prefix, infix or suffix) to the stem.

E.g. Short**ly** – suffix
Unusual – prefix
Belong**ing** – suffix
Inhuman – prefix
Dismiss**al** - suffix

(I)Prefixation

This is the process of forming new words by adding affixes before the stem/root. For example <u>dis</u>like , <u>un</u>happy, <u>a</u>moral, <u>de</u>colonise, <u>re</u>do.

Classification of prefix

Prefix are classified into several categories basing on the meaning they give when added to the stem

i. Negative prefixes

These give the meaning of "NOT" "the opposite of" or "lack of"

E.g <u>In</u>formal – <u>ir</u>relevant
<u>Im</u>possible – <u>il</u>legal
<u>Im</u>mobile – <u>il</u>logical
<u>Ir</u>regular – <u>dis</u>obey
<u>Dis</u>advantage - <u>a</u>moral
<u>A</u>political

ii. Restorative prefixes

These give the meaning of "Reverse an action"

E.g <u>Un</u>dress – deforest
<u>Un</u>cover – <u>de</u>populate
<u>Dis</u>connect – <u>de</u>value
<u>Dis</u>organized
<u>De</u>colonize

iii. Pejorative prefixes

These give the meaning of "unless. False, fake, unimportant. Wrong, badly or bad"

E.g.<u>Mal</u>nutrition – pseudo name

<u>Mal</u>practice – pseudo intellectual
<u>Mis</u>conduct – pseudo scientists
<u>Mis</u>manage
<u>Mis</u>behave

iv.   Prefixes   of   degree   or   size

These express degree or size in terms of quality or quantity.

E.g. Arch (supreme or highest in rank)

Super (above or better)

Sir (over and above) e.g. Sir name

Sub (lower or less than) e.g. Substandard, subconscious

Over (too much) e.g. Over doss, over it, over confident

Under (too little) e.g. under paid, under look, under cook

Hyper (extremely or beyond) e.g. Hyper actives, Hyper sensitive

Ultra (extremely or beyond) e.g. Ultra modern, ultrasound

Mini (small) e.g. Mini bus, mini skirt

v. Prefixes of altitude

These include "Co-"(with or joined)

E.g. Co-operate, co- education, co- exist. "Counter" (in opposition to") e.g. Counter attack, counter- revolution, and counter act

"Anti" (against) e.g. Antivirus, anticlockwise, anti body

"Pro" (instead of or on the side of) e.g. Pronoun, pro capitalism,

Pro multiparty.

vi. Locative prefixes

These indicate location

E.g. Super (over or above) superstructure, super building, super imposed

Inter (between or among) international, inter school

Trans (across) Trans Saharan, trans plant, Trans Atlantic

vii. Prefixes of time and order

These include "fore" (before, front, first) e.g. Foreground, fore legs, fore knowledge, fore head

Pre – (before) e.g. Pre-mature   per- independence

Pre- form one

Pre- National

Pre- judge

Pre- war

Post – (after) e.g. Post- graduate

Post   –   independence

Post-election

Ex   –   (former) e.g. Ex   –   president

Ex   –   wife

Ex – husband
Ex – soldier

Re – (again or back) e.g.Re – write
Re call
Re evaluate

viii. Number prefixes

These show number
Uni-/ Mono – (means one) e.g.Uni- cellular
Mono party
Monolingual
Monocotyledon
Monosyllabic

Bi -/ Bi – (means two, double or twice) e.g.Bilingua
Bicycle
Ditransitive
Dicotyledon
Bi- annual
Tri (three) e.g. Triangle
Tricycle
Trilateral
Multi/ poly (many) e.g
Polyandry
Polygamy
Multi lingua
Multiparty
Multi disciplinary

ix. Conversion prefixes

Prefixes used to change a word from noun/adjective to verb
En – (make or become) e.g. Enslave
Enlarge
Ensure
Enforce
Enrich

Enlightened

Be – (make or become) e.g. Befriend
Be calm
Be witch
-A- (be or become) e.g. a live

A   sleep

A rise

x. Other prefixes
- Auto (self) – Auto biography
    Autograph
    Autocracy
        -Neo (new or revived) e.g. Neo- colonialism

                                Neo-man

        Ne

        -Pan (all or worldwide) e.g. Pan-africanism
        -Proto (original) e.g. Proto Bantu

                        Proto   language
        Proto type
    -Semi (half) e.g. Semi-circle

                Semi-   hemisphere
            Semi-   final
                            Semi-model

TASK
1. Provide the meaning of the following prefixes and provide three examples of words/roots/stem   which   can   be   use   these   prefixes.
 i)   Sur   -
ii)   Proto   -
iii)   Hyper   -
iv)   Dis   -
v)   Neo   -

2. With examples differentiate between pejorative prefixes and locative prefixes.
3.   Use   appropriate   prefix(es)in   each   of   the   following   words
                        i)   Charge
                        ii)   Type
                        iii)   possible
                        iv)   Navigation
                        v)   Ability

4.   i)   Give   three   examples   of   reversative   prefixes
        ii)   Write   three   examples   of   the   prefix   poly_
    iii) What is the difference of the prefix "Un" in unhappy, unkind and in uncover, untie

(II)   Suffixation
Is the process of adding morphemes after a system/root. So as to form new word.

Unlike prefixation, suffixes frequently alter the word class of a root/stem.

Classification of suffix

The suffixes are classified according to the class of the new word formed after the addition of the suffixes.

There are four major types of suffixes
   i)   Noun suffixes
  ii)   Adjective suffixes
 iii)   Adverb suffixes
  iv)   Verb suffixes

i) Noun Suffixes

Are the suffixes added to the stem or bases of different word classes in the formation of the new word that are noun by category.

This falls into four categories;
  (a) Noun to noun suffixes
    -star (engaged in or belongs to)
        E.g. – Young –star
          Gang-star
        -eer (engaged in or belongs to)
        E.g. Engineer
            Profiteer
            Racketeer

    -let (small)
        E.g. Booklet
            Leaflet
            Piglet

    -ette (small)
        E.g. Kitchenette
            Cigarette
            Statuette

    -ess (small) e.g. Lioness
                Actress
                Princess

    -hood (in the state or status of) e.g. Brotherhood
                                Manhood
                                Neighborhood
                                Youth hood

Adulthood

-Ship (in the state or status of)
E.g. Friendship
Relationship

-Dom (in the condition)
E.g. Kingdom
Freedom
Boredom
Wisdom

-cracy (system of government)
E.g. Bureaucracy
Democracy

-ery (behavior of or place an ac
E.g. Slavery
Machinery
Peasantry
Carpentry

Concrete – Abstract
(b)Noun to Adjective suffixes are the suffixes added to
-ist (member of) e.g. Socialist
Idealist
Capitalist
Ratio list

-ism (attitude or political movement)
E.g. Idealism
Communism

-ness (quality) or state
E.g. Happiness
Cleverness

-ity (state or quality) e.g. Stupidity
Ability
Salinity

(c)Verb to Noun suffixes

-er (instrumental or a genitive) e.g. Player
Reader
Writer
Farmer
Leader

-or (") e.g.   Actor
Investigator
Incubator
Insulator

-al (action of) e.g. Arrival
Dismissal
Withdrawal
Proposal

-age (an activity or)
E.g.   Drainage
Marriage
Passage
Leakage

-ment (state or action of)
E.g.   Government
Treatment
Achievement
Improvement

-ant (instrumental or adjective)
E.g. Assistant

-ee   (passive   receiver)   e.g.   Employee
Payee
Trainee
Appointee

Interviewee

- (a) tion (state or action)
E.g. organization
Examination
Discussion
Globalization

Penetration

(ii) Adjective suffixes

They are used to change the bases of different word classes such as noun or verbs in order to form the new words that are Adjective by class.

(a) Verb to Adjective suffixes

-ive (which) e.g. Active
            Respective
            Comparative
            Collective

-able /-ible
      E.g. Manageable
          Sensible
          Movable
          Honorable

(b) Noun to Adjective suffixes

-al (of or with) e.g. National
              Accidental
              Criminal
              Historical

- (ii) an (member of) e.g. Tanzanian
                  Canadian

-ful (having or with)
   E.g. Beautiful
         Wonderful

-less (without)
   E.g.   Childless
         Speechless
         Harmless
         Hopeless
         Useless

-ly (having a quality of)
   E.g.   Manly
         Friendly
         Cowardly

-ish (belong to or having the character of)

    E.g.   Selfish

             Turkish

             Irish

             Swedish

-ous (with or worth) e.g. Dangerous

                    Famous

-ese (a member or citizen of)

    E.g.   Chinese

             Congolese

             Japanese

-y (like, with or cover with)

    E.g.   Sandy

             Muddy

             Sugar

             Healthy

             Creamy

             Hairy

-like (having a quality or behavior like)

    E.g.   Childlike

             Fingerlike

(iii)Verb suffixes

These are the suffixes added to the stems or roots of Noun or adjectives to from the new words which are verbs by class.

These are three types of verb suffixes

        -ify   (cause   or   make)   e.g.   Identify

                                                                        Simplify

                                                                      Notify

                                                                      Classify

                          Purify

        -en   (cause   or   make)   e.g.   Widen   lengthen

                                      Sharpen   strengthen

                                                                  Weaken

Sadden

Threaten

-ize/ - ise (") e.g. Apologize
Colonize
Socialize

Formalize

(iv) Adverb suffixes

These are the suffixes which when added to the roots or stems they produce a new word which is an adverb by class

-ly (in the manner of) e.g. quickly
Slowly
Quietly
Happily

Gradually

-ward (in the manner of or in the direction of)

E.g. Backward
Onwards
Inwards
Downwards
Upwards

-wise (as far as or in the manner of)

E.g. Education wise
Clockwise
Cultural wise
Political wise

TASK
1. Form verbs from the following words; family, type, popular, clear.
2. Form adjectives from the following words;expression, problem, progress, crime, courage.
3. With examples differentiate prefixes from suffixes

b. COMPOUNDING

This is the process of words formation whereby two or more lexical morphemes are joined or combined together to form a new single word.

E.g.   Classroom
                    Earth   quake
                                                Girlfriend
                    Tea   spoon
                    Table   mat
                                             Easy-going
                                        Washing-machine

NB: The new words formed as a result of the process of compounding are technique known as compound words or compounds.

Classification of compound words
The compound words are classified basing on two aspects;
i)   The   way   they   are   written
ii)   According   to   the   meaning

i)   The   way   they   are   written

- **Solid/closed compound**
These are the compound words that are written without leaving any space or gap between the bases.

E.g.   Classroom
                                            Teaspoon
                                           Earthquake
                                            Wallpaper
                                            Textbook
          Payphone

- **Hyphenated compounds**
These are the compound words that the written with the hyphen separating the two bases.

E.g.   Fire-escape
                                            High-grade
                                           Colour-blind
                                         Brother-in-law
          Machine-gun

- **Open Compounds**
These are the compound words that are written by leaving the space (gap) between the two bases.

E.g.   Sewing   machine
                    Town   planning
                    Tape   measure
                    Baking   powder
          Washing machine

ii) According to the meaning
Transparent compounds

These are the compound whose meanings reflect the meaning of separate bases i.e. the compounds whose meanings are directly derived or related to the meaning of the separate bases which make them up.

E.g.
Classroom
Girlfriend
Earthquake
Teaspoon

Washing machine

Opaque Compounds

These are the compounds whose meanings differ from the meanings of separate bases i.e. the compounds whose meanings are not derived or not directly related with the meanings of separate bases which make up

E.g.	Honey	moon	wide	spread
	Daily	word	blue	berry
	Pass	word	call	right
	Sweet	heart	cow	boy
		Hot		cake
		Home		sick
		Sugar		mummy

Day dream

Bahrain

These are the compound words whose meanings reflect the physical features or appearance of a person or object being reflected to.

E.g.		Blackboard
	White	fluid
	Block	head
	Feature	weight

Red – eyed

Identification of the compound words

There are three ways of identifying the compound words

i. Through the entry in the dictionary i.e. any compound word should occupy its own entry in the dictionary. It should be regarded as an independent word in the dictionary.

E.g. Bedroom
Classroom
National park

ii. Through the word class or category i.e. Each compound word has its own class different from other word classes of the words constituting the compound

E.g. play boy – Noun

Play -Verb

Boy – noun

Madman – noun

Mad – adjective

Man – noun

Colour blind – adjective

Colour - noun

Blind - adjective

Well – known – adjective

Well – adverb

Known – verb

iii. Through the meaning i.e. some words retain their original meaning after the combination but some of the words convey the meaning that are totally different from the meaning of the original word

E.g. Green fly, Sweet heart, Pass word

(c) CONVERSION

This is the process of word formation (derivation process) whereby a base is assigned a new word category (class) without an addition or reduction of any affix. I.e. it is the process whereby a new word is formed by the change of one class into another without the addition or reduction of affix or syllable such as noun into verb adjective – noun and vice – verse

E.g. Love (N) Love is blind.

Love (V) I love you.

Walk (N) The walk to Kilimanjaro was fantastic.

Walk (V) We usually walk on foot to school.

Drink (N) We didn't get any drink at chalinze.

Drink (V) My parents drink beer daily.

Help (N) I need help.

Help (V) I used to help him.

Work (N) My brother has gone to work.

Work (V) They work day and night.

Doubt (N) I did not have any doubt on her.

Doubt (V) I doubt his ability.

Lower (V) May you please lower your voice?
Lower (Adj) He usually speaks in a lower voice.

Ship (N) She traveled by ship.
Ship (V) Slave traders ship travel to America every year.

Poor (N) we need to help the poor.
    Poor (Adj) That poor person has been killed.

NB: There some words which change from noun into verb by either voice in the final consonant or by stress shift
(N) Use /just/
(V) Use /just/

Advice (N) I gave him advice.
Advice (V) I advised him.

Object – (N) give me that object.
Object – (V) why do you object?

Conduct – (N) he didn't show as any good.
Conduct – (V) conduct discussion.

Protest (N) - The protest was between government and student of Dodoma University.
Protest (V) – The groups of women took to the streets to protest against the arrest.

Present (N) Adj – I was present.
    - He has brought a nice present.
Present   (V)   -   Present   your   work.

 TASK
1. Construct two sentences in each of the following words showing how they can be used in a different word classes without any affixation process
                                             i)   Water
                                            ii)   Import
                                           iii)   Produce
                                            iv)   Class

    v) Cleaning

 2. Write new sentences by changing each of the words in capital in to noun

    I. What you PRESENT to day will automatically affect your future

II. We except to PRODUCE enough crops this year because there is enough rain

III. The names of evils doers were BLACKLISTED

IV. For the language to develop, it must borrow some vocabularies from other language.

(d)   REDUPLICATION

This is the process of word formation where by new words are formed through the repetition of the same or almost the same sounds i.e. It is the process whereby the new word are formed by repeating sound which are either similar or slightly different

E.g.   Hush – hush
       Sing – song
       Tip – top
       Tick – tock
       Ding – dong
       Zig – zag
       Criss – cross
       Poor – poor
       Goody – goody
       See – saw
       Tom – tom
       Bow – Bo

   NB: The new words that are formed as a result of reduplication process are known as reduplicative

The reduplication have the following basic uses

1. To imitate sound
   E.g. Ding – dong (sound of the bell)
   Ha ha - (sound of laughter)
   Bow – bow (dog barking)
   Tick – tock (Clock sound)

2. To make things took more intense than they are.
   (To intensify adjectives)
   E.g. Tip – top – (top most)
   Goody – goody (very good)

3. To suggest a state of disorder, instability, non-sense
   E.g. Niggled – pigged (Un orderly/ mixed up)
   Lodge – podge (disorganized)
   Wishy – washy (weak)

Locus – pocus (Trickery)
Tick – tacky (cheap an of low quality)
Pool – pool (not working)

4. To suggest alternative movement of things

E.g. Zig – zag
See – saw   (up and down
Criss – cross

II. Minor processes of word information

(e) CLIPPING

This process of word formation whereby one of the syllables are omitted or subtracted from a word and the remaining syllables are regarded as a new word

This occurs when a word of more than one syllable is reduced to a shorter form which is regarded as a new word.

NB: The removal or emotion of a syllable may take place either at the beginning at the end of the word or both.

More   examples: -

Omnibus	–	bus
Air plane	–	plane
Telephone	–	phone
Laboratory	–	lab
Photograph	–	photo
Memorandum	–	memo
Advertisement	–	advert
Mathematics	–	maths
Public	–	pub
Gasoline	–	gas
Influence	– flu	word

Refrigerator – fridge

(f) BLENDING

This is the process of word formation whereby two or more parts, fragments or elements of two or more different words are put or joined together to form a new.
I.e. it is the process of talking only the beginning part of one word and joining it to (with) the beginning or the end of another word.
Example: - breakfast + lunch = Bruch
Motorist + hotel =motel
Cellular + telephone = cell phone

Mobile + telephone = mobile
Television + Broad cast = telecast
International + police = Interpol
Transfer + resister = transistor
Information + entertainment = infotainment
Gasoline + alcohol = gas
International + network = internet
Television + marathon = telethon
Motor + pedal = moped
Electronic + mail = email
Smoke + fog = smog
Helicopter + airport = heliport
Parachute + troops = paratroops
Travel + catalogue = travelogue
Binary + Digit = bit

g. ACRONYM

This is the process of word formation whereby the initial or first letters of different words are put together as a new word.
The words that are formed from the initial letter are technique termed as acronyms.

There are two types of acronyms
i. **Acronyms pronounced as a sequence of letter**
E.g.   C.O.D – cash on delivery
          CID – Criminal Investigation Department
          FBI – Federal bureau
          UN – United Nations
          IPA – International Phonetic Alphabet
          CUF – Civil United Front
          CPU- central processing unit

ii. **Acronyms pronounced as words**
E.g.   NATO – North Atlantic Treaty Organization
          TANESCO – Tanzania electricity Supply Company
          UNO – United Nations Organization
          UNESCO – United nations Educational, Scientific and Cultural
                          Organization
          AIDS – Acquired immune Deficiency and Syndrome
          CUF – Civil United Fronts
          TANU – Tanganyika African National Union
          TAMWA – Tanzania Media Women Association

(h) BACK FORMATION

This is the process of word formation whereby new words are created or formed by the removal of some parts (affixes) from an existing word.

I.e. it is the process whereby a word of one type (usually a noun) is reduced to form another word of different type (usually a verb)

E.g.   Option = opt
        Examination = Examine
        Donation = Donate
        Worker = Work
        Television = Televised
        Emotion = Emote
        Discussion = Discuss
        Action = act

(i) BORROWING

This is the process of taking over the words from one language and adopting or incorporating into another language. The borrowed words are termed as loan words.

English language has borrowed many words

E.g. alcohol - Arabic
    Zebra - Bantu
    Safari - Swahili
    Garage – French
    Piano – Italian
    Chemistry – Arabic
    Opera – Italian
    Umbrella – Italian
    Mosquito – Spanish
    Zero – Arabic
    Wagon – Dutch
    Golf – Dutch
    Calvary – Italian
    Magazine Arabic
    Bazaar – Persia
    Boss – Dutch
    Tycoon – Japanese
    Algebra – Arabic

However other language have borrowed some words from English
(Shirt) English – shati - Swahili
Super market – suupaa – maketto – Japanese

Radio – rajio – Japanese

(j) COINING/ COINAGE

This is the process of word formation by which totally new words are incorporated into the language. This comes as a result of scientific discoveries in which new terms or words are introduced which name the product.

E.g. Aspirin
   Website
   Black berry
   Toss
    Hitachi
   Samsung
   Internet
   Globalization
   You – tube

(k) ONOMATOPOEIA

This is the process whereby words are formed by imitating the natural sounds made by objects or animal. The word formed by imitating the natural sounds made by objects or animals are termed as Onomatopoeic or Echo words

E.g. ding – dong (sound of a bell)
   Bomb (explosion)
   Bow bow (dog barking)
   Bang (sudden loud noise of something)
   Tick – tock – (clock sound)
   Cuckoo – (sound of a bird)
    Hah aha –(laughter)

Revision Question

1. Mention the word formation processes involved in the formation of the following words.
   i.   Exaggeration
   ii. Vodacom
   iii. Transistor
   iv. Safari
   v.   Revlon
   vi. Farmer
   vii. Sugarcane
   viii. Leader ship
   ix. Book case
   x.   Motel
   xi. Socialist

    xii. Bookcase
    xiii. Prof
    xiv. Samsung
    xv.   Mini
    xvi. Motorcycle
    xvii. UNO

2. Make two different sentences for each of the following words. For each sentence the word has to belong to a different class.

    i. A conflict
        (i) ....
        (ii) ....

    ii. Abuse
        (i) ....
        (ii) …………………..

    iii. **Insult**
        (i) ....
        (ii) ....

    iv. **Narrow**
        (i) ....
        (ii) …………………...

    v. Reject
        (i) ....
        (ii) …………………...

3. Name the word formation processes involved in the formation of the words in brackets

    I. Mwakifulefule had a (jacket less) book

    II. Mayasa (parties) every Saturday night

    III. Everybody must fight against (aids)

IV. Mufungwa has just got a new (car phone)

V. Kagaruki wants to be a (footballer)

NECTA 2012

1. Read the following complex sentence and then answer the questions that follow.
Tanzania government has been using teacher in trying to transform education system which was inherited from the colonialism in order to match it with its own new goals, aspirations and concepts of development.

Identify the following from the above given sentence.
a. Five stems
b. From 5 stems in part (a) show the roots
c. 5 derivation morphemes
d. 5 inflectional morpheme

2. a Provide the adjectival forms the following words and write one

Sentence for all
i. Break
ii. Measure
iii. Mentally
iv. Memory
v. Medicine

b. explain the process involved in the formation of the following groups of words
i. Alcohol, boos, piano, zebra
ii. Loan word, waste basket, water – bird, finger print
iii. Facsimile – fax, cabriolet – cab, advertisement – ad
iv. Telecast, hotel, heliport, brunch
vi. Telecast – television, opt- option, enthuse – enthusiasm, emote – emotion

Answers for question 1 & 2 (necta 2012)

1a.
                                                                     Government
                                                                      Education
                                                                  Colonialism

Aspiration
Development

b. Govern
Educate
Colony
Spice

Develop

c. meant
ion
ism
ion

met

d. -ing
-en
-s

-ed

2 a. Breakable
My pen is breakable.
b. Measurable
Ojiki's thing is measurable
c. Mental
She visited the mental clinic
d. Memorable
Her birthday was a memorable event
e. Medical
She is a medical student
b. (i) Borrowing
(ii) Compounding
(iii) Clipping
(iv) Blending
(v) Back formation

LISTENING SKILLS

Listening is ability to accurately receive and interpret messages in the communication process. It involves identifying the sounds of speech and processing them into words and sentences. When we listen we use our ears to receive individual sounds. (Letters, stress, rhythm and pauses) and we use our brain to convert them into messages that mean something to us.

Listening in any language requires focus and attention. Listening is the key to all effective communication. It is a skill that some people need to work at it even harder than others. People who have difficulty in concentrating are typically poor listeners.

Like babies we learn this this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice you can listen to live or recorded voice. The most important thing to listen to a variety of voices as often as you can.

NB:To become a fluent speaker you need to develop strong Listening skills.Listening not only help you understand what people are saying to you
      -It also helps you to speak clearly to other people
      -It helps you learn how to pronounce words properly
      -It helps how to use intonation and where to place stress in words and sentences.

Listening strategies

Since listening is in activity that is both physical and mental, it needs active involvement of the listeners. Thus there are several strategies to be followed in order for one to be an effective listener these strategies are as follows.

    i.   Have the desire to listen

Listening becomes effective if the listener exerts the desire to listen i.e. it need someone to have interest in understanding what the speaker is talking about the listener needs to prepare his or her mind so that it is ready for listening.

    ii.   Be open and develop willingness to learn

Do not attempt to challenge everything that you hear instead give the speaker time to air his or her views in order to get new information thus you are urged to be ready to hear even things that you don't believe in, this shows that tolerance is vital if we are to be good listeners.

    iii.   Post pone judgment

 In the process of listening, the listeners are adjust not to judge a speaker basing on his or her appearance instead the   need to concentrate on what the speaker is talking about i.e. the judgement has to be based on the message and not speaker appearance.

iv. Be physically and mentally alert the listeners are advised to bring their mind focusing on the speaker i.e. sitting in the
   manner that they see the speaker all the time this means you should face the speaker

v. Observed the listeners are advised to carefully observe what the speaker is doing in the stage this will help you identify
   important points being emphasized by the speaker so you should be in observing all what the speaker does as most of the
   non-verbal does compliment the verbal part of the message.

   vi.   Focus on understanding the speaker view point to listen with the intention of understanding what the speaker believe in i.e.
   respect the speaker with empathy.

vii. Predict and ask questions

viii. Look as you are listening tell the speaker by your appearance that you are listening i.e. sit straight and establish and
    maintain eye contact.

ix. Avoid things that can act as barriers to prevent you from paying attention to what is being talked about e.g. Hot, weather,
    someone who talks

x. Do not make any disturbance unnecessarily such as talking unnecessary so that you can understand

xi. Avoid rudeness (impolite) by showing lack of cooperation such as reading a newspaper talking to the phone.

HOW TO LISTEN WELL/ BECOME AN AFFECTIVE LISTENER
1.   Stop   talking
   Do not talk while somebody else is talking, listen to what they are saying. Do not interrupt, talk   of   them   or
   finish their sentences for them. When the other person has finished talking you may need to clarify   to   ensure
     you   have   received   their   message   accurately.

2.   Prepare   yourself   to   listen.
   Relax and focus on the speaker. Put other things out of mind. The human mind is easily disturbed   by   other
  thoughts. For example what for lunch, what time do I need to leave to catch my train, is it going   to   rain,   Try
  to put other thoughts out of Ming and concentrate on the message being communicated.

3.   Put   the   speaker   at   ease.
   Help the speaker to feel free to speak. Remember their needs and concern. Nod head or use other   gestures
   or words to encourage them to continue. Maintain eye contact but don't stare.

4.   Remove   Dist-ruction.
   Focus on what is being said. Do not doodle, shuff papers, look out the window, Pick your fingernails   etc.   This
  etc. This behaviors disrupt the listening process and send message to the speaker that you are bored.

5.   Empathize.
   Try to understand the other persons point of view look at issues from their perspective. By having   an   open
  mind we can more fully empathize with the speaker. If the speakers says something that you disagree   with   the
  speaker. If the speaker says something that you disagree with then wait and construct argument   to   counter
   what is said but keep on open mind to the views and opinions of others.

6.   Be   Patient.

A pause, even a long pause does not necessarily mean that the speaker has finished, be patient and let the speaker continue in their own time because sometimes it takes long time to formulate. What to say and how to say it.

7.   Avoid   Personal   Prejudice:

Try to be impartial do not become irritated and do not let the persons's harbits or mannerism distruct you from what they are really saying. Everybody has different way of speaking For example some people are nervous or sky, some have regional accent or make some excessive arm movements. Some people like to pace whilst talking others like to sit still. Focus on what is being said and ignore about the style.

8.   Listen   to   the   tone.

Volume and tone add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep audience attentive, Everybody will use pitch, tone, and volume of voice in certain situations - let this help you understand the emphasis of what is being said.

9.   Listen   for   ideas   -   Not   just   words

You need to get the whole picture not just isolated bits and pieces

10.   Distinguish   between   facts   and   opinions

E.g. -Tanzania is the Union of Tanganyika and Zanzibar
- Twenty four people died in the accident yesterday
- Most of the people who are fact ore lazy

11.   Follow   Meaning   Markers

Sequence: First, second, third, next or use of numbers 1, 2, 3, 4............ or use of letter a, b, ...

Addition: Also, apart from that, in addition, in connection to that, furthermore, moreover, as well as......

Clarifying: in other words, that is to say, this means that I mean ....

Contrast: Whilst, but, yet, while, still, however, even though, nevertheless ....

Similarity: Similarly, in the same way, likewise

Conclusion: Therefore, so, thus, to sum up, in conclusion, to summarize, to wind up.

12.   Take   notes

Note taking help us to follow more attentively what is being said and to have a record of what we listened to for future use/reference It is not possible to remember all what we listened to so we need to take note.

TASK:

1. Do you think it is importance for us to become good listeners? why?

2. How can a person listen well?

THE DIFFERENCE BETWEEN LISTENING& HEARING

1. Listening is a conscious choice that demands attention and concentration while hearing is a passive occurrence that requires no effort.

2. Listening is a skill which allows one to make sense of and understand what is being said while hearing is a physical ability without any effort.

3. Listening uses other senses of organs such as hearing, seeing and sometimes the sense of touch too. While hearing uses only one of the five senses of organs which is hearing.

4. Listening is a voluntary act while Hearing is simply that act of perceiving sounds by the year. (involuntary).

5. Listening is a skill where by a person need to learn it. (Not everyone has the ability to listen) While Everyone can hear unless there is a physical disability.

NB: Hearing defines only the physical measurement of the sound waves that are transmitted to the ear and into the brain where they are processed into audible information. WHILE Listening goes far beyond your natural hearing processes.

BARRIERS TO EFFECTIVE LISTENING

1. Physical/Environmental Barriers
These are the obstacles which affect listening and in most situation they are ease to correct.
- Problem with the hearing aids
- Use of Microphones which do not project as it suppose to be heard
- Noise
- If it is difficult to see the speaker or if there is something more interesting to look at.
- The chair uncomfortable
- The room is too hot or too cold.
- Bad ventilation i.e stuffy/smoke atmosphere.
- The lighting too bright or too dim
- Smells.

2. Mental/Psychological Barriers
- Wondering mind or inattention (fact; the brain can process over 500 words per minute

while the average speaker talks at a rate of 125 to 250 words per minute)
- Bias and prejudice i.e negative attitudes to wards the speaker or the topic.
- Anger, Frustration
- Own anxiety/nervous i.e worried about
- Status difference

3. Physiological Barriers
- Headache
- Hearing impairment
- Tiredness
- Discomfort, pain, illness
- Poor eyesight.

4. Linguistic Barriers
- Jargons or specialist language
- Monotonous tone
- Inappropriate manner
- Hesistant material
- Badly organized vocabulary
- Complex sentence
- Complex fast
- Delivery too
- Delivery too slow and ponderous
- Delivery too loud

5. Perceptual Barriers
- Social/cultural background differences
- Appearance of the speaker
. Mannerism
. Accents

6. Content Barriers
- Subject of the discussion does not interest
- Speaker goes on for too long
- We have heard it before
- Content is too difficult/simplistic
- Content is repetitious

LEVELS OF LISTENING
i) Discriminative listening
Is the most basic type of listening, where by the different between the different sounds is identified if you can not notice the differences then you can not make sense of the meaning that is expressed by such differences. A person who can not hear the sabtleties of emotional variation in another person's voice will be likely to be able to discern the emotions the other persons is

experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language, therefore we also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

ii) **Comprehension/content/informative/full** **listening.**
After discriminating different sounds and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. The same is true, of course for the visual components of communication and an understanding of body language help us understand what other person is really mean.

iii) **Critical** **listening**
Is listening in order to evaluate and judge. i.e farming opinion about what is being said. Judgement means assessing strength and weakness, agreement and approval. This form of listening requires significant real-time cognitive effort as the listeners analyses what is being said, relating it to the existing knowledge and rules whilst simultaneously listening to the on going words from the speaker.

iv) **Appreciative** **listening**
In appreciative listening we seek certain information which we will then appreciate, This helps us meet our needs and goals.we use appreciative listening when we are listening to good music, poetry or may be even the stirring words of a great leader.

v **)** **Sympathetic** **listening**
In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills.

vi) **Empathetic** **listening**
Is the ability to put yourself in another place. It enable you to understand what the person feels, believes or acts in a certain way. You do not necessarily come to share the person's views or feelings but you do understand them.Such understanding will help you evaluate the information you hear more completely.

IMPROVING **LISTENING** **SKILLS**

You should also keep in mind that you need to use different listening strategies for different situations. Review the levels of listening and determine which is required for each listening situation.

However the following suggestions should help you regardless of your purpose:-

Concentrate:The best way to improve listening skills is to work at them. Block out distractions and concentrate on what you hear.

Practice :Use every opportunity you can to concentrate on what you hear. Watch newscast and the information programs on TV that you might not normally take time to watch. spend quiet time concentrating on the sounds around you.

Prepare to listen :Sit where you can see and hear the speaker. If you are going to listen to a speech on a subject you know little about it do some preliminary reading.

Note: People fail to listen for many reasons;

i) Expecting the speaker to say things they love to hear

ii) Not open to listen what others say

iii) Not interested in their situation or how they feel

iv) Lacking patience to sit down and listen

v) Thinking that one is superior than the rest and that they are always right

vi) Tending to be defensive

vii) Preparing for the response even before the other person has finished so their mind is always occupied

viii)Rushing through everything and not wanting to sit down for a few minutes to listen to others

ix) Feel awkward about what the speaker said

LISTENING AND NOTE TAKING

When you take note, it isn't necessary to write down every word.Outline major ideas, Listen for key words and phrases.

Develop your own shorthand and learn to abbreviate words. Make notes about any examples speakers use to explain their ideas.Note taking involve recording ideas and facts that you learn in class to help you remember and see them letter.

Why is note taking important?

- You become an active part of the listening and learning process.
- You create a history of your course content
- You have a written record to view or study letter
- You reinforce what is communicated verbally.

Strategies to increase comprehension and improve (Note taking)

- ○
- Listening for structure cues (signpost/transition words, introduction, body and summary stages)
- Looking for non -verbal cues (facial expression hand and body signals)
- Looking for visual cues (copy the content of any visual aids used.
- Use symbol and abbreviations to save time.

Some of the example of commonly symbols and abbreviations are presented as follows:-

Symbol	Meaning
$=$	Equals/is equal to/is the same as
$\neq$	Is not Equals to/ is not the same as
$\equiv$	Is equivalent to
$\therefore$	Therefore, thus ,so
$\because$	because
$+$	And, more, plus
$>$	More than. greater than
$<$	Less than
$\rightarrow$	Gives, causes, leads to, result in, is given by
↗	Rise, increase by
↘	Falls, decrease by
$\propto$	proportional
$\not\propto$	Not proportional
$\approx$	approximately
$/$	or
$//$	parallel
$+$	positive
$-$	negative
$\|\|\|$	Similar
c	It follows that
$*$	Most important
Δ	changes
$\leftarrow$	As a result of
ff	following

COMMON ABBREVIATIONS

Many are derived from Latin,

C.F (confer) =compare

I.e   (id est) =that is

e.g   (example grate) = for example

N.B (nota benne)   =note well

Etc (et cetera)   =and so on

No (numero)   = number

TASK

1. Explain the differences between listening and hearing
2. Explain how listening is an important part of public speaking
3. Give three reasons to why listening is important in your daily life
4. Explain the difference between physical and mental barriers to effective listening ,Give three examples of barriers
5. Explain at least three ways to improve listening
6. Why do people find it hard to listen?

HOW TO USE AN ATM MACHINE
(With-drawing money from ATM machine)

Introduction
The acronym ATM stands for "Automatic teller machine" which means a computerized machine that facilities banking transactions especially depositing money (in highly technological developed countries) and withdrawing money (almost in every country).

ATM technology is recent especially in third world countries where computer technology is still low. However this technology is growing very fast especially in urban areas where physical infrastructures are being improved tremendously.
Using an ATM technology is only possible to bank customers who have bank account and provided with ATM cards. An ATM cards enables a bank customer to perform banking transaction especially withdrawing money. However to withdraw money, a customer needs to have enough bank balance that enables him/ her to withdraw.

As a recent technology, ATM technology has posed a number of challenges and risk one of the challenges is back of power especially in third world countries (TWC) security problem is another serious challenges where frauds and stealing are common in ATM machines. This goes together with lack of sufficient security in places where ATM machines are located ATM card join and the related problems such as miscounting of cash/ money.

Despite all the above challenges and problems ATM technology is very useful in saving time and prevision of banking service close to people and throughout the day and throughout the week

something that cannot be done by normal banking transaction.
ATM technology has also helped people in avoiding taking and walking or staying with a lot of cash at home.

USING AN ATM MACHINE

Before thinking of using an ATM machine you are supposed to open a bank account and deposit your money. The money that you are likely to withdraw should be more than a minimum balances. It is also recommended that you have to open a bank account that you feel that it can serve you properly and national wide. Do not open a bank account with a bank which is confined to only one city or town. It is also important to note that a good bank is a bank that is more reliable, with sufficient capital good record of trust from customers as well as lowest service charges. It is also important to think of a bank that has spread ATM machines.

SECURITY ISSUES

Using ATM services requires certain security issues to consider. Security issues are grouped into categories (3) as follows.
a) Selecting an ATM
i) Do not selecting an ATM at the corner of a building or hidden and obscured area selected an ATM located at the center of a
  building or an open areas increases security and safety as well as surprise.
ii)Select an ATM located in area without banners in case of emergency. These areas provide hiding opportunities for criminal
  especially thieves and robbers.
iii)Select an ATM that is in well lightened locations (especially at right)
iv)Solicit prior criminal activity statistic or information before choosing an ATM.
v)Avoid ATM location with large perimeter parking yards/lots or car congestion area.
b) Approaching the ATM
i) Never approach an ATM where there's no light
ii) Check the security specious people around or cars faked a side with people inside.
iii) Avoid ATM with obscuring objects e.g. building
iv) At right don't go to an ATM alines, go with your friend/companion
v) If you're driving, keep all the window closed and all the door closed. Before switching off the engine watch the area careful
    and quickly all sides.If someone approaches your vehicles cancel or postpone the transactions and go to another ATM. If it
    is safe exist the vehicle and lock it and keep your keys handy so that you can reenter quickly after the transaction.
vi) Never approach an ATM if the lights at the site are not working.

c). Using the ATM
i) When waiting in line to rise the ATM wait stand behind the person ahead of you and do not approach the ATM until they
   complete the transaction.
ii) When you're using the ATM AND someone is closer to you than you would like them to be, ask them politely and tactfully to
    step back a few steps.
    If no co – operation council the transaction and wait outside or go to another ATM. This is a

risk

iii) Before your approach the ATM, have your ATM cards ready and know your pin number or passwords.

iv) Protect and hide your person identification.

v) Memories your pin and avoid writing it anywhere if you can't memories it write and a small piece of paper and after the

transaction destroy it completely or chew it and split it. Do not carry or put your pin in your wallet or pocket.

vi) When using the ATM, stand directly in front of the keyboards blocking the view of others. Do not enter the pin if someone

around can view the screen/keyboard.

vii) Select a pin that is different from the numbers noted in your wallet, mobile phones, birthdays etc in case you're free to do

so.

Vii) Do not accept offers of assistant with ATM from strangers. If you are having a problem consults your bank of officials, not

even security guards.

viii) When the transaction is complete, take your properties card, money and receipts and put them in your wallet, bag or

pocket and leave immediate.

ix) Check security around. If you feel someone is following you, walk or drive quickly to on open place where there are a lot of

people and call the police.

x) If you lose or misplace or have your card stolen notify the card assure immediately.

MONEY WITHDRAWING PROCEDURES

The following are procedure or steps in withdrawing money from an ATM.

1. Insert your bank/ ATM card into a reader slot.
2. When prompted by ATM, select language e.g. Eng or Kisw.
3. When prompted by ATM, enter or type in your PIN password
4. When prompted by ATM, select withdraw
5. When prompted by ATM, enter or type the amount of money you want to withdraw.
6. Wait for the machine to count and release the money out.
7. When prompted select if you require a receipt or other transaction
8. Collect your money /cash. If possible count it quickly.
9. Eject the card or await and return and remove it from the card reader slot and leave.

REGISTER DIFFERENCES

Register is a variety of language that is distinguished according to use.
For example the lawyer doctors ,teachers of different subjects,the engineers ,team coach etc.They all use specific language basing (depending on their respective fields.Thus the use of different languages according to different fields is what we call register.

The difference in registers is due to the fact that each field use language which is characterized by certain stylistic features.Thus, we need to pay much attention to speaker's register so as to identify and understand the language used as per its stylistic features.

Observe the following registers and their stylistic feature.

LANGUAGE OF NEWSPAPER REPORT

MOZAMBIQUE WIN

A fine display of attacking football by an aggressive Mozambican team after their Kabanga earned them a well-deserved 3-2 win over a tired looking national team, of Taifa Stars in a friendly international CCM Cup soccer tournament at the National Stadium yesterday.

Stylistic Features:
-Use of long sentences
 Example:the above paragraph has only one sentence.
-The use of numbers as it is very importance to show the scores and time in football.
-Use of past tense as it reports the past event.
-Use names of people and places here and the e.g names of players,location/field/pitch(national stadium)
-Use of adjectives e.g "aggressive team."well deserved win"
-Specialized terms like soccer,tournament.Always use adverbs e.g.yesterday,next week,tomorrow etc.

LANGUAGE ADVERTISING

Lexical feature of Advertising language.

    The use of first and second personal pronouns i.e." I / We/ you" It is because these pronouns help to create a friend- like intimate atmosphere to move and
    persuade the audience the use of the first and second person is called gossip- advertisements

 E.g -   Hyundai: Always there for you
            We live to deliver.
            Yamaha Every time we race you win
            Use of motive or evaluative Adjectives or Adjectival Phrases.

E.g Beautiful writing instruments peerless accessories for the innate sophisticate. Each pen and pencil is an original innovative designs preserited exclusively for those who appreciate only the very best

- Use of Technical Terms and Scientific rounding words
    Eg - Pure colour Beautiful full- colour copies are in fool bloom from Minolta Because of our laser Intensive Modulation system (LIMOS)-----
- A powerful built – in flash system related at GN20 and a spectrum of features
- Use of Negative words
    Eg: A diamond engagement ring show your love as nothing else can
        Words such as no, none, nothing, never, etc to show the uniqueness of the product.

- Use of inclusive words
  Such as all, every, always etc to indicate that reference is universal

    Eg; Coca-Cola always Coca-Cola

- Use of compound words
        Eg; Adj + N- first class

- Top – quality bulb
        N+ V + ed- honey coated sugar puffs

 V + ing – shining clean

Syntactic features of Advertising language

-Frequent use of simple sentence
    Example from Honda automobile
    Honda has always made good cars people love them

    Our new program will help to resolve products- related questions about your.This program is free .Just ask at any Honda dealer for a booklet Or call -------,
    you see Honda wants you and your Honda to have a long and happy relationships. It's only right.

- Frequent use of interrogative sentences.

Eg – Hair Darkening Medicine: Are you going grey to early?

    What in women's Realm this week? A wonderful beauty offers for you

    Lincoln Park Zoo: What would man be without the ape?

-Frequent use of imperative sentences

Imperative sentence give a command or make a request and they are usually short and powerful sentences.

Eg - Honda Motor: Buy one

Honda civic wagon: put it all behind you

Express card: Don't leave home without it.

United Airlines: Life is a journey, travel it well.

- Use of present Tense Eg –A diamond is forever

- Use of Minor Sentences.

Eg – Mild Cigarette: A mid way. Make it a mild smoke, smooth, rich, rewarding.
   -Volks wagen Pass at wagon: somewhere between tuxedo and birthday suit

Graphological feature of Advertising language

Eg – Bolding

- Capitalization

- The use of abbreviations for economic purposes Eg – Ltd, tel, Co, DSM, CCM, UNHCR etc

- Punctuation marks such as exclusions (!) + coloring, Picture, etc.

Semantic Features of the language of Advertising

Eg – Ambiguity
   - Idioms and proverbs

 - Figurative expression
   Simile- cools as maintain stream

   Metaphor – Pepsi the father of all drinks

   Personification- Now you faxes can find you even if your office cant

            -GS Co introducing camera that shares your vision of perfect picture

   Euphemism- Diet cake we know you are both gourmet and weight watcher (factor obese people)
 - If world class Rolex has been a bit beyond you budget before likey now puts it within you reach

TELEPHONE CONVERSATION

With this paradigm of science of technology we always make conversion through our telephones.We use telephone in our daily communication for instance at work place .in business or in social interaction.

When we speak on telephone it is because we want to achieve certain goal,therefore there are some rules that we need to observe for positive outcome,Some of these rules are as follows;

    -Clarify ,i.e to use a clear voice ,avoid all distractors (noise or poor equipments)talking while chewing something.

    -Control your pace i.e Speak with a moderate speed so as to be understood fast and clearly.

Study the example below ,then relate it with your daily conversation.

Rashid: Hello,Janeth.
Janeth: Hello.
Rashid: Are you done with the assignment on Environmental issues?
Janeth: Oh,yes Rashid
Rashid: I beg your help Janeth,there are some areas that i find difficult in attempting it
Janeth: Okay you should not worry about that let meet on Saturday around 2:00pm at the collage.
Rashid: Oh,thank you so much Janeth.I'll be grateful to find you there.
Janeth: Your welcome
Rashid: Wish you a nice moment
Janeth: Same to you ,thanks.
Rashid: okay ,bye bye
Janeth: Bye.

Answer the following question
1.Do you think the speakers show politeness?why?
2.Why did Rashid make a call to Janeth ?

Taking a telephone message
We make call in our daily life,Sometimes we may not find the person we wish to talk to.In this scenario it is necessary to leave a message to a third party.Now what are the necessary information that we need to record when you are to take a message for some one else?

The card below show the necessary information to be taken/noted.
For:............................
From:.........................
Tel no:........................
Date:..........................
Time:..........................
Message:.....................
Taken by:.....................

Study the example below.

Tedy: Hello.
Mr.Raju: Hello,is madam Salma around?
Tedy: No sir, she isn't who is calling please?
Mr.Raju: I'm Mr.Raju,chief accountant Tick Company
Tedy: Sorry sir she is not around at the moment but she will be back after 30 minutes.May I take a message for her please?
Mr.Raju: Yes,please tell her that we are waiting for the confirmation on the invoice i sent her yesterday.
Tedy: Wait a moment please confirmation on the invoice sent yesterday .Alright I'll tell her sir.
Mr.Raju: Thank you very much .Goodbye.
Tedy: You're welcome ,sir Goodbye

TASK
1. Make a telephone conversation with your friend.

2.Imagine you're the secretary in one of the office and you have picked call from someone to your boss .Take the message from
   the caller to be submitted to your boss.

SPEAKING SKILLS

What is Speaking?

   Is simply the act of talking which maybe in either a formal or informal situation.

This kind of speech one would decide to undertake would depend on the relationship one has with audience, also the way you speak tells people more about you. Whenever one initiate communication its because he/she want to deliver something that means there must be intention of that communication, to wake your speaking more effectively and successful there many factor to be observe but the most important things will be determined by how you pronounce words, stressing them and the appropriate intonation.

PRONUNCIATION

Every language in this would has its sound system hence has it's the way of pronouncing them. Linguists use special alphabet called phonetic symbols to represent sound or phonemes. This symbol are enclosed in slanted lines [//]. Some of this symbol are normal alphabet letters like /S/,/Z/,/t/,/d/,/k/,/g/,/f/,/v/ etc but others are different from normal alphabet letters we know

e.g.   -/^/,/æ/,/ÊŠ/,/dÊ'/,/3:/,/Êƒ/,/ð/,/Å‹/,/tÊƒ/,/Ê'/,/θ/

It is in this point then we are going to learn how to pronounce words correct.

See how we can pronounce the following words

-cat /cut

/kæt/ k^t/

-shoot/shut

/ʃut/ʃ^t/

-See/sea

/si//si/

-heart/ hurt

/cha:t//h3:t/

As you have observed the example given, there are some word who have different spelling but pronounced the same and those which have slightly different in spelling as well as in pronunciation

Sounds are shown by using phonetic symbols that are enclosed between two slanted lines // e.g. caught /kÉ":t/

There are two main types of British standard English phomes namely, vowel and consonants

I.VOWELS

There are three kinds of monophthong diphthongs and triphthongs

i. Monophthongs (pure vowels) there can be long or short

SYMBOL	ENGLISH WORD	PHONETIC SCRIPT
/I/	sit	/sIt/
/i:/	see	/si:/
/e/	ten	/ten/
/æ/	cat	/kæt/
/ɑ:/	arm	/ɑ:m/
/ɒ/	got	/gɒt/
/ɔ:/	saw	/sɔ:/
/ʊ/	look	/lʊk/
/ʌ/	cup	/kʌp/
/ɜ:/	word	/wɜ:d/
/u:/	pool	/pu:l/
/ə/	agree	/əgri:/

TASK

Transcribe the following words;

1. doctor
2. work
3. hurt
4. money
5. room
6. just
7. small
8. pull
9. put
10. read
11. chest
12. kill
13. feet
14. market

ii.   Diphthongs

Two short vowel sounds that are combined and pronounced as one

Example words of diphthong.

/ɪə/ weird /wɪəd/ , dear /dɪər/

/eə/ welfare /welfeər/, rare /reər/

/ʊə/ lure /lʊər/ , pure /pjʊər/

/eɪ/ weight /weɪt/ away /əweɪ/

/aɪ/ cry /kraɪ/, die /daɪ/

/ɔɪ/ boy /bɔɪ/, boycott /bɔɪkɒt/

/əʊ/ rose /rəʊz/ , over /əʊvər/

/aʊ/ mouse /maʊs/, scout /skaʊt/

TASK

Read the following pronunciations then write them in normal letters:-

/meIn/laIt/,/heIt/,leIt/,/streIt ;

/naâ,,§n/tâ,,§∂/we∂/meI,/eIbl/,/eIt/

Sometimes we combine three sounds which are then pronounced as one .These are diphthong plus schwa sound /∂/ for example:-

/eI∂/ in words like player /pleI∂/, layer/ leI∂/

/∂I2/ in the words like higher /haI∂/, tire/taI∂/

/∂I∂/ in the words like soya /s∂I∂/

/aâ,,§∂/ in the words like hour/aâ,,§∂/,flower/flaâ,,§∂/

/∂â,,§∂/ in the words like lower/l∂â,,§∂/,

II. CONSONANTS

There are twenty four consonants sounds in British standard English . The following are the examples and sounds.

No.	Symbol	Examples	
		Consonant sounds	
1	/p/	pen /pen/	peep /pi:p/
2	/b/	big /bɪg/	babe /beɪb/
3	/t/	ten /ten/	let /let/
4	/d/	den /den/	red /red/
5	/k/	key /ki:/	cake /keɪk/
6	/g/	get /get/	leg /leg/
7	/s/	see /si:/	guess /ges/
8	/z/	zoo /zu:/	buzz /bʌz/
9	/ʃ/	shoe /ʃu:/	wish /wɪʃ/
10	/ʒ/	measure /'meʒə/	treasure /'treʒə/
11	/tʃ/	check /tʃek/	watch /wɒtʃ/
12	/dʒ/	jet /dʒet/	judge /dʒʌdʒ/
13	/f/	fan /fæn/	laugh /lɑ:f/
14	/v/	van /væn/	wave /weɪv/
15	/w/	wet /wet/	wait /weɪt/
16	/j/	yes /jes/	you /ju:/
17	/h/	hen /hen/	hat /hæt/
18	/θ/	thin /θɪn/	thought /θɔ:t/
19	/ð/	then /ðen/	that /ðæt/
20	/m/	men /men/	name /neɪm/
21	/n/	no /nəu/	phone /fəun/
22	/ŋ/	ring /rɪŋ/	sang /sæŋ/
23	/l/	let /let/	tell /tel/
24	/r/	rat /ræt/	read /ri:d/

Test yourself.

Show phonetic transcription of the following sentences.

1. They are going to see them today.

2. She will help you.

3. That man is very clever.

4. We are going to meet her again.

5. The management will take it.

STRESS AND INTONATION

Are all concerned with perception or relative prominence.

STRESS
A word is made up of individual sound, within those sounds are combined, they form a syllable
e.g /d/ /e×–/ /t/= date/ deIt/ i.e a one syllable word.

So a word can be of one syllable or more than one syllable e.g.- "selection" /s×–lek∫n/ has three syllabi. In pronouncing a word which has more than one syllable you will find that one syllable receive more energy and it is heard than others.

Now the one which receive prominence than the other is what we call a stressed syllable and it is shown by the mark (')behind the stressed syllable.

   Observe the following words, the capitalized syllable is the one which receive more effort in pronunciation.

   Phonemic -   Pho.NE.mic

   Movement -   MOVE.ment

   Moment   -   MO.ment.

   Supplementary-   Suple.MEN.tary.

   Tremendous -   tre.MEN.dous

    Examination -   examination.

    Meeting -   ME.E.ting

Thus,

    Stress: Is the degree of emphasis given to a sound or syllable in speech.

            OR

Is the prominence with which one part of a words or of a longer utterance is distinguished from other parts.

NB

Every word has primary stress [']some longer words have another stress which is not strong as the primary one, this stress is called **Secondary stress**. It is marked by [Ù«]. Study the following words.

Understand   /,Ù¨nd∂×™stænd/

Contribution   /,kontriÙ¡bju∫n/

Controlled   /,k∂nÙ¡tr∂â„§ld/

Graphology   /,græÙ¡∫ol∂d3×–/

Machinery   /,m∂Ù¡∫inkt/

Disconnect   /,d×–sk∂Ù¡nekt/

In the examples given above the high vertical stroke['] before the syllable is for primary stress and the low vertical stress (,)before the syllable is for secondary stress [,].

Stress within a word

Native words and early French adoptions tend to have the main stress on the root syllable and to keep it there, regardless of the affixes that word formation may add.

E.g.:- 'Kingly, 'Kingliness, Un'kingliness

   'Stand- 'Standing

      Under'standing

   'Passion-'Passionately
    dis'passionate

With more recently adaptations and coinages especially those based on words from the classical languages, the place of the stress varies according to the affixation.

For example.

Word   Antepenultimate   Penultment

×™telegraph	te×™legraphy	tele×™ graphic
×™photo	ph×™otography	photo×™ graphic
×™transport	trans×™portable	transpor'tation
×™argument	argu×™mentative	argumen'tation

Similar penultimate with adjectival –ic

'Phoneme   pho'nemic

E'conomy   eco'nomic

E'mblem   emble'matic

S'ympathy   sympa'thetic

Antepenultimate with-ity (noun) or adjectivival-ian

E.g.: U'nanimous   Una'nimity

'library   lib'rarian

'grammar   gram'marian

'curious   curi'osity

U'tility   utili'tarian

'Cromwell   crom'welian

Stress and Meaning of words.

A fairly numerous set of words that can oparate without affixial change as a noun or adjective on the other hand and as a verb on the other have an accentual difference in the two function.

For example.

'conduct /kondÙ¨kt/ (n)

'contact / ×™kontrækt/ (n)
'attribute/×™ætribjut/ (n)

'present /×™preznt/ (adj)

'impact /×™×–mpækt/ (n)

'insert /×–ns3:t/ (n)

'absent /×™æbsent (adj)

'record /×™rekod/ (n)

Stress and Compound words.

Corresponding compound nouns are generally stressed on the first element but with a strong secondary stress on the second element.

When such compound, the primary and secondary stress is redistributed to give the same rhythm.

E.g.:'Light,house –'lighthouse,keeper.

　　　'Bed,room -×™bedroom ,chamber

Compounds words which are not nouns are stressed on the second element.

　E.g: ,Back 'fire (V)

　　　,Hence 'forth (Adj)

,Knee 'deep (Adj)

,Flat 'footed   (Adj)

NB: Some examples are variable

,field'Marshal Or

'Field ,Marshal

,Over 'seas Or

'Over ,seas

In any case, the stress often shifts from second component to first component when the compound is being used attributive in a noun phrase.

E.g.:   The room is ,down 'stair.

A'down ,stairs 'room

His work is ,first 'class
His 'firstclass ,work

Function of stress

1. To provide a way of distinguish degree of emphasis or contrast in sentence or line.
2. To make word understandable.
3. It also serves to differentiate words that are similar e.g.: REcord (N) and reCOrd (V)
4. Helps us focus our listener's attention on what is most important in our message.

Grammatically or communicative function i.e. distinguish between statement and question.

E.g. your name is Asha   (statement)

Your name is Asha? (Question)

It's raining   (statement)

It's raining? (Question)

Generally, pronunciation, Stress and intonation are very important component in communication.

As we have seen that, stress makes the word understandable, point of emphasis but also it differentiates words which are similar. Likewise intonation as it tells us how to say things (message) rather than what we say.

Pronunciation also play a very great role in communication as poor pronunciation of words may mislead the listeners, take an example of the following words.

Laugh /rÙ¨f/ instead of /lÙ¨f/

Read /lid/ instead of/rid/

Lead /rid/ instead of /lid/

TONE

Refer to the distinctive pitch of voice (high or low) during utterance.

It is a feature of intonation which affects the system meaning as well as grammatical categories of sentences or calves (utterances) in spoken language.

Types of tone

In spoken language, there are four major types of tone

1. **Fall/ falling tone (\)**

This occurs in intonation of a syllable or longer utterance in which the pitch changes from relatively high to relatively low.

This tone has the following uses

1. It is used to make statements that are complete and definite

   E.g.:-   they arrived today.

This boy is our neighbor.

It was done accidentally.

He came and left.

2. It is used in making the commands

E.g.: - take the chair

Leave me alone

Eat that food

Go out

3. It is used in making the question that are neither polite nor impolite

E.g.:- what are you doing?

Where do you live?

How did you do it?

4. It is used in making exclamations or exclamatory sentences.

E.g.: - wonderful

What a beautiful lady

Oh my god

5. It is used in tag question meant to force the listener agree with the speaker

E.g.:- we are tired, aren't we?

She didn't come here yesterday, did she?

2. Rise/ Rising tone (/)

This occurs when the pitch change from relatively low to relatively high (the pitch arises at the end of the Utterance)

This tone has the following uses

1. It is used for yes/ no question

   E.g.:-Do you know what happened in South Africa recently?

   Oh no, can you kindly tell me about that
   Have you seen my father over there?
   Yes, I have

2. It used for statements intending to be questions

E.g.: - your brother came yesterday
       We were supposed to do the test yesterday
       You did it

3. It is used when giving request

E.g.:- Given me a glass of water please
       Wait for me for a minute
       May you please lend me your pen

4. It is used for commands intending to be requests

E.g.:- open the door
       Don't disturb me
       Go to the market and don't be late

5. It is used in incomplete statements

E.g.:- If James comes here ……………………….. (Tell him I'll solve the problem)
       Unless he arrives earlier ………………….. (I will call him)
       When he came here yesterday ………… (I was out)

3. Fall – rise tone
This tone occurs when the pitch fall and then rises again.This tone has the following uses

1. It is used for statements which show reservation or only particular agreement.

E.g.:- A – will you lend me your book

    B – Yes, but

    X – Was the film enjoyable?

    Y – Yes, but

2. It is used in incomplete statement leading to another tone group.

Tone group – group of words that are pronounced with one tone

E.g.:- if Mwita leaves tomorrow, he will get to Kampala in time
    Unless he leaves now he will be late.
    When I entered the class, I found them making noise.

3. It is used for statement that show warning, disapproval or concern

    Oh! Don't behave like that
    Be careful
    You say you want many you might to it next

4. It is used for imperatives meant to be pleating requests (imperatives – sentence which is introduced with a verb)

E.g.:- Don't disturb me
    Come and see the children
    Go there immediately

5. Is used for statement that show a kind of reservation

E.g.:- He won (but he didn't preserve)
    I can come tomorrow (but not today)
    She is beautiful (but I don't love her)

4. Rise / Rising – fall tone
This tone occurs when the pitch rises and then falls again.This tone has the following uses

1. For statements showing enthusiastic agreement, when you agree on something with excitement

    E.g.: - Of course, that's what I wanted

Yes, that u right

2. For exclamation showing sarcasm

E.g.:- How beautiful you are

Good afternoon

Intonation

Refer to the relative rising and falling of the pitch of voice in speech or utterance

I.e. it is the pitch variation

Intonation may affect

1. The meaning of spoken utterance
2. The grammatical category of the sentence of clause
3. Stress of the syllable and speech rhythm
4. It also conveys the attitude of the speakers

NB: Intonation is the feature of spoken language which marks the Boundary and the mood in the same way punctuation does in the written language.

Functions of intonation

Introduction as the feature of spoken language has several conversational or grammatical functions, there are four major functions conserved by intonation

1. Grammatical function

It is used to mark the boundaries between grammatical units or structures such as phrases, clauses and sentences

E.g. that book on the table has been there for a day

It is used to determine or identify the type of sentence in language such as whether the sentence is a statement question, command or request.

2. Accentual function

It is used to determine the category to which the word belongs such as whether the word is a noun, verb or adjective

E.g. Present – v
     Present – N

Indicates emphasis on certain words in the utterance by so doing it affects the meaning of the utterance

E.g. those who sold quickly made profit

Those who sold quickly made profit

3. **Attitudinal function**

Intonation conveys the attitude of the speaker as it can be noted by the listener such as anger, happiness, surprise, approval or shock.

Usually this may be marked by the fall-rise or rise-fall tone

4. **Discourse function**

Intonation helps to indicate a connection and chances of participants in the discourse {spoken conversation i.e. Its helps the participants in the conversation to take turns in a regular order, hence helping them to speak in order.

Usually each participant in speech begins the conversation with high path or rise tone and ends with lower pitch or fall tone. That will alert the second participant to take the turn the conversation.

FORMAL AND INFORMAL LANGUAGE.

In communication we use both informal and formal language at different times. In this point we need to learn when informal language is appropriate or inappropriate and where formal language is used.

Informal language is the language of everyday communication where we use it in casual social setting (e.g talking to close a friends, member of a family, or to other people who we are familiar with)

Study the utterance below,

1. What's up my people

2. Hi guys

3. How are you John

The three utterances are Informal language and are appropriate or inappropriate depending on the relationship between the participants.

CHARACTERISTICS OF INFORMAL LANGUAGE

I. Use of contractions E.g we've, I'll, I'm.

II. Elipsis E.g- Cant go   "I cannot go"

-Want leave "I want to leave"

-It be fine   "It will be fine"

III. Short sentences. E.g   -They danced well

-She plays well

-We ate all the bites.

IV. Use of simple words E.g - 'starts', instead of commence

- 'Close', instead of adjourn

- 'Home', instead of domicile.

V. Use of incomplete sentences E.g -She said…….Yes

- It is…………… No I don't think so.

- I mean……….Well…

VI. Use of slangs or Colloquial words E.g –Take the kid to school.

-Hey guys hurry up.

-Lets story dude.

-Pal its fantastic.

Formal language in other hand, is a language that is suitable for formal setting, serious discussion, writing or official context.

CHARACTERISTICS OF FORMAL LANGUAGE

-It observe the grammar of the language i.e word order, tenses, etc.

-It uses long sentences for clarity.

-Use more complex words depending on the province e.g 'domicile' instead of home.

'commece' instead of start

'adjourn' instead of close

'adhere' instead of follow.

-It doesn't allow the use of slangs/colloquial.

-No incomplete sentences.

-Contractions are not allowed.

PARTICIPATING IN SOCIAL INTERACTION

There are many different types of verbal communication that we make in our daily life. These include normal conversation, debate, telephone exchange discussion and so on. All these need appropriate approach/style so as to have the so called Effective communication.

In order to become a successful communicator one to have skills such as skills for initiating conversation, presenting ideas as well as concluding conversation.

a) Initiating conversation.

There are different styles one can use to initiate conversation

- One can initiate conversation by presenting an opinion

E.g –I think town life is more enjoyable than village life

-This time English terminal exam was simple

- One can initiate conversation by giving a statement of fact.

E.g –In 2012 the form four National Examination was not encouraging

-2000 citizens died in Egypt due to political unrest

- Another style of initiating conversation is by asking questions

E.g- Is it possible to combat corruption?

-Do you think most students speak English?

b) Presenting ideas

Oral communication is a two way process, to make it successively one need to observe the following points.

-Use clear and lively tone. Do not speak too loud or too soft.

-Do not dominate the talk i.e leave a chance for others to speak.
-Use polite language, especially when speaking against other peoples view that you do not agree with.

-Listen carefully and attentively to what others have to say.

-Involve your listeners e.g by asking Questions, seeking their views or by using controversy statements.

-Respond to questions and comments from your listeners.

c) Concluding a conversation

Concluding a conversation suppose to be friendly and positively as failure to do so will lead to outbreak of new conversation or find it difficult to strike a future conversation.

The following statements may be used to conclude a conversation.

-Thank you everybody, I'll see you next time.

-Thanks, have a nice day.

-I'll see you again next time.

-Have a nice day. Thanks.

Participating in Debate

Debate is a one of the aspects of public speaking. Debate can be defined to as a formal discussion about a contraversal topic normally known as motion. Debate is a common discussion in scholar, colleges and other higher learning institution. A debate develops student's public speaking persuasive and arguments power.

The escene of debate is to persuade listeners to change altitude or understanding through argumentation. Debate also intends prepare learners to become public speaker. A debate develops confidence, critical thinking and analytical skills.

DEBATE ORGANISATION

A debate is formed by a group of people who groups themselves into two major conflicting parts – proposers and opposes and the leadership
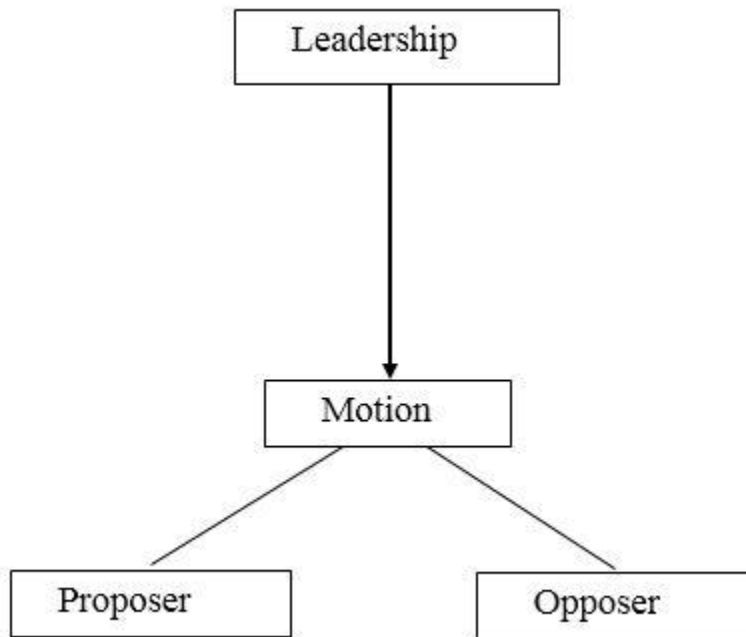
Debate leadership

Debate leadership is usually of the following;

i) Chair person

ii) Secretary

iii) Time keeper

iv) Judge

v) Patron/matron

PROPOSERS

These support or argue for the given motion, there duty i.e. persuade the opposes so that they agree with the proper's or the motion through argumentation and
multiple persuasive techniques.

Note

For easier administration of a debate of each of the groups is usually represented by few (about six)

Main/ key speakers

Common important phrases and expressions in a debate.
1. Greetings
2. Self introduction
E.g. my name is Consolata Mikui…..Im here to prepare (oppose) the motion which states that…..
E.g. good evening ladies and gentlemen
My name is…..and I stand before you to oppose
I propose the motion on the board
E.g.- chairperson, secretary and distinguished judges judge good evening, Im here to propose or oppose the motion for following
reasons.
3. ladies and gentlemen/ oppose/ propose this motion on the following reason.
- Ladies and gentlemen, I strongly oppose/ propose this motion on the following grounds.
- Chairman/ chairperson/ would like to propose/ oppose this motion for the following points.

4. Chairman, I strongly disagree with the previous speaker as follows
- Ladies and gentlemen, I beg to differ with the former speaker on …….
- Chairperson as a point of interruption…..
- Chair I would like to ask the former speaker allow me to ask a former speaker a question.
- Another important point is that……..

5. To bring the point home, I would like to say / argue that
- In my final analysis, I would like to say / argue that
- To end up my arguments would like to say that I strongly agree/ disease

6. Thank you for listening
- Thank you for attention

Examples of debatable topic (motions)
1. Kiswahili should be used as a means of instruction at all levels of education in Tanzania.
2. The union between Tanganyika and Zanzibar should now break.
3. Tanzania is a democratic state/ country.
4. Tanzania should now form a coalition government.
5. Death sentence/ penalty should be abolished in Tanzania.
6. Special seats in Tanzania parliament should abolish.
7. Sex education should be introduced in primary (schools)
8. Home sexuality should be legalized in Tanzania.

PREPARATORY SPEECH MAKING STRATEGIES

In the course of preparing for a speech, there are several strategies that deserve attention as follows:

1. Prepare your speech some time before you present it

I.e. think about the audience before which you are going make to your speech, consider the audience interests. This will help you to choose what to say and what not.

2. Think about the audience knowledge about the subject matter.

I.e. your suppose to know how much knowledge your audience has on the topic you want to talk about thus choose the manner of speaking and the language that suits the knowledge of your audience.

3. Consider the size of your audience

I.e. Consider the number of the people to whom your speech is presented, this will help you to decide whether you need some tools such as microphones or you just need to speak loudly e.g. if your speaking to a small number of people, there is no need of having microphones but if bigger.

4. Consider what your audience wants to know.

I.e. people are normally ready to listen to you if you address things of their interest that means talk about what they like or use the language style that they like.

5. Consider personal interest of the audience

I.e. when making the speech you should vary according to the interest of the audience as

there are people who like human and those who do not so make those who
like human laugh and then vary not to bore other.

6.   Determine the purpose of your presentation

I.e. set the motive behind your speech i.e. determines whether you want to convince or persuade, entertain, inform or instruct e.g. in the debate, the speech is made to
convince but if you were the MC, you speak in order to entertain thus use the language style depending on the purpose you want to achieve

7.   Examine your knowledge

I.e. you need to speak about the topic that you know very well, thus you are expected to do an informed the books, magazines and other sources useful for the topic
you want to talk about. This will give you confidence out the topic you want to talk about.

8.   Show your feelings about the topic

You should prepare yourself so well that your audience will see the topic your presenting is part of you so you need to speak in a manner that will show your
audience your mastery of the subject you are talking about.

9.   Analyses the occasion

You pay attention to all circumstances surrounding the presentation to be made i.e. things such as the event itself, facilities available the size of the room and the time
allocated are the ones that you analyze. For example if you have ten minutes for a speech, you can't the content so as to limit your time.

10. Analyses the situation

You should look at the social and physical context surrounding your presentation, for example you need to know that there are times when listeners are very active and when there are sleep, thus make your speech according to the situation of the audience for example when people are sleep you may involve them in a variety of activities such as asking them to stand up and stretch answering some questions. What matters generally is for you to make sure that the attention of your audience is always.

11.   Maintain ethical standards

Every community has standard of conduct and morals accepted by the community thus as you present your speech be watchful so that you so do not sound unfair or
deceitful or scornful. Speak as if you are a civilized member of the community such as being very careful about the choice of words, avoid abusive language.

12.   Avoid stereo – types

This is a simplistic or exaggerated perception which people have in their minds about other people. To avoid that people should be judged in objective or unbiased way that means labelling people according to their ethnic community race should be avoid.

ACTUAL PRESENTATION PROCESS STRATEGIES

During the actual speech making of presentation, the following are the strategies to be considered.

1.   Show your confidence

I.e. you should not show any sign of nervousness, this will make the audience trust you that means you tell yourself that you must win the audience. You need to give yourself few seconds of settle down mentally, this makes you gather energy before you speak.

2.   Establish and maintain eye contact

Your advice to look at all parts of the audience as you speak or do not stare at the wall or one side of the audience.

3.   Use gestures and movements

Good speakers use gestures to accompany their words i.e. Use gestures that match with what you say. For example figures can be used when speaking about numbers, movements are also allowed in speech presentation, this makes your speech likely, and the speaker needs to move purposefully and confidently.

4.   Use your notes as a guide

I.e. you are advised to glance at your notes occasionally just to pick up the next point, you should not read or stare at them.

5.   Use a clear and audible voice

You are advised to pronounce words clear and audibly so that your audience can hear. If the room is very big, use a mike or loud speaker.

6.   Be enthusiastic

A good public speaker is advised to show his or her audience that he or she is interested in what is been presented. If you show interest, you may make your listeners to show interest also.

7.   Use an effective poise and posture

Graceful ways of standing or moving i.e. you are advised to stand upright and avoid leaning on the table or lecterm. Standing upright makes you free to use your gestures that in turn make your speech to be likely.

PARTS OF ORAL PRESENTATION

The oral presentation/speech should be divided into three parts, whereby each of the three parts needs its due attention, the following are the details above what you ought to include in each of the parts.

i)   Introduction

This is the opening part of your speech that needs to be very attractive to capture the attention of the audience right from the beginning i.e. it needs to be appealing by the use of expressions that catch the attention of the audience.

In the introduction you need to tell your audience what you want to talk about i.e. brief introduction of what you are talking about. You are also expected to give the direction of your entire presentation.

ii)   Main body

This is the part where you exhaustively discuss the topic of your presentation i.e. it is here where your knowledge about the subject matter becomes exposed thus because most your message is found in the main body, present it in a manner that will keep listeners listening.

The main body show the listener that they have researched and you know the subject very well so make sure that you win your audience trust. That may achieved by showing confidence as you speak likewise the main body is expected to provide evidence for various issues and it is usually made up of many points of which one point should be classified before you start another point.

iii)   Conclusion

This is the closing part of the presentation or it is an exit of the presentation.

The conclusion gives brief drowned important points which the audience should remember i.e. it is a summary of important issues raised in the main body.

The following are some of the expressions are used in a conclusion.

In summary in short we can say that……………..

To sum up……………………

To conclude…………………….

By the way of summering……………….

All in all…………………….

In a nutshell…………….

VARIOUS TYPES OF SPEECH
We make speeches for various purposes mainly speeches are made for the aim of informing or persuade.

1.**Speaking to inform (informative speech)**; these speeches are meant to provide information; they are meant to make you know what they did not know. These include   definitional speeches, Descriptive speeches and Expository speeches.

a   Definitional speeches

Study the following:

What is morphology?

        The term morphology may not be new to most of you, but what does it mean? Well this is a sub discipline in linguistics, it deals with the following.

·   Describe how words are structured.
·   What components form the words?
·   How significant these components are.
·   Where the study of small components

 In words can help to make it easy for language learners in learning foreign languages.

 As you can see, this is somewhat an elaborate definition as it tells almost everything about what morphology is about. Since the definition goes beyond what goes beyond what a dictionary is capable of doing we call this an extended kind of definition. This is what a definition speech is all about. When you make this speech you use details which you think your partner will understand.

2. Descriptive speech

This is a speech which describes a person, thing or place. The speech talks how a person/thing or place, place looks like.

What actually do as you provide a descriptive speech is painting a vivid picture of a person, place, event or object.

Example if you are told to write a speech that you will deliver in the class about the beach you visited.

In your speech you may include

·   When you visited the beach.

·   How big it is.

·   What colour is the water

·   What feature surrounds the beach

·   What makes the beach special.

3. Process speech

In this kind of speech you are expected to explain the stages passed through when certain activities are performed, Example you may be required to say something on how to make a chair.

Process speeches are of two types. One is meant to enable a person to carry on an activity. The other is meant to explain how something is done without necessity wishing to perform it. The following are the guidelines about how a process speech should look like.

-       All steps should be included.

It is important to include all the necessary steps involved in carrying out an activity.

-       Use visual aids when necessary

Use diagrams or charts so that your audience can see how, the procedure is carried out more vividly. If possible demonstrate.

-       Involve the audience in physical activities.

Involving the audience makes them remember each stage of the process. If you happen to be in the audience side, do not do anything until you are instructed by the instructor.

-        Use a manageable presentation speed.

Since most procedures are new to the audience explain each slowly so that your audience can understand. Remember that, what you perceive to be something difficult to a person who sees or hears for the first time so use speed that is manageable to your audience.

-        Tell the audience about difficult parts of the procedures.

In so doing use expressions such as "The following step needs more of your attention", "The next step is a bit tricky", "Now we are approaching a more demanding stage"… such expressions are used to attract the attention of your listeners.

4. Expository speech

   This is the speech that involves the provision of oral reports. Expository speeches are not a result of research. It is important to note that a well written expository speech is organized in topics. So organize your speech in that manner. Support your speech with evidence from your research

5.   Persuasive speech

   Here the speaker is expected to speak in order to move the audience by influencing their thinking and motivating them to carry out some kind of action.

How can you influence thinking?

   To influence thinking is to speak in a manner that will make your audience convinced by accepting your points or ideas. As a part of persuasive speech is meant to influence you will be require to argue in order to respond to other people's points. You should also be a very good listener so that you hear what others say in order to respond to other people's points. You should also be very good listeners so that you hear what others say in order to be able to give counter argument.

How can you influence action?

The following can be used as a guide for persuading people.

-    Tell them why it is important to take action.

-    Give evidence of cases which show that people elsewhere succeeded by doing as same as what you want them to do. Show how the people will benefit from the under
     taking.

- Show how urgent the issue is.

- Be straight about the action, you want your audience the audience to take, you will tell your audience whether they have to demonstrate, contribute money clean the
   compound, vote for someone.

- Make your listeners give their responses before they leave the room/place. This can be done by writing names, raising hands, pledging.etc.

We encourage you to seek people's responses as early as possible so that they don't forget. This is because when you speak, you raise their commitment. So you should enforce action before that commitment cools down.

 It is important to note that listeners should be persuaded and not intimidated speak in a manner that will make your listeners willingly be convinced to take the action that you wish them to show the listeners that you are competent or experienced in what you are saying. Example you want to tell the people how important it is for them to use mosquito nets. You may do that by telling them that you have been using such nets for e very long time and you have never suffered from malaria since you started using mosquito nets.

 The Conclusion that we can make about persuasive speaking is that it is an action oriented type of speech, so whenever you are engaged in this kind of speaking, speak in a manner that will move the audience.

 PARTICIPATING IN INTERVIEW

 An interview is a formal questions and answers session which is aimed at understanding or digging into someone 's knowledge about something .An interview is a formal meeting at which someone is asked questions in order to find out his/her knowledge about certain course of study or job or about certain information.Normally the interviewer asks questions and the interviewees responds.It is important to note that there are various interviews for various purposes
For example:-Journalists interview people to verify news.
                -Employers interviews an expected employee
                -A researcher interviews different people to collect information
To make an interview successful one has to prepare both mentally and physically.The following should be observed.

Before the interview
-Know the organization
     i.e get enough information and knowledge about the organization information like (who they are,what they do,their objectives etc.)
        The information can be obtained from the website of the of the organization (if any) or from people who know about it or from their newsletter .This can make you
        happy or at ease if you be asked about the organization.
-Reherse the interview
     i.e learn about different questions that are likely to be asked in an interview and practise

answering them.Stand infront the mirror or just in your room asking yourself
        questions and answering them.
-Be punctual
      i.e arrive at interview office about an hour before.This will help yoy calm down before the
time of interview .Arriving late will make you panic hence fail to respond
        to the question correctly.
-Be smart
      Being tidy will add more credit about you as the interviewers will have positive image over
you.

During the interview
-Friendliness
    . smile
    . actively listens or reflect back words and gestures of the interviewers
    . pleasant tone voice
    .Firm handshake(greet and make eye contact with others)
-Courtesy
    .Let the interviewers finish talking before responding
    .Use courteous words("please" ,"thank you" ,"nice meeting")
    .Make appropriate small talk while waiting
    .Hold doors open,step aside to let others pass by
-Responsive
    .Use no long"uh's" before answering
    .Go beyond "yes/no",answers to questions
    .Volunteers information without interviewers having to proud for more information
-Empathy
    .Head noddling when appropriate
    .Slight learning forward
    .Eye contact
    .Paraphrasing to show understanding
-Assertiveness
    .Volunteer pertnent information not asked
    .Disclose negative information truthfully
    .Sound confident and fourth right in voice and words

SAMPLE QUESTION
1.Tell us about yourself
   In this question provide your unique selling proposition(USP) ie Personal branding or value
added statement .state your best qualification for the job.Be specific and include examples to
    support your statements.
      e.g.I get great deal of satisfaction from knowing that i have done something well and on time
2.What are your greatest weaknesses?
   In this question turn negative into positive
      e.g.Sometimes i spend more time than necessary on a task or take on tasks personally that
could be easily be delegated to someone else although i have never missed a a deadline,it is
        still an effort for me to know when to move on to the next task and to be confident when

assigning others work OR

I like to make sure that my work is perfect so i tend to spend a little too much time checking it.However I've come to a good balance by setting up a system to ensure everything is done correctly the first time.

3.What are your greatest strength?

In this question provide attribute that will qualify you for the job.

E.g When I'm working on a project ,I don't want just to meet deadlines rather I prefer to complete the project well ahead of schedule OR

My time management skills are excellent and I'm organized ,efficient and take pride in excellent my work.

4.Are you a self motivator

-Absolutely .I'm a very active person and I enjoy my work.I'm always looking for new and innovative ideas to bring to project

-I believe I am a self motivator -I gave to my all to a project and I'm always looking ahead to the next one at hand.

5.What do you do in your spare time?

Here the interviewer wants to know your other side of life(Out from office)

In this question describe any volunteer work you do and any hobbies such as playing spirits carpentry,gardening etc. avoid mentioning inactive activities such as watching television

6.How do you react to instruction and criticism?

In this the interviewer is trying to find out how you get along with the supervisors and how you feel about authority.You might say

-I appreciate getting instruction and criticism when it is done fairly and constructively

All in all there are many questions that can be aske in an interview.It is your time now to think of them and tryto respond to them correctly.This will make you make you very strong and confidence in any interview that you will be called upon.

READING SKILLS

Is the process of going through written information or piece of work in order to get information or in order to understand the content of the message.

Reading is difficult when the reader lacks the skills of reading therefore one may read but end up without getting the message from the written information or one may spend a lot of time to go through a small written text due to lack of reading skill.

Types of reading / Techniques of reading skills

There are various types or techniques of reading depending on the activities involved in the act of reading or depending on the purpose of the reader

The following are some of the types/ strategies of reading.

a. **Skimming**

This is the type of reading whereby the reader reads for general information. I.e. where the reader is interested in just knowing what is the text being read is about

Skimming involved reading few lines, paragraphs headings, sub – headings, table of content or any part the book which can assist the reader to know the important or key issues found in the text.

We use skimming when we get new books, journals news-papers, magazines, essay etc as a strategy of assessing withers the material is worth reading or otherwise. This is usually used in the library were various written material are found to be able to borrow or read the right one, one should employ skimming.

Skimming is therefore very important in saving time of the reader but also it helps the reader make decision because he/ she knows what he/ she wants to achieve at a certain time and what to achieve later.

b. Scanning

This is a quick survey of the written materials where the reader looks for specific information. It is always done quickly since the reader knows what he/she is looking for in advance i.e. in scanning you are looking for particular items of information. This means the book you have may contain a lot of things but you are interested in one thing or few of them, this can be affected by going through the table of contents or index in order to know where that particular information is found in the book or text.

For the case of newspapers one should go through the headlines until when he/ she comes across the information of his/ her interest

c. Intensive/ study reading

This is a type of reading in which the reader wants to fully understand and remember what is read i.e. it is the type of reading where the reader aims to read the whole text or book about certain information in order to understand and remember thoroughly about what is read.

It is the method that is used in reading text books where the reader concentrates in everything being read, for example, when person wants to understand poetry he/she must apply intensive poetry, when a student is given a topic to read he/she must apply intensive reading.

Intensive reading involves the concentration of the reader in understanding all the details of what is read.

d. Extensive reading

This is the habit of reading by which the reader reads many sources of information i.e. Involves reading or going through various source of information.

For example; at school, students are expected to read a lot of novels, plays, short stories and poetry.

Thus buy so doing they engage themselves in extensive reading

Extensive reading is more important (useful in enriching the student with knowledge i.e. it gives a student a lot of information from different sources.

e. Critical reading

This is the type of reading which needs the reader it interprets what has been read beyond what the words suggests. I.e. it involves identifying the information presented and let it to your experience and the experience of others.In this kind of reading you read between the lines you interpret what you read and try to go beyond what the writings say.

STRATEGIES OF CRITICAL AND INTENSIVE READING
Since the intensive reading is meant to make the reader understand all the details of what is read and critical reading also requires the reader to concentrate on the material read, there are a number of hints/ criteria/ strategies in order to archive both critical and intensive reading as follows:-
 i. Prepare yourself physically i.e. Arrange your books and note books well before you start reading in order to make   the environment attractive for reading i.e. put all material in
     order so that you avoid unnecessary movement
 ii. Set your objective i.e. indicate what you want to archive at the end of the reading for example, ability to define concepts, ability to identify and describe themes etc.
 iii. Outline the main points as you read i.e. read the signal words which will guide you to give the order of how ideas flow and to identify point that appear in the text
 iv. Predict some questions i.e. sort down some questions as you read, these review questions are important because they help you to assess your understanding
 v. Observed the text structure i.e. pay attention to headings and sub – headings as well as titles. These help you to show the topic been discussed, what topic is included under the
     other and also help us to organize the material in our mind as a result we can easily remember what we read.
 vi. Be active as you read i.e. read phrases rather than individual words because ideas are clearly understood by looking at the way they are related to each other in phrases, you are
     also advised to concentrate on main points, this help in both remembering and understanding.
vii. Take some breaks when you fell tired i.e. reading is to be taken as leisure thus schedule time for break
viii. Make connections i.e. link new information with something that you already know – relate the new knowledge with the prior knowledge that you have in your mind. This helps to
     understand the new knowledge and to strengthen what you already know.
 ix. As you read, talk to the author i.e. pretend you are talking to the author like when you are talking with a friend, there are things which you agree or do not agree, thus identify the
     points on which you agree with the author and those on which you do not. This will make you distinguish between facts and opinions.

 Connotative meaning
     Is the meaning given to a word, concept or expression over and above the basic (denotative) meaning according to the belief, culture and the real words experience of the society.
     This meaning is normally unstable and it varies from one individual to another or from one society to another or culture to culture.

Example
- This man is a lion (meaning man is cruel and aggressive)
- Don't cry, be a man be a woman (meaning man is strong, woman is weak)

- Third world countries (meaning poor countries of the world)
- Western countries – (rich and capitalist countries)
- This man is a child (man believes like a child)

Connotation is the use of words in such a way that the words have additional meaning beyond what they mean denotative.On the other hand,refers to the association that are connected to a certain word or the emotion suggestion related to that word.The connotative meanings of a word exist together with the denotative meaning.The connotation for the word "snake" could mean **evil** or **danger**.

Denotation meaning
    use of a words in a manner that makes it be interpreted as the original /basic meaning.OR It refers to the literal meaning of word;the "dictionary definition" "for example if you look
    up the word "snake" in a dictionary you will discover that one of its **denotative** meaning is any numerous.Scarily,legless,sometimes venomous reptiles having a long
    tapering,Cylindrical body and found in most tropical and temperate region.

In short we only share the denotation meaning of a word regardless culture, beliefs or emotional but with connotation meaning of a word would highly depends on the culture, age, beliefs and emotion of the people in a given society. For example in some societies it is believed that woman is someone weak, lazy cowards (Connotative).
Where as man is someone who is strong, hard work and courageous (connotative). So if a person refers a man as a woman and vice versa it will implies the connotation meaning as explained

    Connotation meaning may be positive, negative or neutral.
    E.g:- When you call a "Man" a "Woman" it has a negative meaning but when you call a 'man' it has a positive connotation.

    NB:- **Positive connotation** - good feeling
        Negative connotation -bad feeling
        Neutral connotation - neither good nor bad
        Negative connotation arouses hurting fee and can be demeaning and offending
        For example the words
          Relaxed and idle
          Spending and extravagant

Note Well that, most of the words use in literature have connotation meaning.

TASK
Give the denotation and connotation meaning of the following words and make two sentences in each.

 (a)Lion   (b)baby (c)Dog (d) Google (e)Books (f)Honey(g)Heart (h)Red (i)Tick (j)Books

IDIOMS /IDIOMATIC EXPRESSIONS
Is a linguistics expression (group of words) whose meaning is different from the meanings of the individual words which make it up.

The idiom has a meaning which is over and above the meaning of its constitutes

E.g.
 →to kick the bucket- die
→to pave the way- facilitate
→to bury the hatchet – forget the past quarries
→to air ones opinion- to give ones feelings
→to lead the altar- to marry
→to take arms – go to war
→to be bad eggs - to be worthless person
→to receive with open arms - receive
→to breathe once last- to die
→to let the cat out of a bag – to tell a secret
→to be a Good Samaritan – be kind to someone in trouble
→to be modern – updated
→throw dust in one's eyes – deceive
→save ones face – avoid disgrace or shame
→to be in hot water – in trouble
→but about the bush- approach matter indirectly or in a roundabout manner
→keep a straight face – hide ones amusement by not smiling or laughing
→build castles in the sky – day dream
→to sit on the fence – neutral
→to burn the midnight oil- study / work until late at
→take the cake –take first night prize
→break ones back – work very hard
→crocodile tears- false tears
→take French leave – go without permission
→take a lion's share – largest part/almost the whole
→she is over the moon – extremely happy
→make both ends meet – earn enough money, balance
→a dog life – unhappy life
→same boat- same situations
→have eyes in the back of your head – be aware of everything around you
→to see daylight – begin to understand
→ a hard not to crack – a person difficult to convince/a problem difficult to solve
→to go bananas – become angry, crazy, and silly
→it's raining cats and dogs – rain heavily
→to give up the ghost –to die / cease trying
→to be under the heels of somebody – be under somebody's control
→a non day wonder – a person or things that attract attention for a short time but are soon forgotten
→exam was piece of cake- very simple
→by hook and crook – any means possible
→to break the news – to be the first to tell somebody bad news
→to bite the dust – to be defeated / die
→to blow hot and cold – to do one things and the opposite soon after.

ARGUMENTATIVE TEXT

Argument among people are designed in order for one to convince others.

In ordinary usage the term argument indicates a dispute,quarrel or conflict of opinion.

The argument to be examined usually consists of three propositions.The first two are called the premises or the antecedent.They are meant to postulate the evidence of the argument .The third proposition is called the **conclusion**,which is drawn on the basis of the antecedent.

An argument based on correct reasoning is a **valid argument** .A valid argument is one whose conclusion follows logically("sensibly")from the premises.

So every argument consists of two parts.The first part consists of premise or a set of premises and the second part consist of a conclusion-one that derives from the premise or premises.The premises present the evidence or reason for the conclusion .Good arguments would often contain words such as if,since,then,because,must ,out,should, we may infer and so on.These words signal that there is an argument going on.They also call attention to the logical relationship between proposition that the given statement express.

NOTE:Not every presentation of proposition constitutes an argument.In newspaper ,magazine and even news report on the radio or television,there is usually an abundance of propositions that are made.But many of these tend to contain relatively few arguments.

Although it is also true that containing several assertions is necessary condition for discourse to present an argument,this in itself is not a sufficient condition .In an argument there must be premises asserted an inference being made and a conclusion.

example 1:

Deductive arguments

      This moves from the general to specific

e.g   1. If it rains ,They will not come

      2. It is raining

      3.Conclusion................They will not come

example 2

1.Since all students are young

2.Barnaba is a student

3.Conclusion...............Barnaba is young

ASSERTION-A student saying that you strongly believe that to be true(claim)

INFERENCE- That you can find find out indirectly from what you already know(Deduction)

Identifying main conclusion from argumentative texts

A conclusion is just as important as introduction. The conclusion closes the text and tries to close the issue. The aim is to convince the reader that your has covered all the most important arguments about the issue and that your main promise is the position on the issue.

How can we identify conclusions in an argument texts?

Note that, in an essay there can be many conclusion as some are just concluding points/subheading. The main conclusion can easily be identified as it is always placed at the end and we can use the following phrases which are always used in concluding a text or an essay.

In conclusion ...., To conclude, To sum up ...., Generally ...., Therefore ...., In summary ....,

TASK

Search for an argumentative text/essay and identify, the main conclusion.

USING INFORMATION RESOURCES TO RESEARCH A TOPIC FOR PRESENTATION

A student will be given a lot of tasks to present on different topics/issues.As a good student you are suppose to know how to use information resources so as to research a topic for presentation.In libraries there are number of books,journals and other references such as encyclopedias which yo may used to read for various information.

unless you are instructed ,it is not easy to locate these resources in the library.So there is a need for us to adhere to guidelines an how to locate reference in the library as well as how to look for information .

Catalogies in the library

A catalogies are either in form of cards that have the information on where to find resources or they are online information (computer based catalogies).
A catalogies may be refered to as
i. An author catalogue
ii. A title card catalogue OR
iii. Subject card catalogue

Library classification system

There are two main classification system in the library
i. The library of Congress Classification system(LCCS)
ii. Dewey Decimal Classification(DDCS)
The library Congress classification system uses letters of the alphabets in classifying books and other resources on the shelves.
E.g   A-History,Sociology.General Studies
     B-Geography,Literature,Sports
     C-Philosophy,Psychology and Anthropology
     D-Topography,Technology an Games.

Dewey Decimal classification system uses numbers in classifying library resources
E.g   000-099 Philosophy books
800-199 General books
200-299 Social sciences
300-399 Pure Science
400-499 Literature and arts. etc

How to research a topic for presentation?
  i. Identify your research topic

I.e identify what you want to write about,this is always a topic of your interest so that your writing become easier.Your topic should not be too broad or too narrow.
e.g Education system in Tanzania(too broad).
    Level of education in Grade I,II, and III-(too narrow).
    Poor performance in 2012 form four Nation Exams.-(Standard)
  ii. Set for appropriate research questions
i.e write at least five research questions that you will be looking answers for them.That you will be looking answers for them .This should combine different
WH -question
e.g Research topic; The formation of Africa Union(AU).
1. When was it formed?
2. Who are the members of the union?
3. What are the objective of the union?
4. Why was it formed?
5.What are it advantages.
  iii. Collect the needed information
The needed information can be collected through different sources
e.g,books,magazine,articles,internet, encyclopedia.journals or face to face interviews with an expert .The information collected has to be noted by either quoting direct from the source or paraphrasing.All sources of information used in your research have to be written so as to avoid academic theft.
  iv. Organize the information
i.e Start to draft your research paper by organizing it in a logical sequence .This will provide the structure of your paper and the sequencial of your material.

THESIS STATEMENT
-Tells the reader how you will interpret the significance of the subject matter under discussion.
-Is a road map for the paper;in other words it tells the reader what to expect from the rest of the paper.
-Directly answers the questions asked of you.
-Makes a claim that others might dispute.
-Is usually a single sentence somewhere in your first paragraph that presents your argument to the reader.
 For example from the topic for research
"The formation of AU"The thesis statement can be;
"The formation of AU is to create unit analyses problem and to solve challenges facing African Countries"

CITATION OF RESOURCES
When we write academic works such as research paper,books journals or articles we normally collect information from different sources like encyclopedias,journals,books,the internet or from newspaper.To acknowledge these sources is very important so as to avoid academic theft or plagiarism.
Citation is done by following particulars rules which vary according to the type of sources being cited e.g a book.a journal,a newspaper,article etc.One of the system used in citation is the APA STYLE.

The APA style of citation

American Psychological Association (APA) is the association that has a style is comprised of rules and conventions which are used for formatting books,research papers,journal articles etc.
Two ways of showing citation by using APA system
The in-text citation and the reference list at the end of a work.

A.The in-text citation

Is the reference that we make inside our essays.
Is the one in which the source is shown within the text.This is done either by Quoting directly the exact words of the original author or by paraphrasing them.

For example
(i) One author
Use family name plus the year of publication According to Nkwera (2005)."Literature is a mirror" this meas that literature portrays the reality of the society
-When citation is repeated within the same paragraph,use family name only;
E.g According to Nkwera (2005"literature is a mirror" Nkwera said that literary works copy the society and portrays it as it is.

(ii) Two authors
Use the family names of both authors and year of publication and ignore the year of publication only if citation is repeated within the same paragraph
e.g Nkwera and Iyan (2010) argue that any work of art must have the universe where the content can operate .Nkwera and Iyan added that......

(iii)Three to five authors
Write all family names and the year of publication the first time you cite, then the first name and et al and year in other citations,
e.g Nkwera ,Iyan,Chomsky.Achebe and Mloka(1998) view language as the system of arbitrary vocal symbol through which human being use for communication and it has unique feature from other creatures communication
        Nkwera et al (1998)Argue that.......

(iv) Six or more authors
Write only the first family name and et al sand the year of publication
e.g Lincoln(1930)"Democracy is the government of people by the people and for the people"
This means that democracy..........

(v) Secondary source
This is when you quote something from someone who also quoted it from another person.Use the family names of both author beginning with the primary author.
e.g Diyani (1964)as cited in Chomsky (2000)argues that......................or...................
                says"Every child is born with inate which enable him/her to learn any language he/she might might exposed to"

(vi)Group authors

These are government agencies ,association,organization etc.Under whose name authorship appear

Write the full name of the group together with its short form then the year of publication only if its first time you're citing it.in the subsequent citation use only the short form of the group and the year of publication.

For example:According to (World Health Organization(WHO),2005)."The child mortality has dropped by fifteen percent in the last "

WHO(2005)Suggest that government out to put more emphasis in the health sector ,especially in rural areas.........

 (vii)How to write quotation

Short quotations i.e those with less than 40 words should be written as a run part of the sentence concerned ,with open and closing double quotation mark.The page number should also be included.

For example.Chomsky(2008)says that "Any body can learn language regardless the age though it is true that children will master the language faster than the adult"(p 14).

OR

"Any body can learn the language regardless the age though it is true that children will master the language faster than the adult(Chomsky 2008:14)".

For long quotations i.e those with more than 40 words(block quote) begin on a new line indent about 5 spaces from the left margin and use no quotation marks.

For example According to Lipumba (2006)

        democratic is the government which listens to his people ,allow them to give out their views and has the rules of law which ensure even distribution of national

        cake.It is the government which works on the challenges paused by its people and gives out the positive solution(p 29).

B.End of the essay citation(reference)

After you have written your research paper/essay or a report tell the reader the references you have used to compile your work.This is so important because people(reader)may wish to consult some of the books or call sources you consulted.This can only be made possible through the so called "reference "you are therefore required to be very keen in presenting the reference using APA style

Thus ,Reference list is a list of all books ,journals, encyclopedias and any other resources you consulted in accomplishing your research paper,essay or project.

NOTE: Write reference on a fresh page at the end of your essay or research paper.
Include books,journals,articles etc in alphabetical order.

HOW TO WRITE REFERENCES

Reference of a book written by one author:

1.Write the last/family name of the author example:the book written by Chinua Achebe,the last name is Achebe For that case your reference will start like

Achebe,(Remember to put Comma)

2. Write initial of the other names: (starting with the first name)

In the example above the first name is Chinua so the initial will be C. At this point you will have

Achebe C.(Which is the followed by a full stop as shown)

3. Write the year of publication in brackets: Every book has the year in which it was published .Lets assume that Achebe's book was published in 1961.Up to this point

you will have,

Achebe C.(1961).

NB: After brackets is full stop.

4.Write the title of the book.Let us assume that Achebe book is entitled "Things fall apart"up to this point we are going to write

Achebe C.(1961). Things fall apart.

NB: The title of the book is italicized if written using computer or underline if hand written,Also Capitalized the first word of the book title or proper noun if any.

5.Write the name of the city/Town where the book was published .Every book has its address inside .This address show among other things,the name of the town where

the book was published.Lets assume that Achebe book was published in Lagos.

NOTE

the city/place of publication is followed by colon(:)up to this point our reference will look like.

Achebe,C.(1961). *Things fall apart.***Lagos:**

6.Finally write the name of the publishing company,there are many companies in world and a good number too in Tanzania.Examples of these companies are Dar es

salaam University Press, Nyambari Nyangwine publishers,Oxford University Press etc.Let us assume that Achebe's book was published by Oxford University Press

Thus our final reference will be;

Achebe,C.(1961).*Things fall apart.***Lagos: Oxford University.**

Reference involving a book written by two authors.

The procedures are the same only that we write two authors .let us assume that we are writing a reference for the book written by Nyambari Nyangwine and Michael Kadeghe in 2010 entitled "Advanced Level English Language" which is published by Mkuki na Nyota Publishers in Dar es salaam.

POINT TO NOTE:

-Write the Surname of the first author and the initial(s) of the same author.

-Use the symbol & followed by Surname and initial of the second author.

-Other details follow just like what we did when talking about the book written by one author

your reference will be
 Nyangwine,N. & Kadeghe, M.(2010).*Advanced level English language***.Dar es salaam:Mkuki na Nyota.**

Reference involving a book written by more than two authors

Write the Surname and initial of all six or less than six authors then write the ampersand "&"before the name of last author.

If there are seven or more authors write the surname and initial of the first author and then write "et al"other details will follow as we have been doing in one book reference.

For example the book entitled"Principles of Language "Written by Elibariki Ibrahim Ngowi,Rwehumbiza Kamanzima,Shaban Idrisa Juma ,Ally Nassoro,Zawadi Jonathan and Penina Muhando in 2009 and published by MacMillan Company Limited Nairobi .Our reference is as follows.
Ngowi, E.I., Kmanzima,R., Juma S.I., Nassoro,A., Jonathan,Z. & Muhando,P.(2009).*Principle of language***.Nairobi:MacMillan Company Limited.**

Reference that involve the book that has been edited

People who put together works of different authors into one book are called editors.Books of this kind have something written"edited by......." on their covers.Another way of recognizing that the book in question is an edited work is to see if it contains articles or chapters written by different people.In that scenario the names that appears on the cover will be the names of editors.If one editor write(Ed)coming after the surname and initials ,if more than one editor write (Eds)

for example A book entitled "Social Political Approach "edited by Neema Mosha,Ramadhani Rajabu and Theresia Hoza Published in Dar es salaam(2012)by Good Books Publishers.

Mosha,N.,Rajabu,R. &Hoza,T.(Eds)(2012).*Social Political Approach***.Dar es salaam:Good Books Publishers**. (This is when the **author is not known).**

Plath,S.(2000) *The great pond***.K.M(Ed)New York:Salt Publishers.** (This is when the **author is known).**

Chapters or Articles in edited books
Write the author -Year of publication -Tittle of the chapter-the word "in" name(s) of editor(s)-Title of the book-Page number-City-Publisher
i.e Author-(year).Title of the chapter.In -(editor(s))Title of the book(PP-).City:Publisher

For instance;
Egan,J.(1992).Men's and Women's gender role journey.**In B.Jembe (Ed),***Gender issues across the life cycle***(PP.107-123)Dar es salaam:Ujuzi Publishers.**

Newspaper articles
Write Author-(Year,Month,Day)-Title of article-Title of Newspaper-P-
NOTE:
If the article has got no author ignore the part of author and that of (year.month,day)

For example: Mtani,W(2013.January 27) Sports and Tanzania.The daily News P.14

Internet documents
Write author-(year,month)-Title of article-retrieved Month,day,year from http://www......
For example: Rodrigoz,V(2012,May)All 33 chile miners freed in flawless rescue retrieved October 12,2014,from http://www.msnbc.msn.com

-When there is no author for a web page the title moves to first position of the reference entry. Example
All 33 chile miners freed in flawless rescue (October 12,2014,) retrieved from http://www.msnbc.msn.com

-When there is no date write (n.d)+retrieved (Year,Month,Day) and then web address. Example
All 33 chile miners freed in flawless rescue(n.d)retrieved October 12,2014,from http://www.msnbc.msn.com

QUESTION FOR REVISION:
1.Write reference of not less than ten books/journals/encyclopedias/Newspapers/Articles or Internet by observing APA style
2. Write five advantages of making citation
3. List five disadvantages of not making citation
4. Differentiate skimming from scanning and intensive reading from extensive reading
5. What is the difference between the "in-text citation" and "end -of-essay" citation?Support your answers with example
6. With Example write short notes on Donatative and Connotative words.
7. Assume that you want to write a very good essay on a certain topic of your choice Write the title of your choice ,introduction plus the thesis statement in it.
8. (a)What is an argumentative text?
   (b)What makes you say"this is an argument"and this is not
   (c)Briefly explain how you can research a topic for presentation.
9.(a)Why do we need catalogue in our library
   (b)List two system used in the library and say shortly how they work.
   (c)Briefly explain how you can research a topic for presentation
10. What are the technique that make skimming successful.

WRITING SKILLS

ESSAY WRITING
Name and signature of the sender

What is an essay?

Is a short piece of writing on a subject especially as part of a course of studying.

There are several types of essays but the main ones are three which are classified according to the purpose.

a) Narrative essay

This is the kind of writing that gives an account of an event that the writer has witnessed and which he or she wants to share with the

reader. This kind of writing needs to be so carefully written in order to make the reader understand the incident.

The following are some of the guidelines to be followed for effective narration.

i) Write on an incident that is amusing, exciting or significant. The writer should put essential details of the incident into the reader's mind

that will help the reader be involved and share the writer's experience.

ii) Give your story a structure i.e. the narrative essay needs to have the beginning, the middle and the end in which the beginning need to

capture the reader's attention, the middle has to narrate events chronologically were as the ending of your story should quench your

reader thirst.

iii) Piece your climax of the story close to the end so as to create suspense to the reader

iv) Create suspense in the story, this is used to arose the readers excitement hence enhancing the understanding of the story suspense is

created by delaying the climax.

v) Use the techniques that will make your reader experience that as the use of imagery that is powerful in eroding emotion by so doing

you set how the reader will respond.

vi) Be consistent in the use of point of view i.e. is decide what person to use, it may be either the first or the third person, when this is

consistent, it makes the reader follow your story without difficulty

b) Descriptive essays

This is the type of essay that is meant to tell us things people, event or place look like i.e. it is used to describe the physical features of

the people, things, event or places.

The following are the things to be considered in order to develop a good descriptive essay

i) Before you start your description**, list your vivid memories,** that means list all things that you remember then categories, the list into

people, places or things after that choose items on the list that interest you and which you will include in your essay.

ii) Determine some variables of your writing I.e. think about your audience, topic, purpose, format of presentation and the situation in which

you will make your description.

iii) Organize your essay start your description at a certain focal point, that means you should have a center from which the description

proceeds, in a logical direction i.e. you may describe something from top to bottom or from near to far or from other perspective

depending on the thing being described.

iv) Use metaphors to add life to every day or boring subject matters. The use of metaphors may help in making ordinary things seem new.

E.g. the guys tip toed in the mine fields of garbage.

v) Try to incorporate five senses in your description i.e. Use the words that appeal to senses hence making the description affection.

vi) Consider the impression that you want to make i.e. be conscious about the effect that you want to bring to your audience such as whether

you want your audience to like or dislike something or a person you are describing, you may also wish your reader to be flattened or

amused e.g. skinny vs. slim give different impressions

Example of the descriptive essay

KIGAMBONI

In terms of population, Kigamboni is averagely populated by people of different tribes, religions and race. But rather a great number happens to be people of the coast from Zanzibar and Pemba. Both Christians Muslims and other religions exist among the population of Kigamboni Hehe, Sukuma, Chagga with many other tribes. All these make up the people we see in that area.

The environment in Kigamboni is awesome considering the green vegetable around, the ocean at large bringing the breeze towards the area. And due to the ocean, people have to cross using a ferry well known as Panton to get to town for their activities. Despite existence of fishing activities, trade centers, people in Kigamboni still manage to keep the environment clean.

Weather in Kigamboni is good, sunny at times rainy too but worthy. It even facilitates growth of crops such as coconut yams, potatoes and more helped by the fertile soil around the areas. And so far no disaster has occurred involving the weather.

Economically Kigamboni is full of various activities, trade, fishing, industries. People living have a normal life standard for an African as they participate in various activities.

Kigamboni happens to be a very unique place that lately it's been heard that it will be renovated to a very big- beautiful city, so maybe then it can always remain a perfect home for me and every other citizens living there.

c) Expository essays

It is the type of essay or composition which is meant to present information, explanation opinions or ideas about something.
These are the essay we most often write at school and they usually rely on the writers experience that means without experience these essays cannot be
written.

The following are some of the strategies of expository essays

1. Choose the topic that you are familiar with, for example if your given a task to write about the disadvantages of corruption
2. Development a thesis statement that will act as the basis of your explanation; For example the following statements,

   - It is good for people of different religions to marry

   - Civil education can lead to free and fair election

- If a female student gets pregnant, her parents should be held responsible

3. Determine your purpose and audience

The purpose will make you decide on the style and the audience will guide you how to write your exposition.

Question:

"Bride price is outdated", Discus

BUSINESS/OFFICIAL LETTERS
The business or official letters file into several categories as follows

- Application letters – for job application
- Query letters – for seeking information
- Complain letters – claiming something
- Resignation letters – resigning
- Inquiring/order letter – for ordering goods
- Confirmation letters – confirming or indicating that things will be done

APPLICATION LETTER

Consider the following letters

 Example 1.

MWINJU STREET

P.O. BOX 232,

11th July 2013

HUMAN RESOURCE MANAGER,

MWANANCHI COMMUNICATION LTD,

P.O. BOX 1123,

DAR ES SALAAM.

Dear Sir/Madam

RE: APPLICATION FOR THE NEWS EDITOR POST

I read with interest your advertisement that appeared in the Mwananchi news paper of 10th July 2013 through which you declared that you are in need of a qualified news editor. So, I write in response.

I am a graduate from the University of Dar Salaam were I got my degree in journalism in 2008. Since my graduation I have been working as a free lancing news editor for various news papers in Tanzania so have ample experience in the field of editing. Other qualifications that I posses will be evident in the CV and the certificate copies that I have enclosed with this letter.

I will be pleased to work with a prosperous and International standard news paper like yours. The experience that I have most in these few years convinces me that I can work to meet your standards. Working with your company will make me advance my carrier further. Indeed, I regard may self as the right person your company is looking for.

I am ready to appear for interview at your convenience. I'm also looking forward to receiving a positive response from you.

Yours faithfully,

c.s

Caroline Senga

Components

1. The senders address
2. Date
3. The receivers address
4. Salutation
5. Title/heading of the letter
6. Body of the letter
   Should have four paragraphs
   i. Opening (reflects the title)
   ii. Give brief description of your recent qualifications and experience
   iii.Describe why your special, why you should be considered and others

iv. How you will be contacted and your readiness for the interview.

7. The ending or closure of the letter
    This goes with the words yours faithfully if the address is unknown your sincerely if the address is known

Example 2.

> MWINJU STREET
> P.O. BOX 232,
> 11th July 2013

GENERAL MANAGER,

MTWARA WATER AUTHORITY,

P.O. BOX 8877,

Dear Sir/Madam,

RE: APPLICATION FOR THE SECRETARY POST

I learned of the position as advertised recently in the daily news paper that you are in need of a secretary and so I write in response.

I am a Diploma holder of secretarial courses at the Mwalimu Nyerere College in Dar es Salaam. I have worked as a secretary in an NGO in Dar es Salaam for two years after receiving my diploma hence I have experience on this field. The certificates to prove this plus other qualifications I have as indicated in my CV will be attached with the letter.

I have considerable working experience which makes me feel confident about the fact that I can work to meet your needs. I will be very pleased to get job with a good and accurate company.

I would welcome an opportunity to get discuss with you during the interview hence am hoping for a positive response.

Yours faithfully,

c.s

Caroline Senga

Exercise
Write an application letter to the general manager, Mtwara water authority, P.O. BOX 8877, Mtwara. Apply for the post of a secretary as advertised recently in the daily news paper.

LETTER TO THE EDITOR
Letter to the newspaper editor are formal letters which are written on different subjects. For example complains about something like poor sewage system, poor services offered by certain company. In that scenario one may wish to write a letter to the editor to express his/her point of view. Try to keep them short under 150 words because the longer one may be cropped by the editor.

Guideline on how to write letters to the editor
1. State the argument you are responding to

2. Deal with one issue per letter.

3. Do not be abusive.

4. It should be logically organized
     - a brief explanation of the arqument you are opposing
     - followed by a statement of your own position
     - present your evidence
     - close with a pithy comment.
5. Use facts, figures and expert testimony whenever possible

6. Respect the opinion of people with special knowledge or experience.

7. Proof read your letter carefully for errors in spelling, punctuation and grammar.

8. A letter should not be mailed the same day it is written.

9. Try to view the letter from the reader's perspective.

10. Always include your names, address, day-time, phone number and signature.

Format on how to write the letter to the editor.
1. Receiver's address

2. Salutation

3. Title

4. Main body

5. Ending of the letter

6. Sender's address

For instance,

The Editor,

Uhuru Communication,

P. O. Box 34

Dar Es Salaam.

Dear Editor ,

RE: DIRTINESS IN YOUR ENVIRONMENT.

Your main body should have at least 4 points each in an independent paragraph (so the main body should be of 4 paragraphs)

Yours in building the nation.

Good Citizen(your name)

P. O. Box.........

Ubungo Kibangu

DAR ES SALAAM

Date

CURRICULUM VITAE (CV)

-It is the document that gives ones use account in terms as education, date of birth, work experience employment status, citizenship etc.

There are 2 ways/style of writing a CV

1. British style
2. American style

3. **BRITISH STYLE CV**

I. PARTICULARS/PERSONAL PARTICULARS

Name – (John Mario Woolworth)

Marital status- single/married/widow

Address..........................

Telephone.....................

Nationality....................

Date of birth................

Place of birth..............

II. EDUCATION/QUALIFICATIONS

2013-2017 University of Mzumbe

        B.A of Public Administration

2010-2012 Shaaban Robert Secondary School.

        A – level education, Division I

2006-2009 Tusime Secondary School

        O-level education, Division II

III EMPLOYMENT TO DATE

2012   to-date   Human Resource Manager

        Kwanza Bottlers Ltd

2016-2018   Personnel officers

               TANAPA

IV. SKILL

   Driving, computer literacy in Ms.word, Mc.excel

V. INTERESTS/HOBBIES

   - Football
   - praying
   - Basketball

VI REFEREES/REFERENCES

Name
Title
Address
Tel. number
Should be someone who knows you well

SAMPLE OF A BRITISH STYLE CV

1.   PARTICULARS/PERSONAL PARTICULARS

Name   Caroline Senga
Marital Status   Single
Address   P.O. BOX 123 DSM
Telephone   0719528392
Nationality   Tanzania
Date of Birth   21st March, 1994
Place of Birth   Mwanza

2. EDUCATION/ QUALIFICATIONS
2014-2017   University of Dar es Salaam
               B.A of Sociology
2012-2014   Shaaban Robert Secondary School
                     A-level education, division I
   2008-2011   Cornelius Girls Secondary
                     O-level education division III
   2001-2007   St. Mary Junior School
                       Primary level

3. **SKILLS**
   Information technology
   Fluent in French

4.   **INTEREST/HOBBIES**
   Reading   novels

     Watching movies

             Singing

5. **REFEREES/REFERENCES**
Name Nicholas Raphael Mbena
Title Lawyer
Address P.O. BOX 678 Iringa
Tel no. 0784-188840

2.AMERICAN STYLE CV
      I. ADDRESS

Name

Email

Tel. No

      II. OBJECTIVE

      To obtain a post of human Resource Manager

      III. EDUCATION/QUALIFICATIONS

      IV. WORK EXPERIENCE

      V. SKILLS

      VI. PERSONAL INTERESTS

      In includes: - football, Jogging, Reading novels

      VII. REFERENCES/REFEREES

NB:-
(i) The major differences between American style and British style are that the American style has an objective for which the CV is written while British style has no objective.
(ii) British style contains many details in the personal particulars while in American style there is only address of the writer
(iii) British CV can be attached to different letters while American CV is attached to particular letter

Question: - Write your own CV using British style and another using American style

MEMORANDUM
A memo is defined as a short note that is written by the superiors to their subordinates whom they lead or work within an organization or institution.

Memo is mainly meant to inform about issues such as meeting, problems

The following are the parts of the memo (format)
1.   Title – usually written memo or memorandum
2.   Name of the address (which comes after the word to)
3.   Name of the writer (it comes after the word from)
4.   The date of which the memo is written
5.   The subject
6.   The body of the memo (the main content)
7.   The name of the secretary who typed the memo/Title

MEMORANDUM
TO: James Mason
FROM: Headmaster
DATE: 18th July 2013
SUBJECT: Meeting

Kindly inform other teachers above the meeting which will take place tomorrow in the staff room at 10 o'clock am. Class teachers should come with their monthly reports. I hope everyone will attend, making the meeting successfully take place.

Joyce Tibainyuki

J.t

NB: The name of the sender has to be followed by the sender signature or initials. In the main body of the memo you ought to show what the topic is about and what you expect from the addressee.

TASK

Imagine you are the head prefect at your school write a memo to other perfect telling them to attend the meeting that you have called to every prefect that he/she thinks is have worth discussing.

MEMORANDUM
TO: HASSAN KILOKO
FROM: HEAD PREFECT
DATE: 23/07/2013
SUBJECT: MEETING

Kindly inform all the prefects that early Monday morning 26th September, 2013 there will be a meeting at 10:00 am sharp. Attendance is compulsory. All prefects are respected to come with matters worth discussing at the meeting.

Isaka Mikui
I.M

WRITING MINUTES OF THE MEETING
Meetings are formal gatherings convened in order for people to discuss various issues known as AGENDA.
AGENDA is a Latin word meaning THINGS TO BE DONE.
Agenda refers to business items to be dealt within/ during the meeting.

WHY TAKE MINUTES?
Minutes give you a permanent record of what was said in the meeting, there are several reasons why you might find this record useful.
i   To remind you of the actions that you and other people agreed to take.
ii   To remind you of what was decided.
iii   To tell those who couldn't attend what was said
iv   To form the basis of decision making at the next meeting.
v   To take actions and make follow ups.

Minute taking may be annoying tedious and often and difficult as you have to write down accurately what was said without writing word to word.
The Following guide line is useful in writing minutes (formal minutes) should include the following.

I. Title of the minutes
This will include the name of the organization and the reason for the meeting. The title should include the date, time and location.

MBEZI BEACH HIGH SCHOOL
Minutes of the staff meeting to evaluate the form six 2013 results, held on 15th August 2013 3:00 PM in staff room NO. 2.

II.Those present

You should list the names of those who are attending the meeting. The Chairperson always reads the list, usually followed by the secretary or
recorder. You may put the secretary last. Ideally you should list the attendees in order of seniority.

III. Apologies for absentees
You should make a list of those who made apologies
IV. Body of minutes
You should write the minutes themselves. Use headings to highlight the main points. Use paragraph numbers so that each item is easily identifiable.
V. Approval
The Chairperson should sign and date the minutes

VI. Action points

You should highlight the person responsible for a particular action which was agreed at the meeting. It is then clear who is supposed to be doing
what

HOW SHOULD THE MINUTES BE?
Minutes should be brief, clear, accurate, and complete, in a suitable tone. In writing minutes you should always keep in mind that the reader of the minutes is always the most important person, if the readers cannot understand what you have written, the minutes are worthless.

BE BRIEF
You can be brief by doing the following:
a   Separate the important parts of the conversation from the phatic and write the important parts only. Example The audit of stock took four weeks because
    of the variation of stock levels and the poor state of the record
b   Include only the information needed by the readers of your minutes. E.g. If the chairperson starts by saying "We welcome Michael to our meeting", Do not
    include this in the minutes.
c   You should try to avoid saying or noting who said what unless it is essential, otherwise the minutes can become resistive and boring.

BE CLEAR
Although you should make your minutes as brief as possible, do not leave your reader to give what you mean.
E.g.
-If the same word is used again and again you can make the abbreviation in a bracket. The abbreviation can be used on its own in the test of the minutes for example Tanzania Revenue Authority (TRA)

BE ACCURATE

Here what is meant is that the writer of the minutes should use the correct vocabulary and an appropriate tone when writing the minute.

As the minutes later you will be responsible for all the facts in the minutes. So you should understand what is going on in the meeting.

This will allow to summarize what is said accurate if you do not understand something ask for help, otherwise you risk problems arising later on if people
    query what you have written.

Do not tempt to use words just because they sound impressive, they may have a slightly different meaning from the actual words used at the meeting.

BE COMPLETE

You should be careful not to leave out useful information when trying to be brief. For Example if your minutes say that a letter from the client was read
and discussed. This does not give any useful information we need to know what was in the letter and the outcome of the discussion.

TRANSLATION AND INTERPRETATION

Translation

Is a process by which ideas that are written in one language are represented by words of a different language.

Or it is the process was the meaning of expression in one language is turned in to the meaning of another language.

The language from which the information is taken is known as source language {s l}   and the one into which the meaning is turned is known as target language {T L}.

Example

SL- I wish you all the best (English)

TL-nakutakia kila la heri (Swahili)

Interpretation

Is the process that involves the transfer of messages from one language in to another inform of speech.Or it involves one person speaking in one language and another person speaking the same message into another language; it involves oral presentation of what one person says in one language into another.

A) Principles of translation

 The translation process is a very challenging one the following are some prerequisites if one has to be a successful translator;

    i) The translator has to be very competent in both the source language and the target language. Or he or she needs to have a very good command of both
        languages this can be supplemented by the use of dictionaries.
    ii) The translator has to understand the field covered by the source text. For example science text as opposed to religious text. This means that

the translators are supposed to be very hard working if they are understand text of various fields

iii) The translator has to consider the style used by the person who wrote the text of the source language. Or the translator has to preserve or violate

the style used in the source language by so doing, he or she to balance between the side of the author and that of the readers of the work being translated.

iv) Some content items in both the source language and the target language are not easily to translate due to the facts that it is not always the case

that there is one to one correspondence in two languages involved, hence the translation needs a lot of hard work and patience for example one

word in one language may be expressed in a sentence in another language or some words in one language are missing in another language.

Nakupenda= I love you

v) The translator has to consider his or her views and prejudice i.e. what is translated into biased, subjected personal or cultural depending on

the translator's point of view. This implies that if the translator puts his or her opinions about what is translated, there is likely- hood that the translated words will be

different from that of the source language hence the translator needs to be objective avoiding the influence of ideology or attitude.

vi) The translator has to consider the expectations of the readers i.e. He or she needs to put himself or herself on the shoes of the readers; he or she has to use the

language style that will make the readers of the translated words understand. This consideration may make the style of the text in TL to be different from that in SL.

For example; a science text being translated by ordinary people will make the text assume a style that is not scientific.

Methods of translation
There are a number of translation methods, the following are some of these methods

a) Word to word translation
This is translation method in which TL words are immediately below SL words. The SL word order is not changed.

This method is mainly used by people (especially linguists) who want to show how SL is morphologically structured.

E.g.M- Toto m-zuri a-Li-kula nyama yote.
The child good ate the meat all. Child good ate the meat all.
b) Semantics translation
This is a translation method in which the translator is said to be biased to the source language in that he or she translates every word in SL but using the grammatical features of TL.

The emphasis in this type of translation is on the meaning of the text in SL.
E.g. -He went up to his home.
-Alikwenda mpaka nyumbani kwake.
-yours sincerely.
-wako mtiiifu.
-mabibi na mabwana.
-ladies and gentleman.
-naomba nichukue fursa hiii
-may I take this opportunity to
-usiku mwema
-good night

c) Communicative translation

This is the kind of translation that pays attention to the contextual meaning of the original text
I.e. the translator is focusing the meaning of what is written and the context.
This is a common method in translating the figurative expressions such as idioms, sayings and proverbs
For example;
→do not cry on split milk
→a friend in need is a friend indeed
→that old man is very aged

Things that are difficult to translate
In the process of translation there are some things that the translator faces difficulty in their translation
These are as follow

A). Proper nouns
I.e. the names referring to particular persons or places
E.g.   - my father lives in Mbeya
-Baba yangu anaishi Mbeya
-jumbe is my friend.
-jumbe ni rafiki yangu.

B). Idioms (idiomatic expressions)
There are the expressions whose meanings are quite different from the words constituting them.

THE ACTUAL TRANSLATION PROCESS
basic things to be considered in translation course;
a. Read the text to be translated to get the general idea that it contains, it makes you know what tools you will need according to the subject matter
e.g. the need for legal dictionary if the translation is based on the legal document.
b. Look for dictionaries both technical and general purpose ones. The dictionaries should be of bilingual and monolingual types.

c. Translate the first draft i.e. we do not translate straight away but rather stage by stage. This given us a chance to make any necessary corrections.

d. vise the translation by making improvement to the first draft this gives you the second draft.

e. Write the final draft after you has made all the necessary revision then you can submit the final to the client.

Qualities of good translation

The following are said to be the qualities of a well done translation

1. A good transaction should be capable of being translated back i.e. the work translated into language y from language x by one person should be able to be translated by another translator from language by back to language yielding the meaning.

2. Performance testing : this is done by asking speakers of language y to carry out action based on the translation the same is some done to speakers of x to perform activities on the original text. If the results are the same, then the translation will be referred to have been done well.

   NB: - Thus technique is very time consuming

3. Knowledge testing; this is done by asking questions usually using questionnaire to speakers of language y, the questions asked are about the content of text,   the some questions are asked to speakers of language x of responses gives are the same, translation is considered to have been done well.

Principles of interpretation

The principles of interpretation are more or less the same as those translations but since interpretation deal with orally translated message.

   (i) The interpreter is supposed to be very quick in interpretation.

   (ii) The interpreter needs to have the general knowledge of the subject matter i.e. a good interpreter will be a person who is knowledge in the

        subject matter been talked about.

   (iii) The interpreter needs to be very hardworking reading a lot of literature to enrich himself or herself with information from various fields.

   (iv) The interpreter should have enough knowledge on various issues, this will give him or her flexibility to translate or interpret any text brought to

        him or her

Things to be noted during interpretation

In the course of interpretation, the following are the things to be noted.
a) Use gesture like those used the speaker in SL.
b) We the style that you think your audience will understand e.g. you maybe casual is your audience seems to like.
c) When the speaker stresses a point, do the same so that you do not seem to be speaking something different from what the speaker is saying.
d) Observe the audience keenly so that you can elaborate when they do not understand. This is very important because the audience communicate
    through you.
e) If you think you have not understood, tell the speaker in SL to repeat or clarify so that you know what exactly you ought to tell the audience
    i.e. Do not interpret until your sure of what to say, this is done to avoid misleading the listeners.