

Academic Communication

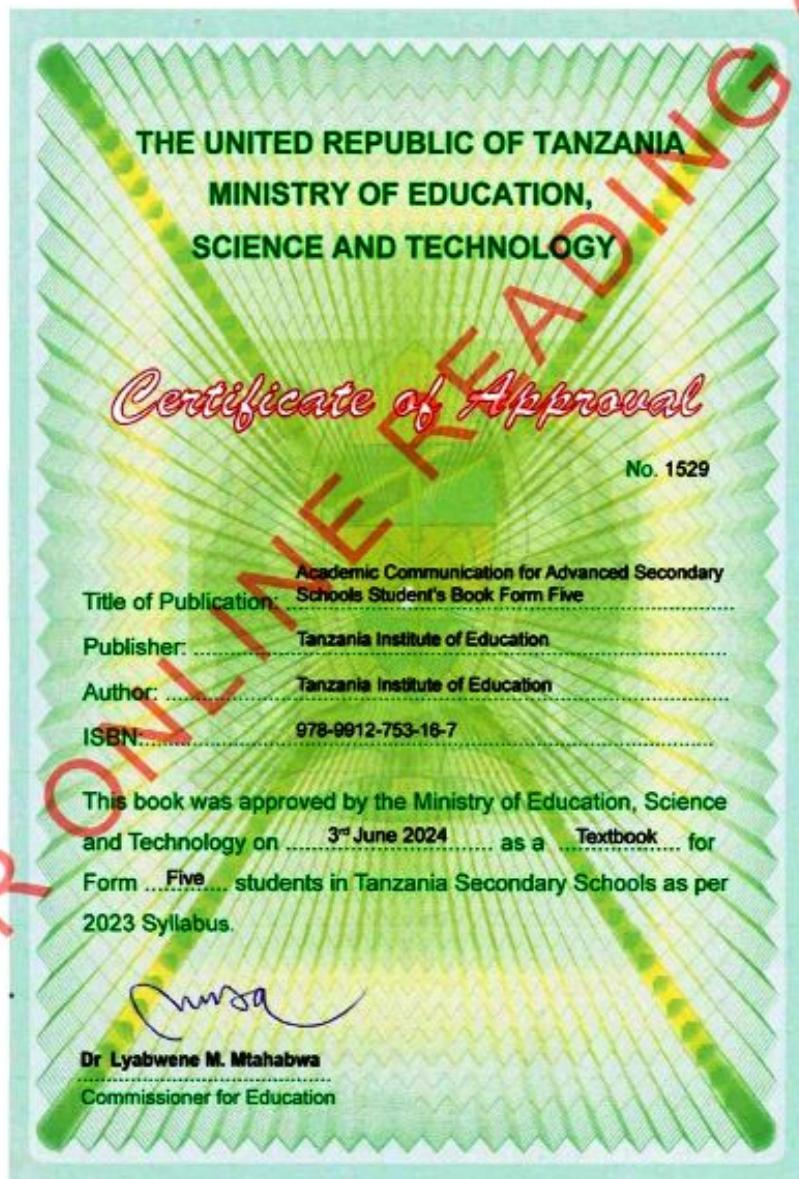
for
Advanced Secondary Schools
Student's Book
Form Five



TANZANIA INSTITUTE OF EDUCATION

Academic Communication

for
**Advanced Secondary Schools
Student's Book
Form Five**



Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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Preface

This textbook, Academic Communication for Advanced Secondary Schools, has been written specifically for Form Five students in the United Republic of Tanzania. The book has been prepared following the 2023 Academic Communication Syllabus for Advanced Secondary Education Form V-VI, issued by the Ministry of Education, Science and Technology. Some of the contents in this book have been adapted from English for Advanced Secondary Schools for Form Five, which was published in 2022, following the 2009 Advanced Level Syllabus issued by the then Ministry of Education and Vocational Training (MoEVT).

The book consists of six chapters, namely Crafting Meaning, Effective writing, participating in oral presentation, Utilising ICT in academic communication, Making academic presentation and Using illustrations in academic communication. The book contains engaging activities and exercises, real-life examples and interactive activities that will help you develop the four basic language skills: listening, speaking, reading and writing. In addition, the book will enhance your academic communication through the skills that you will use in your everyday communication. You are also required to prepare portfolio for keeping records of activities performed in different lessons. This will enable you to express yourself accurately and fluently in both oral and written forms.

Additional learning resources are available in the TIE e-Library at <https://ol.tie.go.tz> or ol.tie.go.tz



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Crafting meaning

Introduction

Crafting meaning involves the process of forming, using and interpreting words in order to understand the meaning they are conveying. In this chapter you will learn how to form words, how to pronounce words correctly, the importance of stress and intonation in oral communication and how to interpret literal meanings of words and sentences in various contexts. The competences developed in this chapter will enable you to use different processes to form new words, pronounce words correctly and interpret literal meaning of English words effectively to meet various communicative needs. You will also be able to add vocabulary and express ideas both orally and in writing.

Think



How communication would be without proper formation, pronunciation and interpretation of words.

Word formation

Word formation is referred to as the process of creating new words. It involves simple and complex processes. New words are always created to address communicative needs. Sometimes, a new concept may be brought about by technology, or there may be a situation where a word for a new concept or item may not exist in a given language. Certain ideas could be lengthy and require time to express. Thus, human beings can simplify them by creating acronyms. A new understanding, or a more focused understanding of a concept, can also be formed by certain words. Mastering word formation is crucial in academic communication because it facilitates vocabulary expansion, expression of ideas in writing and oral communication contexts and easy understanding. People with word formation skills can easily infer the meanings of texts. There are several types of word formation processes.

Activity 1.1

Use online/offline sources to read about affixation, compounding, blending, clipping, coining, acronym and borrowing types of word formation processes. Then, write short notes about each type.

Types of word formation processes

Affixation

Affixation is a morphological process in which affixes are added to a word to form a new word or change the meaning of the existing one. There are two major types of affixes: prefixes and suffixes. Prefixes are affixes attached to the beginning of a word, such as *re-* in “rewrite”, *neo-* in “neonatal” or *anti-* in “anticorruption,” *multi-* in “multimedia”. Suffixes are attached to the end of a word, such as *-ing* in “walking” or *-ly* in “mechanically”.

Affixation can be applied to:

1. Create new words (derivation), such as *kindness* from *kind*.
2. Change the meaning of an existing term, such as *rewrite* from *write*.
3. Change a word’s category (part of speech); for example, *kind* from adjective to noun *kindness*.

Exercise 1.1

Complete the table below by using the given prefixes to form new English words.

Affixes	Existing words	New words
dis-	satisfy	
-er	Teach	
-s	Book	
-meter	Thermo	
-'s	Juma	
-eer	market	
-ly	Beautiful	
in-	attentive	
un-	happy	
ir-	responsibility	
-graph	Photo	
-ship	Friend	
be-	friend	

The activity you completed has given you new words through affixation. Some new words have been formed by adding prefixes to the beginning of a word to change them into other word categories. Some new words have been formed by adding suffixes to the

end of a word to change them to other words. Some words have taken affixes at the end and in that way get assigned a particular grammatical property such as a tense, number, possession or comparison. Some suffixes have specific grammatical functions of a new word, such as comparison, number, tense, or possession but do not change the word class and some prefixes and suffixes change both the meaning and word class of a word.

Exercise 1.2

Study the words you have formed in exercise 1.1 and categorise them as:

1. Words changed to other word categories by prefix.
2. Words assigned a particular grammatical property e.g., number, possession, tense and comparison.

Compounding

Compounding is a process of combining two or more words to create a word with different meaning. There are three types of compounds namely open compound, closed compound and hyphenated compound. With open compounds two distinct words combined but with space between them. For example, words *data* and *base* are combined to form the word *data base*. Closed compounds is a result of combining two distinct words and writing them as one (i.e., without space between them). For example, words *fire* and *fighter* form the term *firefighter*. With hyphenated compounds, two distinct words are written by connecting them with hyphens. For example words *type* and *writer* are written as *type-writer*. Compound words can acquire new meaning, which are distinct from their original meaning. Compounding has become a common word formation technique which can significantly increase the size of a lexicon. As technology and society develop, many new vocabulary items emerge in the language to accommodate the inventions and changes.

Exercise 1.3

Complete the table below by forming new words under each given type of compound. Then, construct a sentence for each word you have formed.

Type of compound	Words
Open compounds	
Closed compounds	
Hyphenated compounds	

Activity 1.2

Use online/offline sources to identify vocabulary items that have been developed due to the development of technology and society. Then, construct a sentence for each word formed.

Conversion

Conversion involves creating new words by giving an existing word a new meaning and word class without altering its structure. Thus, the word's base does not usually change in this instance. Through meanings, newly created words are functionally distinguished from one another. Examples of word formation through conversion are:

1. I **head** a meeting every week. (the word **head** is a verb)
Juma has a big **head**. (the word **head** is a noun)
2. I will **email** you tomorrow. (the word **email** is verb)
I will send you an **email** tomorrow. (the word **email** is a noun)
3. The elegant dress was made of the finest Italian **silk**. (the word **silk** is a noun)
She wore a **silk** dress. (the word **silk** is an adjective)

Exercise 1.4

Use the following words to form new words or create new meaning in sentences and indicate a class for each word.

table - clean - shape - walk - mountain - bottle - design

Activity 1.3

Prepare a dialogue using words created through conversion.

Blending

Blending is a process of creating new words by combining parts of two existing words. Usually, the meanings of the new words are combinations of the existing ones. Unlike compounding, which preserves the original words within the new words, blending removes some parts of the joined words. Consider the following examples:

1. The word *brunch* is a blend of the words *breakfast* and *lunch*.
2. The word *smog* is a blend of the words *smoke* and *fog*.
3. The word *netiquette* is formed from *internet* and *etiquette*.

Blended words are typically associated with technology advancements, which have introduced many new items and ideas into our daily existence. Through blending, computers and the internet have significantly impacted the formation of new English words. The words and the activities have been combined to create many new words.

Exercise 1.5

Complete the following table by blending the given pairs of words to form new words.

Existing words		New words
Electronic	Mail	
Work	Alcoholic	
Foreign	Exchange	
Camera	Recorder	
Information	Technology	

Activity 1.4

Search online/offline sources for blended words and use them in a conversation.

Clipping/ Truncation

Clipping is another way to form words. It involves shortening or deleting some parts of a word; hence, the remaining part of such a word becomes a new word. However, the newly formed word retains the same meaning. Clipping can be: back clipping involving shortening or deleting a part of the original word at the back (examination - *exam*), fore-clipping involving shortening or deleting a part of the original word at the front (aeroplane - *plane*), middle clipping involving shortening or deleting a part of the original word in the middle (junior - *jr*) and clipping both the back and fore parts of a word which involves deleting both parts of a word at the beginning and the end (refrigerator - *fridge*).

Exercise 1.6

1. Complete the following table by forming new words through clipping method.

Type of Clipping	Words clipped	New words formed
Back clipping	Memorandum	
	Gymnasium	
	Gasoline	
Fore-clipping	Telephone	
	Cockroach	

Type of Clipping	Words clipped	New words formed
	Internet	
Middle clipping	Cannot	
	Mister	
	Doctor	
Clipped both	Influenza	
	Refrigerator	
	Prescription	

2. Construct sentences using the new words you have formed through clipping method.

Coining

Coining, also coinage, is the process of creating either deliberately or unintentionally new words or phrases to name newly invented products. Unlike other processes of word formation, this method does not rely on existing linguistic elements. Instead, it often involves combining sounds or morphemes in a novel way to express a new concept or idea. This process can take place due to various reasons such as necessity, innovation, creativity and influence of other languages or culture. Some coined words include *desktop* or *desktop computer*, *smartphone*, *google*, *download*, *upload*, *lift*, *ventilator machine* and *COVID-19*.

Exercise 1.7

Invent new words using coining process based on the following concepts or ideas (technology, environment, social media).

Activity 1.5

Use the words you have formed in Exercise 1.7 in an essay or story.

Acronyms/Abbreviation

This is the process whereby the initial letters of one or more words are combined to form a new word. Often, the first letters of words are written in capital letters. Understanding the meaning of these initials is crucial to convey the intended idea in academic communication properly. Consider the following examples:

New words	Abbreviated words
AIDS	Acquired Immune Deficiency Syndrome
DNA	Deoxyribonucleic acid
MRI	Magnetic Resonance Imaging
NATO	North Atlantic Treaty Organization
STEM	Science, Technology, Engineering and Mathematics

Acronyms are often used for brevity and convenience purposes in a situation where long forms or names are common. In this case, concepts are referred to more easily.

Exercise 1.8

Create acronyms for any concepts or phrases of your choice used in any subject you are studying.

Borrowing

Borrowing is a process of adopting words from another language. Borrowed words are also known as loanwords. English has borrowed words from languages such as Latin, French, German and Kiswahili. Table 3.3 shows some borrowed words in English.

Table 1.1: English words borrowed from other languages

French	Latin	German	Spanish	Kiswahili
Bon voyage	Kitchen	Hamster	Chocolate	Safari
Laissez faire	Education	Sparerib	Guerrilla	Mzee
Cliché	Data	Nickel	Alligator	Ugali
Décor	Chalk	Cobalt	Vanilla	Matatu
Fiancée	Butter	Quartz	Cockroach	Bodaboda
Par avion	Library	Kindergarten	Macho	Mwalimu
Dossier	Longitude	Noodle	Ranch	

Activity 1.6

Use online/offline sources to search other word formation processes (neologism, symbolism, reduplication and onomatopoeia). Then, write short notes for each process.

Exercise 1.9

How do online communication platforms and social media contribute to clipped words and dissemination of new words in English?

Pronouncing English words

Pronunciation refers to how words are articulated in a language. It covers elements such as rhythm, emphasis, intonation and the specific sounds of each word. Pronunciation plays a key role in language learning and clear communication. It conveys vital information in speech and is closely linked to word interpretation. Experts in pronunciation can easily grasp the speech of native speakers. It first describes the syllable and then the place in a word where stress is applied. Determining stress patterns in words requires an understanding of the syllable. In English, stress is placed on particular syllables within words.

Exercise 1.10

1. Why is it necessary to learn correct English pronunciation?
2. How do English vowels differ from Kiswahili vowels?

Application of English syllables

In language, sounds are not used in isolation. Rather, individual sounds are combined to form larger units, which are syllables. A syllable is made of either a vowel alone or a vowel combined with one consonant or more. It is pronounced as a single unit in a particular word. In short, the number of vowels in a word determines the number of syllables. For example, the word *tall* contains one syllable as it has a single pronunciation unit with a single vowel sound. However, consonants, also known as vocalic consonants, can form syllables on their own. These consonants are *m*, *n* and *l* in English words like *rhythm*, *button* and *bottle*, i.e., *rhy-thm*, *but-ton* and *bot-tle*, respectively.

Knowledge about how to divide words into syllables can help a language user chunk bigger words into more manageable pieces for easy pronunciation. Dividing a word into syllables also helps the learner to figure out what the vowel sound will be. When a language learner comes across unfamiliar words, breaking them up into syllables can help to predict the vowel sound based on the patterns they see in the word. Dividing English words into their syllables follows certain procedures and the syllables form certain structural patterns.

Activity 1.7

Listen to a recorded oral presentation or English news bulletin and write down at least ten English words. Then, divide each word into their respective syllables.

Stress in pronunciation

When a word has more than one syllable, the syllables are not pronounced with the same energy. There will always be one syllable that stands out from others. That syllable is normally longer and louder than the other syllables in the word and it is said to carry stress. In English words, stress is not fixed on a particular syllable. Every word has a

stressed syllable. Stress is an essential feature of spoken English. Clear and accurate pronunciation of all English words relies on correct articulation and placement of stress. For example, stress is on the second syllable of the word *banana*. In this case, the first 'na' is pronounced with more energy than the other syllables in the word. Stress is marked using the symbol ('). This symbol is referred to as the stress mark. Therefore, the stressed syllable in 'banana' is marked as 'ba'nana'. Stressed languages are languages spoken with differing degrees of emphasis on the words and syllables in the sentences. In English, there are cases when the word class determines the stress pattern. For example, if a noun and a verb are similarly spelt, the noun receives stress on the first syllable while the verb receives stress on the second syllable.

Although stress and intonation are important parts of English pronunciation, learners must remember that it would be impossible for anyone to speak naturally with a set of rules in mind. The best way to improve one's pronunciation is through constant contact with native speakers of English, either through conversation, watching films and news channels, or listening to the radio.

Classification of stress

There are two main types of stress when it comes to pronunciation: primary stress and secondary stress.

(a) Primary stress

Stress is important in pronunciation because it emphasises a particular syllable in a word or sentence. This emphasis involves making the syllable longer, louder and higher in pitch compared to the others in the word. Stress plays a vital role in communication, helping to differentiate between words and convey their intended meaning effectively. Examples of primary stress in words are as follows:

Examples of primary stress in words:

1. Example: In the word "example," the primary stress is on the second syllable, /ɪg'zə:mpəl/, making it longer, louder and higher in pitch compared to the other syllables.
2. Dog: The word "dog"/'dɒg/ has only one syllable, which has the primary stress, making it louder and higher in pitch.
3. Apple: In "apple,"/ 'æpəl/ the first syllable, "A," has the primary stress, making it louder and higher in pitch than the second syllable.
4. Organization: The word "organization"/ɔ:g'nai'zeɪʃən/ has primary stress on the fourth syllable, "zeɪ", making it longer, louder and higher in pitch than the other syllables.

Examples of primary stress in sentences:

1. I told you **so**! In this common saying, the primary stress is on the word "so," emphasising the point being made.
2. **What are you doing?** Here, the primary stress is on "you," making it the focal point of the question.

Understanding and applying the primary stress in words correctly is crucial for clear and effective communication in English.

(b) Secondary stress

When describing secondary stress in pronunciation, we are looking at a lighter version of stress than primary stress. It is found on the second syllable of a word, making it stand out a bit but not as strong as the primary stress. In English, this type of stress is used to highlight specific syllables in a word, making the pronunciation sound more precise and easier to understand.

Activity 1.8

Use online/offline dictionaries to identify the primary and secondary stresses on the following words:

- 1. Nouns:** humanity, collocation, establishment, invitation, administration
- 2. Verbs:** propagate, jeopardise, justify, disconnect, revamp

Intonation

Intonation refers to the rise and fall of the voice (tone) during speech, which is closely linked to stress and the expression of mood or emotion. It is a crucial aspect of language that, along with stress, helps convey the meaning or feeling behind the words spoken. Intonation can indicate surprise, anger, interest, boredom, gratitude and more, making it a key component of the “music of the language.” There are three main patterns of intonation in English. The rising intonation (‘) toward the end of a sentence, for example, “Have you seen Mapalala anywhere?” This intonation suggests that the speaker is asking the listener for clarification or information. The falling intonation (^) on the final stressed syllable of a phrase or group of words. For example, “Do your responsibility, please”. It usually denotes the conclusion of a sentence, the end of a thought, or a question for which the speaker is waiting for an answer. It can be identified by the voice’s pitch falling off as the sentence ends. This pattern suggests finality or certainty in the statement being made. Furthermore, there are issues to note with regard to the rising and falling intonations.

1. Phrases with regular word order become questions when a rising intonation is applied; e.g., (regular) **She is the first female president**, (rising intonation) **She is the first female president?**
2. Questions that begin with interrogative pronouns have a rising or falling intonation but often have a falling intonation. When such questions have a rising intonation, they imply surprise or heightened interest in the response. See the following examples:

How was your day? (with a rising intonation)

Oh, it was actually really good!

Better than I expected, surprisingly!

How was your day? (with a falling tone). It usually suggests an inquiry without any particular emphasis.

Not bad, got a lot done.

It was okay, just another day.

3. Questions with inverse word order have both rising and falling intonations. These are questions where an auxiliary or helping verb is placed before the subject. They are also called questions without interrogative pronouns, e.g., *Are you going with me?*
4. Fall-Rise Intonation (^): The voice falls and then rises. This intonation is typically used at the end of statements when the speaker is unsure about something or may have more to add. The fall-rise tone shows dependence and continuity. This tone conveys the feeling of reservation when a speaker has reserved something to add to his words. This pattern is also used in polite requests or suggestions. For example:
 - *So, you'd be willing to confirm that? ... Well ... I suppose so.*
 - *Sure?*
 - *He has arrived?*

Exercise 1.11

Read the following sentences with appropriate intonation.

- (a) She aspires to become a big farmer.
- (b) We should be conscious of time.
- (c) It's 8 a.m.
- (d) It's 8 a.m.?
- (e) How was your day?
- (f) Oh, it was actually really good!
- (g) So, you'd be willing to confirm that? ... Well ... I suppose so.
- (h) He has arrived?
- (i) Don't tell me that.

Activity 1.9

Prepare a speech about any of the cross-cutting issues you are familiar with and read it before an audience. Focus on the correct placing of stress and appropriate use of intonation.

Sentence stress and intonation

1. Sentence stress is often linked to the way our voices rise and fall (intonation) while speaking. The natural rise and fall in pitch usually determine stressed and unstressed words.
2. In English, there are two basic types of intonation: rising intonation and falling intonation. Falling intonation is far more common and often uses stressed verbs and objects. Rising intonation is less common but can be used to express a negative emotion or ask a Yes/No question.

Understanding and using stress in words and sentences effectively can help convey meaning more accurately and naturally in English.

Activity 1.10

1. Put stress on words in oral sentences. Use the following words and add more words from different specialisations.

wave art heat break ion paint mass come light charge

2. Search different words with the following affixes and practise pronouncing them in oral sentences.

de- pre- un- -tion -sion -ic -ical -ity -ety -graphy -ic -ity -graphy -ient -ual -ious -ical

Common pronunciation challenges in English

There are several reasons why pronouncing English words accurately can be tricky. One issue is that English has more vowel sounds than letters in the alphabet. This means that one letter can make multiple sounds, and one sound can be represented by different letters. The varying vowel sounds in English can be particularly challenging to produce because the positions of the speech organs are constantly changing, making it hard to maintain a steady position. Additionally, the different qualities of vowel sounds can make them hard to differentiate. For instance, the long /i/ sound in “seat” and the short /ɪ/ sound in “sit” differ in tongue height and advancement but sound very similar acoustically. Similarly, diphthongs or vowel glides pose another difficulty in pronunciation.

(a) Vowel sounds

English has approximately 20 unique vowel sounds, far more than the five vowels in Kiswahili. Interestingly, these vowels can be pronounced in various ways, and multiple-letter combinations can represent the same sound. This implies that individuals learning to speak English fluently must master the accurate pronunciation of each vowel sound and distinguish between different combinations of vowels.

(b) Consonant sounds

Some consonant sounds in English differ from those in other languages. For instance, in languages like Hindi and Spanish, the letter “v” is pronounced like a [b] and the letter “w” is pronounced as an [oo]. Effective pronunciation practice techniques include repeating and recording speech, participating in drills, listening to and imitating audio resources, and engaging in role-playing exercises.

Literal meaning

Literal meanings of sentences are determined by interpreting words and phrases in their dictionary meanings; i.e., without considering their implied meanings. It entails determining a word’s denotative meaning and comprehending how it works within the specified sentence structure. This method concentrates only on the surface meaning of language. Examining the literal meaning of words can help one understand language more deeply and communicate more effectively.

Exercise 1.12

Construct a sentence for each of the following terms in various contexts without looking up their literal meaning.

firewall vision dividend agreement assignment equity chip terminate treat

We can prevent misunderstandings and misinterpretations in written and spoken communication by carefully reviewing definitions of a word. It is important to take the context of a word or sentence into account when analysing its literal meaning. Tone, body language and cultural contexts are a few examples of factors that can greatly affect how a sentence is understood. Furthermore, accurate interpretation depends on understanding linguistic factors like idiomatic expressions and figurative language. The literal meanings of sentences are analysed differently than the figurative meanings of sentences whose analysis do not depend on the meanings of the words forming the sentences. Individuals who are skilful in understanding the precise meaning of words, phrases and sentences can work confidently in various professions, including law, medicine, religion and language specialists. In examining the literal meaning of a word or sentence the following issues should be taken into account: semantic analysis, syntactic analysis, verb forms, figurative language and etymological recognition.

Exercise 1.13

Complete the following table by providing the sentences' literal meanings.

No.	Sentence	Literal meaning
1.	My sister, Maria-Anna, owns a big company.	
2.	I managed to fix my expensive computer.	
3.	We didn't realise he was a guinea pig.	
4.	We were guinea pigs to test the effect of fortified rice.	
5.	He has a case.	
6.	I read books.	

Activity 1.11

Listen to different recorded conversations. Then, identify keywords and interpret their literal meanings.

Revision questions

1. Explain the process of word formation and give examples.
2. Discuss the role of prefixes and suffixes in word formation.
3. Discuss factors that influence pronunciation of English words in your community.
4. Reflect on your pronunciation of English words before and after studying the role of stress and intonation in pronouncing English words.
5. Explain what denotation and connotation mean and provide examples of words with both positive and negative connotations.
6. Discuss how context and culture determine meaning of ambiguous words or phrases.
7. How has the knowledge about formation, pronunciation and literal meaning of words and sentences impacted the way you communicate in English?

Effective writing

Introduction

In writing, one does not only focus on getting precise message along but also in writing effectively. Effective writing entails a clear, concise, and engaging manner that resonates with the intended audience. It involves conveying message effectively, whether through an essay, a report, a letter or any other form of written communication. In this chapter you will learn how to write different sentences using appropriate punctuation marks, construct paragraphs using appropriate steps in writing texts and compose essays using appropriate structure. The competence developed in this chapter will enable you to produce clear, coherent, concise and impactful writing.

Think



What it takes to produce clear, coherent, concise and impactful writing.

Effect writing has to be clear, accurate and concise. One has to set his/her ideas across in a way that the audience will use less efforts to understand. You should therefore strive to write in a straight way, focus your sentences appropriately and organize sentences logically in paragraphs with appropriate punctuation.

Punctuation

Punctuation refers to using symbols in language to organise or clarify meaning. The symbols used for punctuation include commas, full stops, question marks and quotation marks. In academic writing, correct punctuation can make the difference between a concise, easy-to-read work and a disjointed work that lacks a coherent sequence and is difficult to understand.

Exercise 2.1

Write and punctuate two sentences for each of the following prompts.

Prompts	Punctuated sentences
Create interrogative sentences with an exclamation mark.	
Form imperative sentences using quotation marks.	

Prompts	Punctuated sentences
Craft exclamatory sentences with an apostrophe.	
Write declarative sentences using a semicolon.	
Write a sentence to introduce a list or an explanation and a statement that elaborates on the preceding clause using a colon.	

Proper use of punctuation marks

In texts, commas, full stops, quotation marks, colons, semi-colons, dashes, question marks and exclamation marks serve several purposes. One must read various sources and practise using punctuation marks correctly in academic writing. Punctuation marks are essential for writers; they can significantly alter how sentences are understood.

Read the following extracts adapted from Cyber Text Consulting to understand how punctuation may affect meaning. Examine each text and note the instances of punctuation marks.

Text 1

Dear John,

I want a friend who knows what time management is all about.

You are focused, efficient and productive.

People who are not like you admit to being useless and inferior.

You have ruined me for other friends.

I yearn for you.

I have no time whatsoever when we're apart.

I can be forever happy.

Will you let me be yours?

Husna

Text 2

Dear John,

I want a friend who knows what time management is.

All about you are focused, efficient and productive people, who are not like you.

Admit to being useless and inferior.

You have ruined me.

For other friends, I yearn.

*For you, I have no time whatsoever.
When we're apart, I can be forever happy.
Will you let me be?*

*Yours,
Husna*

There are many different punctuation marks, each with its own use. Punctuation skills help writers to organise and clarify ideas.

Activity 2.1

Study the following texts and identify their differences in relation to how they are organized. Then, punctuate the unpunctuated text.



Nathan Belete, World Bank country director. File Photo

around four key result areas.

According to the statement, four result areas are expected, with one of them focusing on bolstering the government's revenue mobilization efforts by enhancing the e-filing system and launching taxpayer awareness campaigns.

The second result is dedicated to enhancing the efficiency and transparency of public procurement management, with a focus on activities such as building the capacity of the electronic government procurement system and promoting sustainable procurement practices.

The statement further indicated that the third result area will concentrate on improving financial management

through enhanced budgeting processes, including the creation of a citizens' budget in Swahili, as well as improved financial reporting.

On the other hand, the fourth area will center on promoting accountability through activities that strengthen external audit processes and enhance parliamentary oversight.

"It is commendable that the government acknowledges the vital role of robust public financial management and procurement systems in driving Tanzania's development agenda, and that is why they initiated this program," said Nathan Belete, WB country director.

Adding: "While there has been important progress in this area over the past few years, it is important to continue to assess and address persisting weaknesses in order to enhance the timely delivery of public services and development operations for the benefit of citizens."

Recent PFM reforms have led to significant achievements in the sector. The rollout of electronic revenue collection systems is among the most notable, contributing to a 350 percent increase in non-tax revenue collection over the past five years.

Other important reforms include the

adoption of a treasury single account, the rollout of expenditure management systems, the introduction of electronic procurement systems, the development and rollout of the central budget management information system, and the strengthening of parliamentary oversight functions.

Despite these gains, there are continuing weaknesses in core aspects of PFM such as the lack of a reliable, credible annual budget, a weak control framework, inefficiencies in revenue collection and taxpayer compliance, and shortcomings in the financial reporting of public institutions.

"Additionally, delays in procurement create significant hindrances in the timely delivery of public services and the implementation of development operations in Tanzania," said Paul Welton, WB senior financial management specialist, and co-task team leader.

He adds: "Considering that 70 percent of the country's annual budget, or \$13 billion, is spent through public procurement, any improvement in the public procurement system will result in great economic benefits to the country. Ultimately, all citizens and businesses in Tanzania will benefit from improvements in transparency, accountability, and service delivery."

Source: *Anonymous. (23rd March, 2024). World Bank boosts Tanzania with \$50 for public finance, procurement revamp. Guardian, p.13*

Text 2

The importance of effective communication cannot be overstated communication skills are crucial in all aspects of life whether it's communicating with friends family or colleagues in a professional setting good communication skills are essential they help convey ideas clearly build strong relationships and resolve conflicts communication skills also play a significant role in academic success from participating in class discussions to presenting research findings being able to communicate effectively is key punctuation grammar and vocabulary all contribute to clear communication learning how to punctuate sentences properly can greatly improve the clarity and coherence of your writing it's important to understand the rules of punctuation such as when to use periods commas question marks and exclamation points mastering these rules will help you become a more effective communicator.

Exercise 2.2

1. Re-write the following sentences with their correct punctuation:
 - (a) Majaliwa went to the market and bought cassava cabbage eggplant and cauliflower
 - (b) The parade was amazing I've never seen anything like it before
 - (c) Jesca's favourite hobbies include reading swimming and playing drums
 - (d) The weather is supposed to be sunny tomorrow however I'll bring an umbrella just in case
 - (e) I can't believe it's already June, where did the time go
 - (f) After the game we went to grab a drink to quench our thirsty it was really fun
 - (g) My favourite colours are blue green and purple
 - (h) Pinto said I can't make it to the party tonight sorry
 - (i) Did you see that dog it was huge
 - (j) The reason for her failure was simple she didn't spend her time wisely
2. How does punctuation impact clarity and organization of a work?

Sentence writing

A sentence is a complete idea. In academic writing, it is vital that your 'complete ideas' are as clear as possible to the reader. Your writing should also be clear, with appropriate punctuation. Moreover, giving a complete idea in a sentence requires one to correctly use the specific aspect of sentence structure, namely subject-verb agreement. Misusing this aspect affects the sentence structure and makes it difficult for the reader to follow and understand the point. The opposite of this makes the writing more engaging for readers, and the text becomes easier to read.

English sentences are commonly built upon the Subject-Verb-Object model, which contains a subject, a verb and an object. A sentence must have a main clause to make sense by itself. For example, 'I ate fruits.' is a complete sentence. However, for short sentences, it is advisable to combine them with longer ones using a subordinating clause for consecutive meanings. For example, "I was hungry. I ate some fruits." can be combined as follows: "I ate some fruits because I was hungry." This complex sentence with a subordinating element clearly states why the speaker ate fruits. Other examples of sentences are as follows:

Group 1

- (a) My father is a software engineer.
- (b) Hard-working students make excellent family and nation builders.
- (c) Negative relationships cause one to lose significant connections.

Group 2

- (a) We work hard on the weekdays and rest during the weekends.
- (b) Alcohol is bad for our health; yet, many people drink excessively.
- (c) They spend a lot of time studying to get good grades.

Group 3

- (a) Despite her love for her work, she often complains about it.
- (b) Before being hired elsewhere, she used her skills as a volunteer teacher at a local school.
- (c) Since John aspires to become a diplomat, he studies international relations and diplomacy.

Observations

All sentences have a subject.

1. Group 1 sentences contain just one verb or one main clause, also known as an independent clause. These are called **simple sentences**. The following are other examples of simple sentences:
 - My friend enjoys jogging.
 - The news report includes several accounts from bystanders.
 - Engineers work with technicians.
2. Group 2 sentences contain just two verbs or two main clauses (i.e., two independent clauses). These are called **compound sentences**. Other examples of compound sentences:
 - She dislikes apples, but she likes bananas.
 - You will not be able to have pudding unless you finish your dinner.
 - He already has a dog, but he also wants a cat.
3. Group 3 sentences contain a main clause and a subordinate clause joined together with subordinating conjunctions. These are called **complex sentences**. Subordinating

conjunctions are words like although, before, as, if, since, despite, because, until, while, unless and others. Subordinating conjunctions are frequently used in academic writing and are a great way to connect ideas to develop long texts. Other examples of complex sentences are as follows:

- Even though it was freezing outside, she chose not to wear a coat.
- By the time he got to the station, the bus had departed.
- What he said was right, but it wasn't very useful.

Activity 2.2

Read carefully the following sentences and respond to the questions accordingly.

1. There are errors with subject-verb agreement in the following sentences. Find the errors in each sentence and rewrite the sentence correctly.
 - i. One of the athletes run fast.
 - ii. The folks who lives next door asked me to pick up their phone.
 - iii. Nganashe, John and Tau eats ugali.
 - iv. Each boy and girl eat ugali.
 - v. Either Bob or his brother eat ugali.
 - vi. The grandma with all of her little grandchildren eat ugali.
 - vii. Some of the ugali are eaten.
 - viii. Some of the students is eating ugali.
 - ix. My family with all my crazy cousins always eat ugali.
 - x. Economics are destroyed when we consistently cook more ugali than we can consume.
 - xi. Ten kilograms of ugali are too much to be eaten by one person.
 - xii. I am famished! Where are my ugali?
 - xiii. “The main problem we face are people don't eat ugali”, said the dietitian.
 - xiv. Eating ugali with my friends are my favourite.
 - xv. Girls who eats ugali are vivacious.
2. Use the knowledge you have acquired from the activity in 1 above to create your own subject-verb agreement rules. Prepare a well-written paragraph describing the rules and present it to the class for discussion.

Paragraph writing

For effective writing, one should clearly and concisely organise ideas and information. In academic writing, paragraphs act as fundamental units of scholarly discourse that facilitate the systematic exposition of ideas and arguments. To maintain coherence and

logical flow, the writer should ensure each paragraph concentrates on a single main idea and is organised with a topic sentence, supporting details and a concluding sentence. Additionally, standard guideline is that a paragraph should be around 4-6 sentences long, though this can vary depending on factors such as the complexity of the topic, writing style, and intended audience.

Following formal writing conventions is crucial in composing paragraphs for academic writing. These conventions include correct grammar, punctuation and citation of sources. Professionalism and credibility are also communicated using suitable field-specific vocabulary and a formal tone. Learning how to write strong paragraphs will help you write with greater clarity and persuasiveness and improve the overall impact and efficacy of academic communication.

Steps for writing a paragraph

Constructing a lengthy writing begins with a sentence and builds up into a paragraph. Developing a well-written paragraph involves several key steps, each contributing to the overall clarity, coherence, and effectiveness of the writing. Each step of the process plays a crucial role in refining the paragraph and ensuring its quality before it is finalized. The steps are:

Pre-writing

This stage involves steps like brainstorming, identifying purpose and audience. You generate ideas and organize your thoughts before you begin to write. This can be done through techniques like free-writing, mind mapping, or listing. Pre-writing helps in determining the tone, style, and content of the writing.

Researching

Where a paragraph to be written requires supporting evidence or information you should gather evidence through research from relevant sources including books, articles, or credible websites. Importantly, take note of all important points, quotes, or data that will be used in the paragraph and ensure to cite sources for later reference.

Drafting

This stage involves organization of ideas. You should arrange the information you have gathered in a logical order. In doing so make sure you structure the paragraph effectively by focusing on lead sentence, cohesion and argument. Don't worry too much about perfection at this stage; the goal is to get thoughts onto paper.

Revising

This stage is for paragraph content evaluation. You should review the draft you have written to ensure that the ideas are presented logically and cohesively. Additionally, check for clarity, relevance, and coherence of the content and enhance your paragraph's overall argument or message.

Editing

This stage comes after you have developed the entire paragraph. You review the paragraph for grammatical errors, punctuation mistakes, and spelling errors and ensure that sentences are properly structured and punctuated. Moreover, clarify any ambiguous phrases or unclear sentences and make sure terminologies, style, and tone are consistent throughout the paragraph.

Proofreading

This is the final review of a paragraph. You should carefully read through the paragraph *to catch any remaining errors or inconsistencies. Focus on the formatting to ensure it is proper, such as indentation, alignment, and font size.*

Importance of learning the language of instruction

For students to succeed in their studies, they must comprehend the language used in the classroom. Students can interact with teachers and peers more successfully when they are fluent in the language used in the classroom. Students benefit from this communication by learning new ideas and participating fully in class discussions. Additionally, students who are fluent in the language of instruction perform better academically overall and have greater self-confidence. Therefore, putting in the time and effort to become proficient in the language used in the classroom is an essential skill that will help students in their academic endeavours.

Note that:

A paragraph ought to have the following:

1. A topic sentence
2. Development of a topic statement
3. Cohesion and coherence
4. Focus on a single idea/point or argument being discussed.
5. A concluding sentence

Figure 2.1: A sample paragraph

Exercise 2.3

Study the sample paragraph provided above and identify the topic statement, the topic statement development and the conclusion sentence.

Activity 2.3

Create two exemplary paragraphs on topics that you find interesting.

Essay writing

Essay writing starts with developing a strong thesis statement, which is typically a single sentence that captures the main idea or argument of the entire essay. After formulating this sentence, the essay can then be developed further in paragraphs. An essay consists of three main parts: introduction, body and conclusion. These parts are organised logically and coherently to present a clear discussion.

(a) Introduction

The introduction serves as a roadmap for your essay and captures the reader's attention. When writing an introduction, begin with an engaging statement or a thought-provoking question to capture the reader's interest. Provide some context or background information on the topic to give the reader an understanding of the subject matter. Focus on the statement that defines the purpose of the essay. The statement that defines the purpose of your essay is called a thesis statement.

(b) Main body

The body, also called thesis development, of the essay consists of several paragraphs, where a specific point of the essay is addressed independently in each paragraph. When developing the body of an essay, start each paragraph with a clear topic sentence introducing the main point you will discuss. Present evidence and examples to support the ideas and provide credibility to your argument. Use reliable sources and cite them properly. Explain how the evidence you provided supports your main argument. Analyse the significance of the evidence and its relevance to your essay. Lastly, connect your paragraphs and maintain the flow of ideas.

(c) Conclusion

Write your main points concisely by doing the following in the conclusion: Paraphrase your essay statement to remind the reader about your main argument. Summarise the key points you discussed in the body paragraphs, emphasizing their significance to your essay. Provide some final thoughts or recommendations related to the topic. Give suggestions for further follow-up or implementation. End with a strong statement that leaves the reader with a sense that you are closing the essay.

Exercise 2.4

1. Describe the kinds of essay you wrote when you were at ordinary level.
2. What are your strengths and weaknesses in essay writing?

Activity 2.4

Write an essay on one of the following topics:

1. The influence of mass media on public opinion.
2. The importance of mental health awareness and support.
3. The pros and cons of online learning.

Revision questions

1. Explain the importance of using appropriate punctuation marks in writing.
2. Describe the steps involved in constructing a well-developed paragraph.
3. Explain the main components of a paragraph and their roles.
4. How significant is a topic sentences in paragraph writing?
5. Explain the appropriate outline structure of an essay.
6. What makes an essay conclusion strong and impactful?

FOR ONLINE READING ONLY

Participating in oral presentations

Introduction

The ability to articulate thoughts correctly, convey ideas persuasively, and engage an audience effectively is a valuable skill. Moreover, mastering the art of oral presentations is essential for success in an academic setting. This chapter focuses on equipping you with the skills to use English language for effective oral presentations in debates, dialogues, formal and informal meetings and narrating diverse events/ activities/stories. The competence developed in this chapter will enable you to participate in debates, dialogues, meetings and speech making and make an impactful oral presentation.

Think

Essential techniques and procedures for effective oral presentations.

Oral presentation

Oral presentation is a form of communication, where one imparts and then exchanges information with his or her audience. It can be either one-way or two-way. Oral presentation also known as public speaking, consists of an individual or people verbally addressing an audience on a particular topic.

To participate in an oral presentation may be easy but to have a powerful oral presentation is quite a task. A powerful oral presentation comprises the 5Cs. It must focus on crucial information, it must have a clear style of presentation, it must be confidently delivered, it must be backed up with concise data and its delivery should be creative and clever. Moreover, oral presentation can be divided into three stages: pre-presentation, the presentation and the post-presentation stages.

There are different forms of oral presentation including debate, dialogue, meeting, lecture, speech, symposium, group discussion or round-table talk and workshop.

Participating in a debate

To participate in a debate requires one to master some skills and techniques that will make ones participation impactful. The following are some helpful techniques:

1. Recognise your audience when deciding on the language to use. Make the language simple and clear to make the audience understand. Avoid jargon or complex terminologies that may confuse your audience. Use examples from real life situations to make your arguments more relatable and understandable.
2. Focus to a single idea for maintaining respect throughout the debate. Focusing on a single idea, presenting logical arguments and providing supporting evidence can effectively persuade others of the validity of your position.
3. Project confidence through your body language, tone of voice and facial expressions. Maintain good eye contact with the audience and speak with conviction.
4. Structure your speech by arguing around your claim. Make sure you emphasise the main points when you talk to defend your arguments with conviction without the fear of criticism.
5. Incorporate research for giving evidence and examples. The more knowledgeable you are about a subject, the better you can engage in a debate.
6. Anticipate opposing claims so that you can prepare statements to defeat them.
7. Be an active listener so that you can address your arguments' weaknesses.
8. Employ analogies, metaphors or rhetorical questions to make your arguments more persuasive and memorable. When these figures of speech are used appropriately, they can draw the listener's attention to the key points.

Procedures for conducting a debate

To get the intended information through debates, organise the activities in a way that can invite participants to debate effectively. You can do this through considering some procedures for debating. It is important to note that when you prepare a debate session, set the procedures following the context and topic.

The following are some procedures for conducting debates:

(a) Choose a topic for the debate

When selecting a topic, consider the goals of the debate, the learner's age, and their language ability.

(b) Create teams

Ensure that two groups are supporting and opposing the topic, respectively. Each group must be equal in representation.

(c) Research on the debate theme

Use authentic sources to collect information related to the debate topic and analyse the information critically before the discussion.

(d) Introductory speeches

Allow each team to give a short speech about the debate and how they have organised themselves for the debate. This step will help the participants make the audience pay attention to them since they will mention some key points that will be debated.

(e) Set time for giving contradictory ideas

This stage gives the participants from both sides an opportunity to give out logical evidence on what is presented by others.

(f) Re-examination

Allow members from each group to ask some questions. At this stage, both sides can realise areas of strengths and weaknesses in their arguments.

(g) Ending session

Provide time for the teams to summarise their points. The teams will say again which side of the motion they were debating. Each team has to convince the audience or judges.

(h) Provide feedback

At this step, you can allow the audience to ask questions or a few individuals specifically assigned to be judges to evaluate the debate. The judges must evaluate the debate using founded criteria such as debate presentation skills, clarity of arguments and supporting evidence. The judges have to highlight the strengths and the areas for improvement.

Organising a debate

When planning a debate session, involving the participants who can contribute constructive ideas is better. Give them time to prepare themselves. Here are participants who can be involved in the debate.

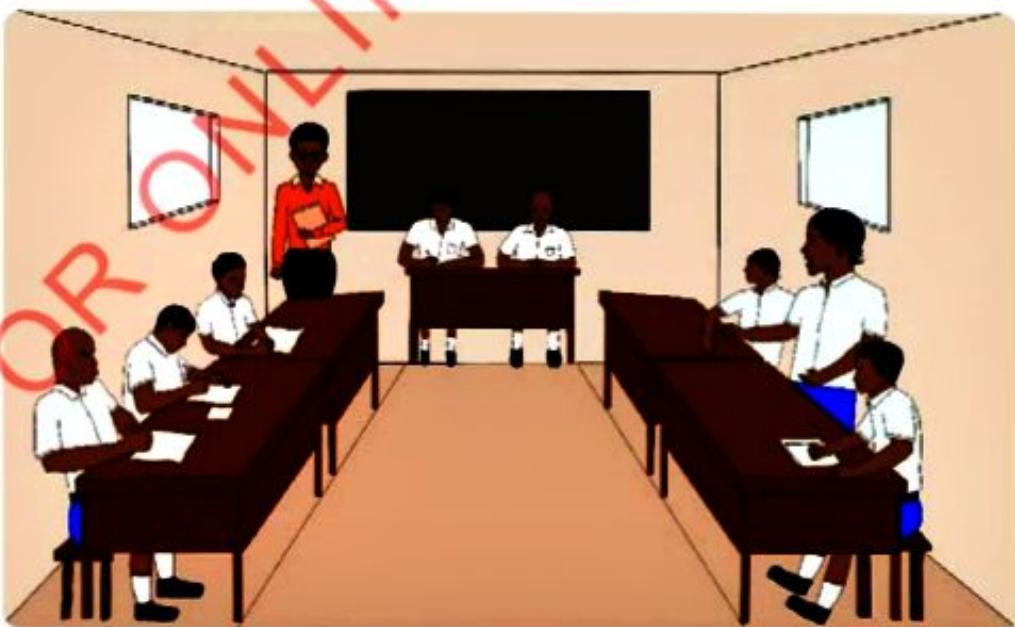


Figure 3.1: Students engaging in a debate session

(a) Moderators

These are experts who ensure that the debate is conducted smoothly. They are there to manage time and administer rules. The moderators should be fair and experienced in facilitating discussions.

(b) Researchers, academics and subject content experts

These are individuals with knowledge of the topic being debated. They can provide evidence and clarify complex theories. They can bring scholarly perspectives to the debate and present relevant studies and research findings to support the arguments.

(c) Advocates or debaters

These are the ones who will represent the groups supporting or opposing the motion by providing specific rational and judgemental arguments on the topic. They should be well-read, convincing, and skilled at presenting arguments and seeing the arguments' contradictory parts.

(d) Various professionals

These can be invited depending on the topic. Inviting individuals with practical experience can provide valuable insights and real-world viewpoints.

(e) Audience

Inviting the audience interested in the topic can add depth and inclusivity to the debate. These individuals can ask questions, challenge arguments, and give their understanding.

(f) Fact-checkers

It is necessary to have fact-checkers in debate sessions to verify the accuracy of statements provided during the debate sessions to prevent the spread of misinformation. The debate organisers must ~~balance~~ different viewpoints depending on the topic's time and nature.

Activity 3.1

Prepare and conduct a debate session on one of the following topics:

1. Political issues in Tanzania
2. Economic issues in Tanzania
3. The 2023 Curriculum reforms in Tanzania

Exercise 3.1

1. How helpful were the techniques for engaging in a debate to you?
2. How did other speaker(s') opinions or emotions affect you and how did you handle them during the debate?

Participating in dialogues

A dialogue is a conversation between two or more people. It involves a back-and-forth interaction between or among participants. A dialogue can take place in a variety of settings including formal, casual and artistic. It is generally characterised with interactivity, turn-taking, listening and responding, exchange of ideas and purpose. For respective and constructive dialogues, one has to use the following techniques.

(a) Pay attention

Consider what a speaker is saying instead of anticipating the response. This will help you avoid interruption and show that you are interested in what is said. Avoid assumptions and stereotypes about other people's beliefs or intentions that can hinder meaningful dialogues.

(b) Respect others' ideas

There will be a healthy conversation only if there is empathy, no personal attack, irony, or offensive language. Resilience is essential in the exchange of ideas as it promotes openness.

(c) Skills for questioning and critique

Make sure you ask some questions to clarify what you do not understand. This will make the interlocutor see your willingness to engage in dialogue. If you disagree with a point, express it respectfully instead of attacking the participants. Present your contradictions with real-life examples to facilitate effective discussion.

(d) Learn to manage your emotions

To maintain rational dialogue, learn how to control emotions. Discussing sensitive topics can make emotions run high. Self-regulation through taking deep breaths, pausing and reflecting before responding can reduce temper.

(e) Use collective interest

When you provide an argument in a dialogue, try to find ideas that will interest the listeners and the participants. Think about the culture and other practices in the society the dialogue is about. Create rapport for constructive talks.

(f) Avoid using absolute statements

Absolute statements give the impression that you are not concerned with others' ideas. Instead, use *I think, I hope* as a means of acknowledging that you do not have all answers about the issue discussed in a dialogue. Therefore, create room for others to give their ideas so that you can learn from them.

Exercise 3.2

How different is the purpose of a dialogue from that of a debate?

Activity 3.2

Prepare and practise a dialogue on any or some of the following issues:

1. Tourism industry in Tanzania
2. Paying tax
3. Corruption
4. Digital life

Participating in formal meetings

A formal meeting is a structured gathering of individuals taking place for a specific purpose, often conducted according to established procedures, protocols, and agendas. It follows certain rules to ensure discussions are organized, productive, and respectful. A formal meeting is characterised by specific purpose, predefined agenda, invited and relevant participants, designated roles and responsibilities, established rules of conduct, documentation of meeting proceedings. Formal meetings include board meetings, students leadership meetings, committee meetings, staff meetings, parent-teacher meetings and shareholder meetings.

Exercise 3.3

1. Think about any meetings you have attended and write down the procedures followed in conducting those meetings.
2. Explain whether were those meetings formal or informal?

Activity 3.3

Use online sources to watch a simulated meeting session. Write notes on the following aspects regarding that meeting: chairing of the meeting, agenda of the meeting, participation, opening of the meeting, recording of proceedings and closing of the meeting.

Skills for participating in a formal meeting

Participating in formal meetings requires specific skills for productive discussion the skills are;

Communication Skills. This skill entails active listening, verbal and non-verbal communication.

Preparedness. It involves researching the agenda and topics beforehand to have a good understanding of the meeting's purpose and content. Preparation also has to include that of any necessary materials or documents to support your participation.

Time Management. In a formal meeting you have to stay focused and on-topic during the meeting. You should therefore, have the ability to respect the allocated time for each agenda item and contribute within the time frame.

Collaboration and Teamwork. In a formal meeting one has to actively participate in a discussion and offer constructive contribution. This goes hand in hand with respecting the opinions and perspectives of others, even when they differ from your own.

Problem-solving and critical thinking. One is invited in a formal meeting based on his/her relevance to the agenda or topic. It is therefore expected that one should have the ability of identifying potential issues or challenges and proposing practical solutions.

Adaptability and flexibility. When taking part in a meeting, one has to be able to handle unexpected situations or changes in the agenda gracefully. Doing this requires one to be open to evolving needs or circumstances and adjust accordingly.

Techniques for organizing a formal meeting

(a) Determine the meeting objectives

Set what needs to be accomplished before or during the meeting to get the agenda for the discussion.

(b) Create an agenda

A detailed agenda outlining the discussion points and time for each item is essential. Share the agenda with participants in advance to allow them to provide constructive ideas during the meeting.

(c) Establish meeting plans

Prepare a meeting venue and other required equipment, such as projectors, screens, or audio/video conferencing software, if available and functioning correctly. Communicate the meeting details, including the date, time and location.

(d) Invite relevant participants

Identify the participants depending on their roles, and expertise in the topic to be discussed.

(e) Begin the meeting by introduction

Introduce the meeting by welcoming participants and introducing yourself. Explain briefly the meeting agenda.

(f) Monitor the agenda

Lead the meeting by following the agenda and the allocated time for each agenda item. Encourage participation by asking for opinions and ensuring that everyone can contribute while keeping the discussion on track. Summarise key points and make decisions as you move through the agenda. Document decisions made during the meeting and assign roles to individuals responsible for implementation.

(g) Close the meeting

In closing the meeting, summarise key ideas and suggest what to be done for the next steps. Thank participants for their contributions and attendance. Explain how follow-up activities will be done and set deadlines for accomplishing the decided actions after the meeting.

(h) Make follow up

Communicate at each stage of follow-up actions. Follow-up on progress helps to support and make individuals accountable for their assigned tasks. Schedule any necessary follow-up meetings or communication to address the raised issues or update the members.

Activity 3.4

Conduct a role-play simulating a classroom meeting to discuss matters that affect your academic progress. Then, suggest ways to minimise them.

Participating in informal meetings

An informal meeting is a more flexible and relaxed atmosphere. It is any gathering that lacks the key elements of a formal meeting. It does not have a leader, it is not thoroughly planned or controlled and does not include an agenda or minutes. Informal meetings include casual talks between two people, conversations during breaks, brainstorming sessions, and weekly team meetings. These are common in every school and neighbourhood but often they are unnoticed. Such interactions are crucial for every community and organisation because they generate ideas, foster development, and drive implementation.

Informal meeting can take place among people of different ages and status and it can happen anywhere and anytime. However, for students the most common informal meetings can be the following:

Peer Group gatherings. This meeting may be underestimated but the truth is, it plays a significant role in the lives of young people. It is the gathering that provides youths with a sense of belonging, social support, and opportunities for learning and development. Through these gatherings, peers can influence one another's behaviour, values, and decision-making. The influence can be both positive and negative.

Siblings gatherings. Siblings relationship is the longest one. When siblings meet, the quality of their relationship can impact their wellbeing by providing one another with emotional support, companionship, and opportunities vital for cognitive development and academic advancement.

Neighbourhood gatherings. Such gatherings can be in different forms such as house or street parties, community events or the usual daily street meet-up of young people in public spaces. This type of informal meeting is mainly meant for socializing and sharing interests. They can foster a sense of community and connectedness.

Exercise 3.4

Reflect on peer group, siblings or neighbourhood gatherings you take place in and take note of the following:

1. How do you meet?
2. Where do you meet?
3. Who organises the meetings?
4. Do you have specific gathering agenda?
5. How do you conduct discussions?
6. Are there formal opening and closing?
7. Do you take record of proceedings?

Activity 3.5

Participate in an informal gathering/meeting in the classroom and run a 10-minute conversation in English.

Exercise 3.5

1. How do peer group and neighbourhood gatherings impact the lives of youths in your area?
2. Consider all the informal gatherings you attend and explain what attracts you to such gatherings.

Making a speech

A speech is a formal piece of writing delivered verbally to an audience at a particular event. Speeches are delivered face to face, although, with the development of Information Communications and Technology (ICT), speeches may be delivered virtually. Regardless of the mode of delivery, speech-making involves the speaker, the message and the audience. In addition, the speech's setting (context, occasion) and purpose are equally important.

Many speeches are written so that they can be read out on certain occasions. Probably, that is why people do not 'speak' speeches but read them out to audiences. Since speeches are meant to be heard and understood by audiences, they should be prepared in simple language, with proper grammatical constructions and no ambiguity. Today, some people specialise in preparing speeches. Other people prefer to speak directly to the audience to engage and interact with them better. They use written speech just as a reminder.

Exercise 3.6

1. Mention at least three famous speeches you know.
2. Who delivered the speeches?
3. Describe briefly what the speeches were about and where they were delivered.

Things to consider in preparing and giving a speech

There are three essential things to consider if one wants to prepare and deliver a good speech: the *audience*, the *message* and the *delivery modality*. The *audience* are the target listeners. The speaker should consider the people's interests, levels of education, socio-economic status, age, professional backgrounds (occupations), political affiliations, ethnicity, marital status and religious beliefs, among many others. One needs to adopt effective strategies to meet the audience's expectations.

The *message* is what is said in a speech. Speakers should know what kind of message they are planning to deliver. They should ask themselves whether the message or topic is relevant to the audience. Usually, the topic should be relevant to the occasion or event. Indeed, the speech designed for *Heroes Day* in Tanzania would not be appropriate for *Independence Day*. The mismatch between the message and the event leads to faulty communication, as the audience does not understand how you are making such a speech. It is also essential to ensure you have collected and organised all the materials you need for the speech to be effective.

Modality of delivery refers to the way the speaker will be speaking. One should select the best possible strategy or technique. The speaker's stress and intonation need to be audible enough. Delivering a speech is not like reading a novel or telling a bedtime story to children; the speaker's stress and intonation must be appropriate. The speech should not be flat and monotonous but vary according to shifts in the focus of information or ideas. Speakers should, therefore, devise effective strategies to make their stress and intonation appropriate. Speakers can also enhance their speech delivery by employing language devices such as similes, metaphors, proverbs, sayings, repetition, irony, sarcasm and hyperbole. Speakers can also make their speeches attractive and effective by providing facts, statistics, humour (jokes), making allusions (historical, religious, political, etc.) and using appropriate words. Other paralinguistic features like gestures and facial expressions of different kinds add value to a speech.

Another crucial thing to consider is *the setting or occasion* where you will make the speech. Speaking in an open space is different from speaking indoors. Even in the latter, there are differences in venues. Speaking in a small, closed room requires different preparation from speaking in an auditorium. Considering all these things when preparing to make a speech is crucial.

Exercise 3.7

1. Why is it important to consider the audience, message, and delivery modality when preparing and delivering a speech?
2. How do you know the appropriate tone for your speech or presentation?
3. What style should you strive for when making a speech presentation? How can you craft that kind of style?
4. What are some of the stylistic devices which you can use while making a speech?

Techniques for delivering a good speech

If you intend to deliver a good speech, you should utilize all the necessary skills to achieve your goal. These involve voice management, proper use of gestures or facial expressions, and flexible postures. Whether your audience consists of street-children, parents, fellow students, or the general public, you need to reinforce your speech by showing strong feelings and interest in what you are saying. Use your body language properly; speak with force and vigour to emphasise your points. Skilful use of your body language helps you to say what you could not say in words. To deliver a speech with a lasting impression, remember the following:

- (a) **Take a deep breath:** The best time to take a deep breath is a few minutes before you get up to speak. Take a deep breath and fill your lungs with air, then exhale it through your mouth to relax and get prepared.
- (b) **Eye contact:** This is very important during your speech. It gives you confidence and assurance. This is why you should not read your speech to your audience.
- (c) **Fluency:** Let the speech flow smoothly; be fluent and use the correct stress and intonation throughout your speech. Do not be tense, stiff, and mechanical when speaking. A fluent speech is one delivered naturally.
- (d) **Gestures, facial expressions, and body language:** In delivering a speech, always study your audience and use facial expressions and body language to attract their attention and arouse their interest in your speech.
- (e) **Use of voice:** For a significant impact and interest in your speech by the audience, you need to use the four dimensions of your voice: volume, pitch, rate, and articulation. Use them reasonably, depending on the type and size of your audience, venue and the distance from the audience. Using these dimensions will attract and interest your audience, and your speech will have a lasting impact.
- (f) **Posture and standing:** Stand straight and look professional. Do not look tired or lazy; do not disappoint your audience with your physical appearance.

Generally, the foundations of effective speech-making should be laid out well before you step up to the podium. If you feel nervous about speaking in public, know that it is normal to experience some communication apprehension or “stage fright” when you deliver a speech. Learn how to deal with stage fright (anxiety). Prepare carefully and practise your speech before you deliver it. Try relaxation techniques to deal with your anxiety. Finally, set your tone while considering your language and style.

Exercise 3.8

Prepare a speech that you will deliver to Form One students during the orientation week.

Activity 3.6

Conduct library search and interviews to learn about techniques for dealing with communication apprehension. Find out how others deal with anxiety.

Revision questions

1. What are the characteristics of a good debate?
2. What are the key elements of active listening in a dialogue?
3. Explain the essential skills needed for participating in a formal meeting.
4. Why is it important to be open-minded in a formal meeting?
5. Discuss how casual group discussions are formed and run and how they can influence someone both emotionally and socially.
6. Provide your views on how one can navigate and manage conflicts that may arise in informal meetings.
7. Discuss the challenges and benefits of participating in oral presentations across cultural boundaries.
8. What are the possible cultural differences that may impact participation in debates, dialogues, and meetings?
9. Explain how critical thinking can contribute to effective participation in oral presentations.
10. Why is it important to evaluate information critically and make well-informed decisions during oral presentations?
11. Share your experience about using English in oral presentation.

Utilising ICT in academic communication

Introduction

Information and Communication technology (ICT) has become increasingly vital in education. In this chapter, you will learn about the importance of ICT, how to use different methods to search for academic information from physical and online sources, ethical concerns related to information searches and how to assess the importance of different basic databases in learning. The competence developed in this chapter will enable you to make appropriate use of different databases for academic and non-academic pursuits.



Think

How academic communication would be without ICT.

Using ICT to search for academic information

ICT provides students with options to search for academic information. It also gives students access to various academic information sources and addresses the shortage of textbooks. Hence, ICT connects users to local and international information sources. It also complements many traditional learning tools in the advanced world of education, which has a major influence on students' learning processes. Furthermore, it encompasses many modern devices, including radios, computers, desktops, projectors, printers, scanners, interactive whiteboards and mobile phones. These are continually updated in tandem with the innovation of new ICT tools. We are using the terms "information and communication technology" in their broadest sense to refer to technological innovations, data and data movement from one source to another. "Information" refers to data that has been processed, involving facts, theories, pictures, numbers, etc. "Communication" is the transfer of information from one location to another. The word "technology" highlights that the subject is new and dynamic.

Activity 4.1

Use online/offline sources to read and write notes on the importance of ICT in education.

Exercise 4.2

1. Reflect what learning would be like without ICT in academic communication.
2. How can personalized learning improve your education progress and foster your personal growth?



Figure 4.1: Students using internet resources

Important observations about ICT in academic communication

ICT has made academic materials available in more accessible formats to millions of people who can use them whenever convenient. Students can use ICT to improve their skills such as by using worksheets and rubrics available through ICT for self-assessment. Through ICT, students can choose materials of interest when researching specific subjects. For this reason, ICT is embraced by countries and educational institutions all over the world to create, access, share and use information.

The rapid advancement of ICT and its storage capacities help to manage academic information. The information obtained from digital resources could be more updated and helpful than traditional physical resources. ICT also provides various ways of searching information. For example, digital resources provide hypertexts to allow branching to related topics, which is more convenient.

Activity 4.2

Practise using different search engines to access different learning materials i.e., e-books, journal article, research report for a topic of your choice.

Digital/online resources of information

These resources are a product of the advancement of science and technology. They refer to all the documents or materials and other forms of information available on the internet.

They are also known as web or digital resources or e-resources. Online resources have impacted the way knowledge is accessed and disseminated. They have also provided improved solutions to complex challenges. Students and teachers are provided with vast amounts of information in various domains such as education, natural science, politics, social science and humanities. It is with no doubt that ICT has revolutionized how we access, process, and disseminate information, but it doesn't eliminate the importance of physical resources entirely.

Physical resources of information

Physical resources of information refer to tangible or physical items that are available for use. They include books, magazines, letters, diaries, journals and other printed materials. They are found in libraries and archives. Physical resources are still essential, even with the advancement of ICT. Certain types of information may only be available in physical libraries. They also serve as platforms for social gatherings. You can access physical libraries for free or at a minimal cost. More importantly, resources such as libraries, museums and archives now host a range of learning materials ranging from physical books and journals to e-journals, e-books and internet gateways. ICT has come to widen access to different types of resources in the physical library. For instance, library catalogues, which used to be available in mere CD-ROM format in the past alongside physical indexes, are now heavily web-based. This means access to the catalogues can be done anywhere and anytime as long as there is internet.

Furthermore, large-scale projects have been implemented, aiming to digitise the contents of library special collections and make them not only more accessible to the public but also preserve the items by reducing the need to handle fragile physical copies. Such projects share the same ambitions as the development of e-journals and e-books. Storing books, journals and other publications online can save substantive physical storage space in physical libraries. This process permits a shift in the use of library space and extends the life of the physical collections since it reduces the frequency of the manual retrieval processes, which can affect the collections.

Accessing physical and digital resources

Accessing both resources of information is possible through the following library management system catalogues:

(a) Online Public Access Catalogue (OPAC)

Access to a library's physical and digital resources is typically managed using an integrated library management system, which maintains the library collection, allows users to search and locate resources and provides a range of other services such as account management, resource reservations and resource recommendations. For example, users can often search for resources using personal computers in the library or their own devices if remote access is available. They can also use desktop

or online services to suggest new material purchases or report lost items. This is usually facilitated by providing online access to a digital version of the resource catalogue, sometimes called the library OPAC (Online Public Access Catalogue), where details of all resources are recorded.

In addition, academic libraries may also offer a range of digital and online resources, including access to academic databases, electronic journals and articles, e-books and multimedia and archive materials. For example, university libraries commonly provide students and staff with remote, off-campus access to a wide range of digital academic resources, allowing them to search and retrieve information without being physically present in the library.

(b) Dewey Decimal Classification

Most libraries organise and store physical resources using a classification system called the Dewey Decimal Classification (DDC) or the Library of Congress Classification. These systems group related topics together, assigning a unique number to each topic in a way conducive to the physical arrangement of materials on the shelves. Then, it becomes possible to browse the collection by topic. Further information about the use of DDC can be accessed through online sources.

Archives and special collections

In addition to university libraries and their special collections, physical resources of academic information can also be found in various types of archives. Archives primarily collect unpublished and unique materials, such as manuscripts, letters, diaries and photographs, which are organised according to their origins or sources. Academic institutions, museums, governmental bodies, non-profit organisations, or prominent individuals and families may set them up. You may consult library catalogues, archival directories, or specialised databases to locate relevant archives for your research topic. Some archives offer a detailed list of their contents, known as finding aids, which describe the origins, contents, dates, formats and locations of the materials in a collection. You may use keyword and subject searches to find aids, but a good starting point is to identify the key person, organisation, period and event associated with your topic.

Due to the uniqueness and rarity of archival materials, it is a common practice for researchers to contact the archive staff. This is particularly important in the case of overseas or remote archives, where professional archivists could offer valuable advice on logistical arrangements, such as access, citation, or reproduction. Finally, it is essential to note that some special collections may have started digitising their materials and creating online platforms. Researchers can benefit from the increasing availability of digital images, online catalogues and even advanced functions like geographical information systems (GIS) for map-based collections. An ever-growing number of archives and libraries are engaged in large-scale digitisation projects under financial and academic support from government agencies and research councils.

Exercise 4.2

1. Assess how you use library resource to access academic information.
2. What are the challenges that one is likely to face in using physical resources of academic information?

Techniques for searching for academic information

We use search engines to access information from websites. Search engines are programs designed specifically to locate websites on the internet with items in a database that match the keywords or characters entered in the search engine. Some social media platforms can also provide reliable academic information. It is essential to gain knowledge on search techniques, such as using keywords, subject headings, Boolean operators, truncation and wildcards, and controlled vocabulary for effective academic material searches. The following explanations will guide you in using ICT to access academic information through different search engines.

(a) Keyword searching

When searching for information in a database or on a website, you use one of the most basic search strategies. Keywords are words or phrases users type into search engines to find information. That way, the search will be focused and will return results quickly. However, if the search terms are too broad or narrow, one can get irrelevant information or no results. A phrase is one way to focus on a search with keywords to ensure that your search returns the best results. If you are searching for two words that should appear together in a certain order — for example, “cell division” in a biology context — you would enter those two words together in quotation marks: “cell division”. This instructs the search engine to look for that particular phrase, not any document containing the words “cell” and “division”.

(b) Boolean operators

Simple terms like AND, OR, NOT, or AND NOT are known as Boolean operators. They are used as conjunctions in searches to combine or exclude keywords, producing more targeted and useful results. The user can locate one concept, another concept, or both concepts on a single web page by using this kind of “logical” or “nesting” searching. They become handy when a word has several different spellings or meanings. For example, a search using the phrase “business” AND “management” would look for a web page with both words. However, searching for “business” AND NOT “management” would look for web pages containing the word “business” but not the word “management”. Subsequently, the search using the “OR” operator finds either one concept or another. This can be a helpful way of grouping similar concepts or synonyms. For example, using the search term “internet” OR “web” will find web pages that contain either the word “internet” or the word “web” or both words. Such a search would be useful if the user wanted to search for pages

relating to the Internet or narrow it down to pages about the World Wide Web. The use of brackets can make these operators more powerful. By default, the search will be carried out from left to right, but using parentheses can group operations in a way the user defines, making the results even more focused. For example, the search term “business” AND (“internet” OR “web”) will find pages containing the word “business” and either the word “internet” or the word “web” or both. In this example, the use of brackets has narrowed the search down to pages containing the words “business” and “internet” or “business” and “web”, which can be a handy feature for complex and advanced searching.

(c) Truncation and wildcards

An asterisk and a question mark can replace a letter or letters in a search term to find variant spellings or words. This technique is known as truncation and wild card searching. For example, a search for *relig** in a library catalogue will return results containing the words religion, religious and any other word that begins with the letters *relig*. This means you do not need to think of every word. In an academic database, the question mark generally replaces just one letter within a search term. For example, type *wom?n* to search for records containing the words woman and women, where the question mark occupies the place of the letter ‘a’. However, it is essential to check the help pages or use the facility provided by the database to find out exactly which symbol to use, as the symbol allowed may vary between databases.

Observations

- The search is not case-sensitive, so it does not matter whether you use upper- or lower-case letters.
- By being more explicit in your search terms using Boolean operators, you reduce the number of results and increase the chances that the information returned will be relevant to your search.
- Online publications and journal articles, e-books, digital libraries, academic databases and open-access repositories are a few of the online resources that offer academic information.
- Truncation and wildcard techniques can be useful in finding variant spellings and plural or singular forms of words.

Activity 4.3

Choose a topic from the given ones below and formulate search queries using Keywords, Boolean operators and Truncation and Wildcard to get relevant information sources from different databases and websites. Then, perform searches using the queries you have formulated:

1. Gender equity and equality
2. Tax compliance for national development
3. Sports industry in Tanzania

Assessing the importance of different basic databases in learning

Databases are essential to the learning process because they offer an organized method for managing, organizing, and storing the information required for learning. Their importance in learning is therefore based on the following:

Data management: With the help of databases, students can effectively store and retrieve vast amounts of information, including learning resources, course materials, and student records. This makes information easier to access and better organized, which improves learning as a whole.

Personalized Learning: Learner's learning preferences, styles, and progress, can be stored in databases. This data can be utilized to personalize the learning process and increase engagement and results.

Collaborative Learning: Databases can help students, teachers, and administrators work together more effectively. They make it possible for a more participatory and dynamic learning environment by storing discussions, feedback, and shared resources.

Assessment and Evaluation: Learner's performance can be assessed and the data including test results, assignments, and participation, can be stored and analysed in databases. Such data can be used to evaluate student progress, pinpoint areas in need of development, and guide instructional strategies.

Integration with Learning Management Systems (LMS): A lot of LMSs use databases to store and manage user data, course materials, and educational activities. The learning platform's overall efficacy and functionality can be improved by integrating databases with LMS.

Exercise 4.3

1. How are the digital resources impacting learning?
2. Choose any basic database and describe its features, content coverage, search capabilities, user interface, and any unique functionalities.
3. Analyse the importance of that database in facilitating learning and academic research.

Evaluating the credibility of academic sources

It is important to note that, credibility of an academic information is crucial in academia. Physical and online sources are like an ocean from which you can get any piece of information. Not every source of information available online is authoritative or credible. It is therefore important to evaluate a source for academic information. Doing that is possible by considering factors such as publication dates, author qualifications and affiliations, peer-reviewed literature, objectivity versus bias and peer review status.

(a) Publication dates and currency of information

The specific time that an academic work was produced is essential when using it as evidence. Publication dates indicate how current or relevant information in the source is in the field. The currency of a source can be just as important as the source's date of publication, depending on the nature of the research. For example, areas such as technology and the sciences are fast-moving, and what was accurate and cutting-edge 50 years ago might now be common knowledge. However, in areas such as English studies or the more historical fields, the historical context provided by sources written in different eras will undoubtedly be important.

(b) Author credentials and affiliations

When you use academic materials for research, you must ensure that the authors of such articles have the necessary credentials and affiliations. This information can typically be found on an author's faculty page, his/her social media platforms profile, or sometimes in the introductory section of the material. By looking into an author's credentials and affiliations, you can better understand their expertise, the perspective from which they are writing, and the level of trust you can place in their work.

(c) Peer-reviewed publications

Try as much as possible to use articles from peer-reviewed journals to get academic information. These are written by experts in the field who have been through a rigorous peer review process. Their works are examined by professionals in the field to ensure that they are of high quality and that the information is accurate and reliable. The information in a peer-reviewed article is more likely to be reliable and relevant than that found in non-peer-reviewed publications. Readers should always critically evaluate the credibility and provenance of information found in these sources before using it in their work. Not all online content is appropriate for use in academic research. For example, open-access sources may include both high-quality and low-quality materials. Check if it has the information that needs citing. This is important for creating citations and bibliographies.

Organising and citing academic sources

Different referencing styles are required for various types of documents. For example, the American Psychological Association (APA) is usually used for social science subjects and Modern Language Association (MLA) is usually used for humanities subjects. Today, ICT has addressed all difficulties in remembering different formats, author's names and information orders through reference management software. Most citation software will work as an add-on to your Word document, such as Microsoft Word or Google Docs. From the toolbar, you can do a lot of work like adding references, changing your referencing style and even choosing which part of the document you do not want the software to touch once the write-up and references have been finalised. It is also easy to track your in-text citations and references. For example, suppose you want to insert a new reference in the second paragraph of your work. In this case, you may find it time-consuming to look through all the references and return to the correct position where the cursor was. But now, by using software, you can use the search function to

find the reference you want, add the page number you want to show, and then 'Insert'. Remember to back up your work. It might not happen often, but your data may be lost if something is wrong with the software.

Generating bibliographies and citations

Citation management tools can aid in the process of generating bibliographies and citations. Many of these programmes are integrated with word processing software, allowing users to insert in-text citations seamlessly and properly format a bibliography. The user can select the appropriate style for his/her discipline, such as the Modern Language Association (MLA) style or the American Psychological Association (APA) style. After citations have been inserted, the bibliography or reference list is created by clicking of a button. Users can also remove duplicate sources and edit any in-text citations that may have been inserted throughout the writing process. These types of tools allow for easier collaboration among researchers and faculty. In addition to streamlining the process of organising sources and creating citations, they send links to an author's paper to colleagues and co-authors.

Ethical considerations in using academic information

An ethical use of information technology is to properly acknowledge the sources of any information used to complete a task. Thus, it is unethical to violate intellectual property. This offence may involve the unauthorised duplication and distribution of video, audio, games, other software to third parties and the unauthorised sharing of these files among other users. Most of these regulations also apply to printed materials. When software or a document is protected by copyright, a form or notice will indicate that the content is copyrighted, thus, it cannot be used or distributed without the author's consent. One does not violate copyright whenever there is a fair use of a work protected by copyright for scholarly purposes, research, news reporting, teaching (including making multiple copies for use in the classroom), criticism, or commentary. It is recommended that the author properly make fair use of works from other sources and give credit to the author through acknowledgement.

Plagiarism and academic integrity

Plagiarism is presenting someone else's work as your own. Plagiarism is a serious academic offence with far-reaching consequences. It can result in a failing grade on an assignment, a mark on an academic record, suspension, or even expulsion from an academic institution. Therefore, it is important to know how to avoid this serious offence. One of the best ways to avoid plagiarism and improve your academic integrity is to start good habits early in academic work. For example, keep a list of the sources you consult in your research and note information, such as authors, article and journal names, publication dates and page numbers. You should also explain concepts using expressions and voice rather than copying everything from the source. By doing so, you will not forget where certain information came from and how to cite your work properly. In addition, note that the direct quotation of an author's words and the use of the author's ideas (even in paraphrasing) will require proper citation.

Moreover, whenever you use information from the Internet, you should critically evaluate the material. Not all information is equally reliable, or simply finding something online does not give that information the status of published material. Plagiarising the work of another is an easy trap to fall into, but protecting oneself from plagiarism is not difficult or time-consuming. Besides academic skills, avoiding plagiarism will enhance one's professional ethics and the personal standards of honesty, self-discipline and fairness.

Although Artificial Intelligence Powered Tools are intended to simplify problems like bringing learning materials closer to learners and advising on how to handle academic issues and assignments, some students abuse them by over relying on them to do their assignments and other academic activities. There are reasons why this is discouraged. Dependence on AI-powered tools affects critical thinking abilities. Furthermore, most information generated by AI-powered tools might be irrelevant contextually and culturally.

Study the following texts below:

Text 1

The flashback took me to my tiny coastal village at Kizimkazi in the island of Unguja, Zanzibar, where I was born and raised. I reflected on my childhood as a girl child in a predominantly traditional African and Muslim community. A daughter bored/borne by a housewife and fathered by a teacher, had little chance and no hope of becoming a President of Tanzania especially given my educational journey whereby I studied higher education while working. Never had I dreamt of having a prefix before my name, let alone dreamt of this prefix coming from a prestigious University which is miles away from home. I become. Certainly, not because I am extraordinary. Not because I am self-made but because I am a product of many pair of eyes and hands which saw the potential in me, nurtured and supported me. I am forever grateful to my late parents who saw an importance of investing into a girl child, taking me to school, and supported my quest in furthering my education. To my family who supported me throughout in my career, who tolerated my absence in their lives to allow me to pursue further studies and a political career. Not least to my friends, mentors, and the entire support system.

H.E. President Samia Suluhu Hassan speech. Source: <https://www.ikulu.go.tz/>

Text 2

President Samia hinted that the recall of her life done during the ceremony made her reflect on her life as a girl child back in their village, Kizimkazi situated in the Island of Unguja, Zanzibar. Being the daughter of a housewife and a teacher and getting to higher education while working, she could hardly dream of becoming the President of Tanzania or even being recognized by one of the prestigious universities far from home. She further noted that, she was not conferred the honorary degree because she is exceptional, but rather due to the sacrifices made by many, including her parents, her family, mentors, and friends, to whom she is ever grateful.

H.E. President Samia Suluhu Hassan speech. Source: <https://www.ikulu.go.tz/>

A paraphrased version of President Samia's speech in Text 1

Text 1 contains part of the speech given by H.E President Samia Suluhu Hassan. Those are her exact words. Text 2 is an explanation of President Samia's part of her speech. The writer expressed how he/she understood the president in his/her own words. The writer also acknowledged the source from which he/she got the speech. That is called paraphrasing and it helps to avoid plagiarising information.

Exercise 4.4

Paraphrase different information from online/offline sources.

Activity 4.4

Conduct a research using physical library and online databases about any topic of your choice. Cite your potential sources and organize them using online tools like bibliographic management software or manual methods.

Exercise 4.5

1. How best can the use of AI-Powered Tools be in academic communication?
2. What are the techniques that learners can use to avoid plagiarism in academic communication?

Revision questions

1. Distinguish between physical and online sources of academic information.
2. Explain the contribution of different types of databases to academic research and learning outcomes.
3. Why is it mandatory to observe ethical concerns related to information searches?
4. Why is it important to evaluate the credibility and reliability of information found in online sources and databases?
5. What challenges do you face in using ICT to access academic information and how do you address them?
6. How has this chapter enhanced your skills in searching for academic information and upholding ethical standards in your research?

Making academic presentations

Introduction

The ability to present information confidently and convincingly in a classroom and beyond is a valuable skill for students. In this chapter, you will learn how to prepare proposals and reports and how to deliver successful academic classroom presentations. You will also learn how to prepare posters, banners and logos for academic purposes. The competence developed in this chapter will enable you to prepare convincing and captivating presentations and visual aids. It will also help you master the art of public speaking and enhance your academic performance and future career prospects.



Think

How confidence is key in communicating complex ideas with clarity and precision.

Reflect on both or one of these two occasions in your student life: attending an academic presentation or making an academic presentation. You can get into an academic presentation and before you even know you quickly fall asleep, become bored, confused, or overwhelmed. Furthermore, in an occasion where you are presenting an academic work, you are likely to face challenges such as how to keep your audience engaged and interested throughout the presentation. It is therefore important to note that making an academic presentation requires correct preparations and application of effective skills. Preparations for presentation begin with having an academic document ready. Such document include essays or topic presentations, term papers research or project proposals, research papers, theses or dissertations, book reviews and lab reports.

Research proposals

A research proposal is a written document that describes the intended study project, including its aims, methods, and expected results. Usually, it is submitted to an academic institution like school to request approval or to a research organization or funding agency to request funding and approval for the suggested study. Writing a proposal, therefore means describing convincingly, the study you intend to embark on in order to secure

approval and where need be funding. This means that one must describe where the research will be conducted, who or what will the data source be, when the research will begin and end, how the data will be collected, who will collect the data, how the data will be analysed and the report be written, how much the research will cost, what ethical issues will be observed, and so on. A research proposal also elucidates the significance of carrying out the research. However, the nature or goal of the research will determine the particular requirements of a proposal. A grant proposal, for instance, will have distinct specifications. It is necessary to refer to various sources to ascertain the requirements of a particular research proposal. Usually, a proposal is written and reviewed by experts and peers to determine the feasibility of the research. Generally, all research proposals must be convincing, successful, and clear. A well-written proposal produces a quality report. As a student at one point in time you will be subjected to this academic process. You should, therefore have the knowledge of the strategies to ensure clarity, coherence, and persuasiveness of your proposal.

Strategies to consider when preparing a proposal

Understand the requirements. Before you embark on the drafting of your proposal, you should carefully read and understand the guidelines and requirements provided by your teacher or school. Address all the specified components and follow any other given instruction.

Identify your interests. If the topic or theme for your project is not allocated to you by your teacher or institution, you should start by identifying topics or themes that resonate with your interest and passion.

Align with Curriculum. Conducting research in school is part of the learning process. Any learning activity has to align with curriculum or learning objectives so is the proposed study. This helps demonstrate the educational value of the project and its integration into your academic experience.

Express objectives. You should clearly express the objectives of the project you are proposing by specifying what you will learn and achieve through the project. These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).

Conduct a thorough literature review. Before you start writing your proposal you should familiarise yourself with existing information on your topic. You can do so by conducting a comprehensive literature review whereby, existing gaps or unanswered questions will be identified and used to justify what your research will address.

Craft a compelling introduction. A proposal is supposed to convince the one you are seeking their approval or financial support from. A convincing proposal should clearly state the problem gap you aim to tackle, therefore, start with an engaging introduction that provides context for your research, explains its significance, and highlights the key research question(s) or hypothesis(es).

Develop a clear methodology. Any research undertaking has to be guided by research design, methods, and procedures. Explain in details why you have chosen a particular approach and how it corresponds with your research objectives. You should describe how you will sample a portion of the population of interest in your study, data collection methods, and data analysis techniques you will use. also how you will sample your respondent sample for a research.

Consider feasibility. Any research undertaking is time, resources limited. Make sure your research plan fits within the time allocated and resources available. In other words, you need to be realistic about what you can accomplish and consider any potential challenges or limitations.

Address ethical considerations. If your study includes sensitive data, animals, or human subjects, explain how you will handle ethical issues and make sure that rules and regulations are followed.

Seek feedback. After drafting your proposal, seek feedback from your teachers, fellow students or any other relevant person. They can offer valuable insights, identify areas for improvement, and help you strengthen your argument.

Revise and polish. You should revise and polish your proposal after you have received comments from others and after you have had time to go through it and identify any issues. At this point your focus should be on clarity, coherence, and grammar so that the writing becomes succinct, well-organized, and free of errors.

Exercise 5.1

1. Reflect on any of the proposal or report you have ever written and explain how convincing and captivating it was.
2. Describe the following aspects involved in developing research methodology: research design, population, sampling and sampling methods.

Activity 5.1

Conduct a comprehensive literature review on a topic or theme that interests you.

Main components of a research proposal

Your project proposal has to be broken down into the following sections:

Title page

The title page of your proposal gives the first impression to a potential reader or funder. It should contain the essential components that highlight your project and your qualifications and it should be clear, brief and attractive. Title pages slightly vary depending on the type of research, institution or field of specialisation but all must include proposal/research title, author, date, author affiliation. School proposals add the course, instructor, due date, etc.

Introduction

This section provides background information on the project topic. It also highlights the importance and relevance of the study, and states the research problem or question.

Literature review

When you conduct a literature review, you analyse a particular subject area to find key research inquiries. To complete a literature review, you need to read various sources, such as academic papers and books, both electronic and physical. When writing the literature review, you can start by providing the general overview of the sources you have gathered. However, it is important to organise this information in a structured manner, typically including both summaries and synthesis. Summaries condense the most important details from each source, while synthesis involves rearranging or reorganising these details to present a cohesive argument or narrative.

Significance of research

This is the reason behind carrying out the research. This section elucidates the relevance of your research to the field of specialisation. For instance, the accomplishment of the research might highlight or close a gap in the body of knowledge. The success of the research could contribute fresh, novel insights to the current literature of the topic. See the following example of the significance of research.

Methodology

The methodology section describes the areas and actions that will be taken to conduct the research. This information can be used by reviewers and readers to confirm that your approach is accurate and will yield the desired results. A strong methodology will help the researcher conduct the study more successfully and will give readers more faith that the study can yield reliable results. The simple future tense is used in writing the methodology section of a research proposal.

Timeline and Budget

This section is crucial as it outlines the constraints of time and resources. You ought to express the expected timeline for the research project and the estimated budget required to conduct the study. There is also a section on expected outcomes and significance where you are expected to highlight the expected outcomes of the research and the potential contributions it could make.

References

The author must select relevant sources to support claims or provide evidence of important statements in the proposal. The proposal should then include a list of references used.

Activity 5.2

Use library or online sources to prepare a proposal for a topic or theme you conducted literature review about in Activity 5.1.

Exercise 5.2

1. How helpful was literature review in justifying your proposed study?
2. How did you collaborate with your peers and how helpful was the collaboration?

Research report

Research report is one of the academic documents you may at one point in time be required to prepare and present. It can be said to be a document that communicates research findings. It is normally prepared by a researcher or someone involved in a research activity involving relevant information on the research work carried out. The relevant information includes but not limited to research findings and actionable recommendations. Preparation of research report is not an easy task. It is an art that requires a good deal of knowledge, imagination, experience, and expertise. It also demands a considerable time and money.

A report is organised in sections and has to follow a particular format. Your school, teacher or project manager can come up with their own format, depending on their unique needs. In general, though, the format of report has to have title page, table of contents, page numbering, headings and subheadings, citations and works cited page.

Basic guidelines for writing a report

Writing research or project report can be done at the ease of a researcher if the following guidelines are followed:

1. **Revise your objectives and expectations:** Before you start writing your report, you should revisit the purpose and expectations of the research or project. You have to answer some crucial questions, such as; What was the objective of research or project? Is there a required standard of report? Who will read the report? What is the report for? Answers of such questions are likely to help you make a good report.
2. **Prepare an outline:** It is the planning phase for the content of the report. On the basis of nature of data, purpose and objective of research, and requirements of the one getting the report, you will have to prepare report outline to help you to decide on things like how to arrange your ideas before you starting writing, time frame for accomplishing the writing etc.
3. **Start writing:** When you are set and ready to start, get the ball rolling. Follow the outline or roadmap you have created and work on one section of a report at a time.
4. **Prepare first draft:** Getting final draft of a report with a single effort may not be an excellent idea. You have to start with first draft. That draft is your attempt to synthesise the ideas you developed through the steps of reading, data collection, analysis and presentation. These ideas will be further refined and organized through a series of revisions.

- Review and rewrite:** Review the first draft of your report for improvement. Reviewing entails checking if findings align with research or project objectives, purpose and expectations, if the methodology proposed has been used to inform the research or project topic and if findings reported meet the purpose and objectives of the study.
- Proofread and check for mistakes:** It is crucial to get over your report one final time, optimizing your wording and checking for any grammatical or spelling mistakes. While reviewing and rewriting you were checking for “big picture” mistakes but when proofreading you are looking for specific problems that might have gone unnoticed before.

Characteristics of a good research report

A good research report is characterised by the following:

Simplicity: The language of the report should be as simple as possible so that a report is easily understandable. Avoid using jargon and technical words. Even when it is a technical report, find a way of explaining the technical terms in an event where you are presenting to laymen.

Clarity: make sure the language is clear and straight in expressing what is intended to be expressed. Clarity is mainly created by proper writing and organisation of content.

Brevity: Unless it is necessary, do not entertain long reports. Unnecessary long report is likely to make readers or listeners lose patience or get confused. However, note that a report is not an essay, thus, it must contain enough detail to convey meaning.

Accuracy: your report as to be accurate. Accuracy of facts reported but also free from personal bias.

Logical Sequence: a good report has to be arranged logically. Observe all the sections of a report.

Attractive: A good report must be attractive in all aspects. For example, if you are reading it from a paper or handing in a written version, it should be attractive in size, colour, illustrations and paper quality. If you are presenting it in slides format, slides should be well prepared i.e., with attractive colour scheme, font style, and layout.

Activity 5.3

Write a report of the findings of the project whose proposal you prepared in Activity 5.2 and practice for presentation. Enhance that report with charts, videos, or cartoons.

Preparing and making academic presentations

Academic classroom presentations by students may include speeches, performances, exhibits and other academic or artistic expression forms. They crucially help students enhance their written and verbal communication skills, enabling them to convey complex concepts to their peer students effectively. Presentations are highly valuable for students in the educational setting.

Steps in preparing an academic presentation

The following are the steps to be followed in preparing academic presentations:

(a) Developing familiarity with the purpose and audience

Explain the purpose of your presentation, whether it is about research findings, a field trip report, or a report for an assignment given by your teacher. Then, learn about whom the presentation will be made.

(b) Enhancing understanding of the main ideas of the presentation

The main ideas should be briefly presented to attract the audience.

(c) Organising the presentation

Put the presentation sequentially, allowing you to present it smoothly and logically. For example, you should start presenting from the introduction to the conclusion of your work.

(d) Creating illustrations and slides

Create slide notes with illustrations such as graphs, charts, images, or diagrams to complement the presentation.

(e) Making the introductory part strong

Introduce the presentation by explaining the purpose of your presentation while providing what you expect to cover. Mention the statistical data and ask the audience questions to attract their attention.

(f) Presenting your main ideas or points

When you present your work, go directly to the main message and support them by providing examples from authentic sources.

(g) Practising before presentation

Practise the presentation by doing a peer presentation from the introduction to the conclusion for feedback. This will help you to familiarise yourself with the content and refine your delivery. Practise how to observe the time allocated for presentation and your body language, too. Rehearsing will help you avoid rushing or going above time and reduce errors during the presentation.

(h) Focusing on the expected questions

It would help if you considered the questions the audience would ask during the presentation. This would help you to show your expertise and confidence in responding to the questions from the audience.

Considering technical issues

Be aware of the venue and technical support, including troubleshooting network problems, configuring computer systems and testing new technology to ensure the usefulness of the technical materials.

Exercise 5.3

How easy or uneasy are you every time you make oral presentations to the class?

Activity 5.4

Create slide notes for presenting the report you have prepared in Activity 5.3. You may also use illustrations such as graphs, charts, images, or diagrams to complement the presentation.

Classroom presentations

Effective preparation is crucial to bringing a successful academic classroom presentation. It allows you to communicate your ideas confidently. Examples of academic presentations are classroom presentations and research proposal or research report presentation.

Classroom presentation is a method of delivering the content to students within an educational setting. A teacher or student can do it. Classroom presentation aims to share knowledge, foster understanding and facilitate learning about a topic.

Forms of classroom presentations

Classroom presentations by students include presentations, demonstrations and group discussions. They may use various illustrations such as slides, charts, videos, or cartoons to enhance information transfer and audience engagement.

Aims of classroom presentations

(a) Sharing research or projects

Students may give presentations to share their research and project proposals and findings or creative work within the class. This allows them to develop communication skills and showcase their learning achievements.

(b) Promote and support students' engagement in learning

Interactive elements within presentations, such as discussions or question-and-answer sessions, encourage students' active participation in the learning. Presentations can reinforce students' understanding of the covered materials, and they can serve the materials to revise important theories.

(c) Developing communication skills

When sharing research and project findings, students get an opportunity to develop the skills for communicating openly. They learn to give out their ideas, structure information, and deliver the message effectively to the audience.

(d) Clarifying complex ideas

Presentations done by students may also clarify any complex idea into understandable components. Students may be assigned to present and clarify something they previously presented. Clarification can be achieved through visual aids, examples and other illustrations.

Things to consider when conducting classroom presentations

Effective classroom presentations are about delivering information, promoting meaningful learning, and understanding it among students through collaboration and facilitation from teachers. The following areas are to be considered for effective classroom presentation:

(a) Understand the learning objectives

Familiarise yourself with the learning objectives, topic or competence in hand of the presentation. Ensure you have a comprehensive knowledge of the facts, theories and examples of the subject matter. Make the theory and objective comply with the content for effective learning outcomes.

(b) Use different methods

Using various methods during presentations enables you to cater for the needs of your audience in particular peers with different learning abilities. For example, you can use visual aids and verbal explanations. Moreover, applying various methods can assist you in accommodating all the peers regardless of their number in the classroom. This can be practised through group discussions, small activities, case studies, or demonstrations. Different methods can lead to active engagement and collaboration amongst peers.

(c) Manage your time

Observe time allocated for your session and make sure you manage it accordingly. This will indicate respect to the audience and maintain their attention to your presentation.

(d) Ask your audience for reflection and feedback

Encourage peer students to provide feedback on your presentation. Ask for their opinions on whether the content is clear, what the presentation style is and what their involvement is. You may also take time to reflect on your presentation. Identify areas of strengths and weaknesses for improvement in future presentations.

Activity 5.5

Present the report of your project that you prepared in Activity 5.3 and 5.4. Use PowerPoint or slides posting mode.

Exercise 5.4

1. Explain the different methods of presentation you employed in your presentation.
2. What challenges did you face and how did you address them during the preparation and presentation?
3. Exemplify how creativity, critical thinking and collaboration helped you in preparing and presenting your report.

Using posters, banners and logos for academic purposes

Posters

Posters are visual display materials that provide precise and visual information. They are frequently used as visual aids to clearly and concisely communicate complex information through key points, pictures, charts, graphs and research findings. Information in posters is fostered through the enlargement of contents to effectively communicate information and interact with the audience in conferences, exhibitions, symposiums, or academic gatherings. The primary function of a poster presentation is to attract the viewer's attention and facilitate discussions about the work being presented. With well-prepared posters, public presenters and in our context students can connect with others interested in the same topic, participate in meaningful conversations and get real-time feedback.

In academic setting these are used to present academic projects, conference presentations, and research findings. They contain sections like abstract, introduction, methods, results, discussion, and conclusions are often included in these posters. They are frequently put on display to visually convey research findings to a large audience at conferences, symposiums, and academic events. The components of an academic poster will change based on the kind of message the poster is meant to convey. You might be expected to create posters for research presentations, campaigns, education, advertising, seminars and more. For instance, a research presentation poster must include the title of the study, the author and affiliation, the methods employed, the primary findings, the conclusions, and recommendations in brief. An educational poster needs to convey a message that is concise, understandable, and simple to recall. There is no one format for creating posters. However, they all need to have certain essential components to be visually appealing, readable, informative and easy to remember the message.

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Figure 5.2: A school poster



Banners

The term ‘banners’ can have multiple meanings depending on the context. In marketing and advertising, banners typically refer to large graphic displays used for promotional purposes. They can be used in various outdoor settings, including retail stores, trade exhibitions, conferences on buildings, roadsides, or trade shows to attract customers and raise brand awareness. In academic setting, banners are used for almost a similar purpose, promotion or branding. For example, they can display school’s or any other academic institution’s name and logo during ceremonies, events. In a school context, they can also be used to advertise important announcements, special events, and academic programs to the school community.



Figure 5.2: A school banner

Logos

A logo in an academic setting is a visual depiction of school, college or university. A logo gives academic institutions a visual identity that contributes to their credibility and recognition. Academic logos are frequently used in publications, websites, promotional materials, and official documents related to the school or any other academic institute. A logo is often designed to be easily recognisable and memorable. A key element of a logo for an institution can vary depending on the specific goals, values and nature of the institution. However, some common elements are often considered essential in creating a meaningful and effective institutional logo. Even with that, a symbol or icon representing the institution’s identity or core values is the main element of a logo. It could be a unique shape, an abstract design, or a stylized representation of an object relevant to the institution.



Figure 5.3: A school logo

What to consider in creating posters, banners and logos for academic purposes

You have to take into consideration a number of things when planning to create a poster or banner for academic purposes. Think of a situation where you are tasked by your school to prepare a poster for a particular school or subject club event or project, a banner for advertising an upcoming inter-class or inter-school academic competition or a new logo for your school. The following are among what you should consider:

(a) Defining the purpose

Establish the goal for the poster or banner to ensure your target audience understands the message you want to disseminate. For example, ask yourself if the goal is to spread knowledge, create awareness, or endorse an event.

(b) Identifying the target audience

Recognise the preferences, interests and demographics of the target audience. Your audience could be your peer students, teachers, parents, students from another schools or just the general public. Using this knowledge, you can effectively tailor your design and message to resonate with them.

(c) Collecting information

Gather all the data and materials you are supposed to use on the poster, logo or banner. These data and materials could contain information about the event, essential messages, pictures, logos and contact details. Make sure the information is precise and concise.

(d) Layout planning

Sketch a rough layout of your poster, banner or logo. Consider the placement of images, text, and other elements. Plan for an eye-catching focal point and a clear visual hierarchy that guides the viewer's attention.

(e) Digital drafting

Once you have a selection of promising hand-drawn sketches, transfer them to digital software. Refine and develop the most promising ideas digitally, experimenting with colours, shapes and typography. This stage helps to create a more polished and professional representation of the concepts.

(f) Review and feedback

Share the initial concepts of a banner, poster or logo with your teachers, peers or other relevant people for feedback. Consider their input and suggestions for improvement. Iteration and refinement are essential at this stage to ensure the final creation captures the envisaged product.

(g) Refinement and iteration

Based on the feedback received, refine the chosen concept further. Experiment with different variations, colour palettes and typography options. Consider how the poster, banner or logo will appear in different sizes and formats.

(h) Finalisation

Once the design has been refined and approved, finalise the poster, banner or logo by creating different file formats (e.g., vector, PNG, JPEG) and variations (e.g., full-colour, black and white, horizontal, vertical).

Activity 5.6

Design the following items for use in academic communication:

1. A research presentation poster for your group.
2. A banner promoting an inter-class academic competition in your school.
3. Your school new logo.

Revision questions

1. What are the key elements of a proposal and a report and how do they differ in terms of structure and content?
2. Explain the importance of citing sources and providing evidence in academic reports.
3. Discuss the importance of practising your presentation before the actual presentation.
4. Explain any engaging techniques one can apply during presentation.
5. How can a student benefit from the use of posters and banners in academic settings?
6. Discuss the best practices for integrating visual aids into a presentation.
7. Discuss different strategies one can use to tailor their presentation to different audiences, such as peers, teachers, or community members.
8. Reflect on your experience in preparing a proposal and report and presenting to the class. What challenges did you face, lessons did you learn, strategies did you use and how good or bad did you perform?
9. How helpful has this chapter be in boosting your confidence and sharpening your presentation skills?
10. Explain how this chapter impacts your future career prospects.

Using illustrations in academic communication

Introduction

Effective communication goes beyond mere words. It depends on illustrations and other visual aids for conveying and clarifying complex ideas and enhancing understanding. In this chapter you will learn how to identify, interpret and use illustrations such as graphs, maps, diagrams effectively in your academic undertakings. The competence developed in this chapter will enable you to make an effective interpretation of illustrations and effectively use them in academic documents.



Think

How one can use illustrations for effective communication.

Identifying simple and complex illustrations

Illustrations are visual representations meant to enhance reader's comprehension or convey ideas. Illustrations in academic documents can be classified into two main categories namely: simple and complex illustrations.

Simple illustrations

They are typically used to convey straightforward concepts or ideas. These can include diagrams, charts, graphs, or simple line drawings. They are frequently used to enhance the text and present information directly and clearly. They can facilitate the reader's understanding of the main ideas and are typically simple to understand. Simple illustrations include line graphs, bar charts, pie charts, diagrams, flowcharts. Simple illustrations are characterised by the following features: they are clear and straightforward, they use minimal detail and they are easily recognizable shapes and patterns.

Simple illustrations in academic documents play the following roles:

Improve reader's comprehension: They can help readers better understand complex information by presenting it in a more reachable and spontaneous format.

Summarize key points: When used correctly they can effectively sum up and highlight the main points from a text and in that way make it easier for readers to capture the essential points.

Facilitate analysis and interpretation: The use of graphs, charts, and diagrams can assist readers in interpreting and analysing data presented in other forms that may be difficult to realise through text alone.

Enhance engagement: visual aids are also meant for creating visual appeal of a document. A well-designed simple illustration can make the academic document more visually appealing and engaging, which can improve the overall reading experience.

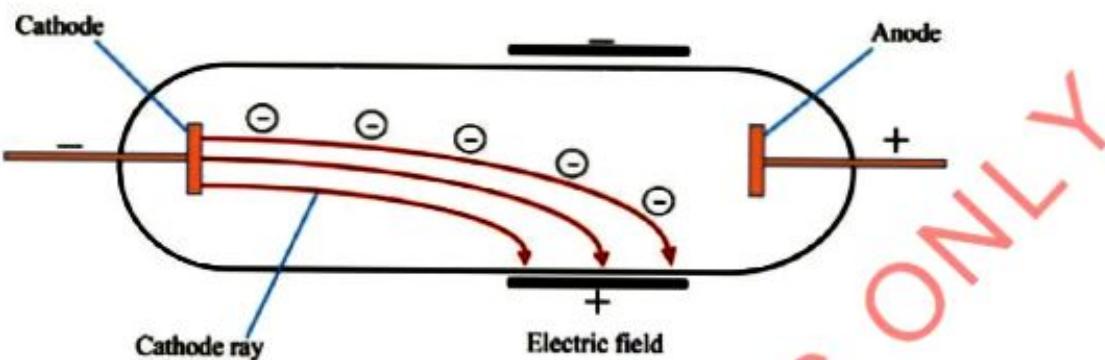


Figure 6.1: A simple illustration

Source: Tanzania Institute of Education (2024). *General and Inorganic Chemistry for Advanced Level Secondary Schools, Student's Book, Form Five and Six.*

Complex Illustrations

These present more detailed or layered information. They are more detailed and complex visual representations involving a variety of elements such as multiple subjects, complex backgrounds, detailed quality, and detailed shading or colouring. They often require a significant amount of time and skill to create due to their level of detail and the complexity of the elements involved. Complex illustrations can be of various forms, including digital art, traditional art, scientific illustrations, fantasy artwork, technical drawings, and more. Specific complex illustrations include maps with multiple layers of data, info-graphics and technical drawings with complex details. Complex illustrations are characterised by richness in detail, multiple components and complexity that call for closer examination for full understanding.

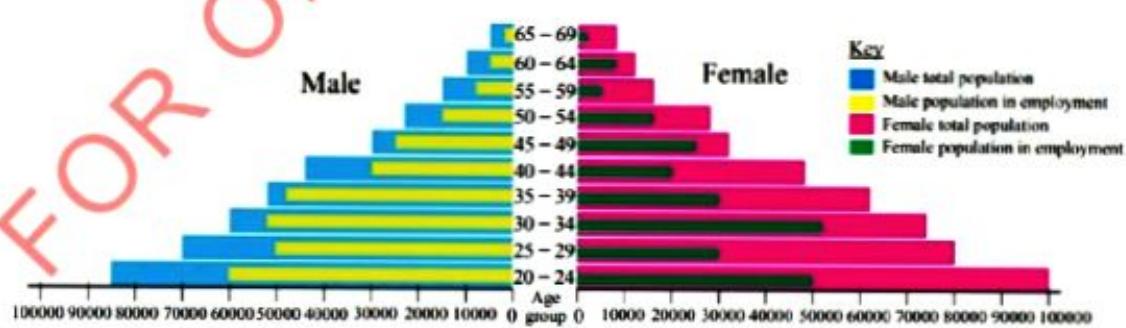


Figure 6.2: A complex illustration

Source: Tanzania Institute of Education. (2019). *Practical geography for Advanced Level Secondary Schools, Student's Book, Form Five and Six.*

Exercise 6.1

1. Identify different illustrations found in different textbooks you are reading.
2. Which ones are simple and which ones are complex illustrations?
3. What are the different uses of those illustrations?

Activity 6.1

Use online/offline sources to identify two simple illustrations and two complex illustrations used in academic documents. Pay attention to the level of their details and complexity and consider the purpose of each documents and how the illustrations support them.

Interpreting illustrations

The interpretation of illustrations is a process in which data are recognised and scrutinised for their meaning. A good way to realise the key points of the illustration is to describe the idea of the illustration clearly. You should also attempt to relate the main ideas of the illustration with the results of an experiment or research. Most questions based on an illustration will require differentiation of what is in the illustration's idea compared to actual data. To interpret illustrations effectively, consider the following basic steps:

(a) Analysing key elements

Analyse the illustrations used in a document regarding the message the author intends to communicate. An illustration can make an abstract idea more concrete, easier to imagine, and closer to both the writer and the reader. Likewise, you can simply explain an unclear or complicated phenomenon using an illustration. It makes the simplified image closer to the original and easier to understand. At its simplest level, an illustration can substitute for verbal and written explanations by communicating the same message but in a different form. The key elements to be analysed include the shape, colour, proportion, space, pattern, percentage, texture and the message the writer delivers. The artist's skill greatly influences the effectiveness of an illustration in communication. However, an appropriate interpretation of what an illustration adds to the communication increases the value of that illustration.

(b) Understanding the message

The interpretation of the illustrations normally focuses on the message we get. The message must not be specific to the text but must be understood universally. The relationship between an illustration's message and the text usually differs with each type of illustration. Interpreting the message of the illustration without the text first is an essential step as it will help to see how the illustration relates to the text. It allows critical evaluation of the illustration without getting any clue from the text or a story. This will make the reader think critically about the story or the text.

Relating illustrations to the text

Illustrations such as graphs, tables, or pie charts can be drawn. Ideas from the information in the text provide a concrete connection between the illustration and the idea of the text. Relating illustrations to the text allows the presenter to assess the audience's understanding of the concept. Sometimes, illustrations and other visual aids convey information not found in the texts. In these cases, the reader should treat the illustration separately. They can interpret the illustration as if there is no text related to the illustrations. Then, they can compare what they have interpreted with the information found in the text. This technique helps develop English for academic communication.

Importance of illustrations

Illustrations are crucial for displaying information and simplifying the interpretation of complex data. Generally, illustrations play the following roles:

(a) Enhancing understanding

All illustrations, including charts, graphs, maps, photographs, video stills, diagrams, and cartoons, can be effective when used to facilitate understanding.

(b) Visual appeal

When an assignment is first presented, the first thing a reader will notice is the visual layout. Most of the time, readers tend to assess the illustrations of the document before digging into the text and form early opinions based on how the information is set out.

(c) Conveying information efficiently

A simple illustration can transfer information more effectively than a large text. To present complex information for technical writing, for example, the author can use illustrations to serve the purpose of his document.

Exercise 6.2

Interpret the following picture, then insert its caption and write a short description about it.



Preparing illustrations in academic documents

Being a student subjects you to a vigorous learning process. This process entails among others, preparation of various academic documents based on educational level, course requirements, and the subject. Some common academic documents students are likely to prepare include: essays, research papers, theses, dissertations, reports, class presentations and annotated bibliographies. Preparation of academic documents can also involve preparing visual aids. Some basic strategies to follow in preparing illustrations or visual aids in academic documents include the following:

(a) Identifying the purpose

A clear definition of the purpose of the visual document is important. Are you making a graph, chart, diagram, or any other illustration to support your objectives? Explain both simple and complex concepts or demonstrate a clear presentation of data. Understanding the purpose will guide your decisions throughout the preparation process.

(b) Understanding the targeted audience

For visual aids to communicate the intended message, consider the audience viewing your document. Are they fellow students, researchers, or a broader audience? Understanding your audience will help you choose the appropriate level of detail, terminology and visual style.

(c) Gathering and organising detailed information

Gather all the relevant information needed to be presented visually. Ensure that the information is accurate, up-to-date and properly cited. Organise the data logically to enhance clarity and understanding.

(d) Selecting an appropriate visual format

Select the most suitable visual format to present your information effectively. Common options include charts, flowcharts, line graphs, bar graphs, tables, diagrams, info-graphics, maps and images. Think of the nature of your data and the information you want to communicate when making this decision.

(e) Designing the visual document

Good document design plays a vital role in preparing suitable visual documents for academic communication. It is crucial to pay attention to the design of elements to ensure that your visual document is visually appealing and easy to comprehend. For example, layout, colour scheme, font selection and overall aesthetics are essential, and they have to be designed carefully. Therefore, consistency in designing elements throughout the document is highly observed.

(f) Creating the visual document

Use appropriate software tools for the type of visual documents you are creating. Common tools include spreadsheet software for charts and graphs, graphic design software for illustrations and info-graphics and presentation software for slide-based documents.

illustrations and the technical criteria that make the illustrations good. Knowledge about preparation of illustrations helps a writer to prepare documents and analyse the work of others.

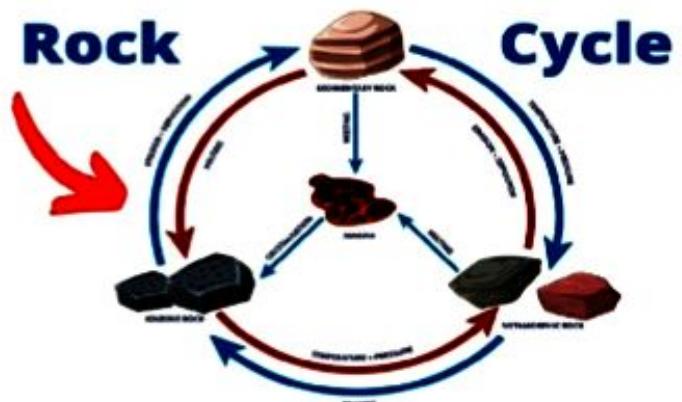


Figure 6.3: A sample of simple illustrations

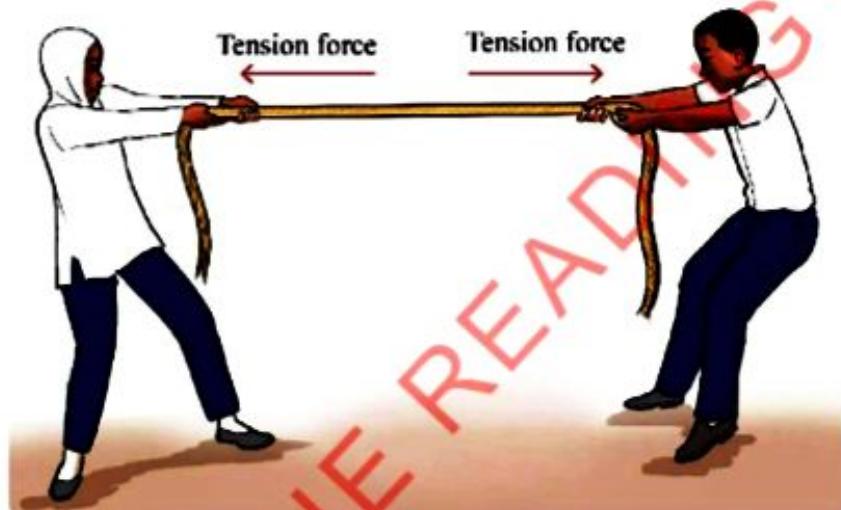


Figure 6.4: An illustration of tension force



Figure 6.5: A pie chart as an illustration

Source: https://school.stockcharts.com/doku.php?id=overview:technical_analysis

Figures 6.3 and 6.4 are simple illustrations while figure 6.5 is a complex illustration. They demonstrate the use of illustrations in an academic document. The writer uses the illustration of the rock cycle in figure 6.3 to explain the process or structure of a rock. In figure 6.4 the writer uses a simple illustration to explain how tension force take place. In figure 6.5 the writer uses a line chart to compliment his/her technical analysis of price movement. Such illustrations are excellent examples of using illustrations. Simple illustrations also include images that can be downloaded freely from graphic sources.

Criteria for using illustrations in academic documents

The following criteria are to be observed when using illustrations to prepare academic documents:

(a) Creating effective illustrations

This criterion helps to decide which type of illustration will serve the purpose. For example:

- i. Maps serve the purpose of longitudinal representations.
- ii. Graphs and charts are helpful for percentages and statistical data representations. A data chart or table is applied to illustrate quantitative information.
- iii. For technical illustrations, line art is the best. It helps to depict how something works or how to do something.
- iv. If there is a need for total realism, it is good to use photographs.
- v. Avoid mixed-technique illustrations. When using them, the illustrations look disorderly since each type of technique has its unique style.

(b) Ensure clarity and accuracy

Graphs and diagrams can be powerful tools for clarifying information. However, unclear or inaccurate illustrations can confuse readers. To avoid confusion, ensure the concept to be illustrated is grasped well before creating an illustration. If possible, make several drafts for the clearest representation. Get peer feedback on the clarity of an illustration. You will be sure with the clarity of the illustration if the peer understands the concept without giving more explanation. The illustration is to be modified if there is a need of explanations.

(c) Include labels and subtitles

Use simple words that are clear and concise on the labels and captions of the illustrations to provide information. Complex titles can hinder the purpose of the illustration. Label the important parts of the illustration. It is important to label the illustration to identify what it is about and provide explanations in relation to the subject of the document. A subtitle for the illustration is normally a sentence or a short phrase, while a label is just a word. For example:

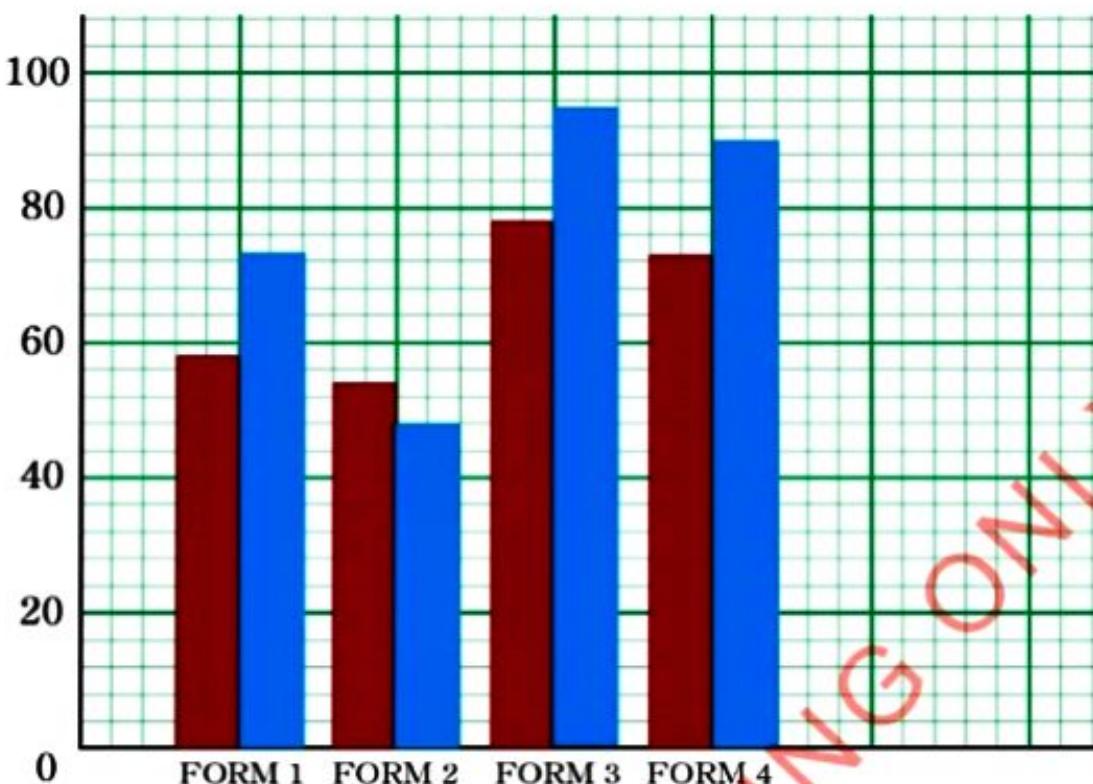


Figure 6.6: A bar graph with clear labels

(d) Consistency in style and formatting

Consistency in style and formatting illustrations in a text is important. Changes in font or line weight can carry unintended implications. For example, a change to italic type for the labelling of a particular component might appear unimportant, but it may be misinterpreted as indicating something special about those components. Otherwise, a series of drawings of different figures following no consistent pattern in their positioning on the page can appear disorganised but it probably can imply a particular piece of information. Therefore, if an illustration is to be split and the pieces inserted into different parts of a document, ensure that this is indicated on the original drawing and that the fragments can make sense when viewed individually.

Activity 6.3

Conduct a mini research about any issue of your interest. Write a report about the findings and back up information with illustrations.

Revision questions

1. What is the significance of incorporating illustrations in academic documents?
2. What criteria should be considered to ensure the relevance and reliability of illustrations to be used in an academic document?

3. What strategies will one use to ensure that illustrations complement rather than duplicate the information presented in a textual content of an academic document?
4. Explain how one should analyse the information presented in the illustration and connect it to the accompanying text.
5. How helpful has the understanding of illustrations been to you in creating and using your own visuals for academic projects or presentations?

Project work

Select an area of your interest related to Academic communication, then design and conduct a project.

FOR ONLINE READING ONLY

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