LANGUAGE USE IN PRIMARY SCHOOL TEXT BOOKS: AN ANALYSIS OF HIV/AIDS RELATED CONCEPTS.

JANE WANJIKU KINUTHIA

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DECLARATION AND RECOMMENDATION

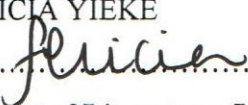## DECLARATION

This is my original work and has not been presented for a degree in any university.

JANE W KINUTHIA   SIGN ....DATE...11.\11\09.........

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RECOMMENDATION

This MA Thesis has been submitted for examination with our approval as University Supervisors.

DR. FELICIA YIEKE

SIGN...........................   DATE ......11.11.09....

Department of Literature, Languages and Linguistics.

DR. FURAHA TCHAI

SIGN......................   DATE ...12-11-09....

Department of Literature, Languages and Linguistics.

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DEDICATION

For my Mum and Dad

Wangeci and Minja

To my husband Geoffrey,

and our children

Teddy, Cyndi and Dan

with all my love.

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ABSTRACT

As a matter of policy, HIV/AIDS education has now been integrated in the school curriculum as an intervention programme for preventing transmission of HIV/AIDS. The move to teach HIV/AIDS concepts especially to primary school children has been criticized by some sections of the religious and political leadership arguing that such an education will expose children to immoral behaviour. Such arguments prompted the researcher's interest in this study area. The current study set out to investigate, identify and describe stylistic features used in textbooks that are used in communicating HIV/AIDS to the primary school child. The study was based on the premise that a text is a communicative occurrence that meets seven standards of textuality and that the text's appropriateness is seen in the agreement between its setting and the ways in which the standards of textuality are upheld. Six text books were selected from amongst those recommended by Kenya Institute of Education

(KIE) and from these texts thirty nine phrases were purposefully sampled for analysis. Five schools were sampled from the Municipality Division of Nakuru District, depending on their choice of the main class text. From each of the schools, two teachers and ten pupils from class seven responded to an interview and an elicitation test respectively. The data elicited was later analysed to arrive at inferences and conclusions. The study was guided by Beaugrande and Dressler's standards of textuality and Mills model of stylistic analysis. The study established that primary text book writers use different stylistic features in communicating the HIV/AIDS massage and that these features require the reader to infer to already existing knowledge which if they do not have affects the standards of textuality. It was also established that these standards are only upheld to an extend with some being upheld more than others. The study therefore recommends that the use of stylistics be within the readers scope and understanding. It also observes that the upholding of the standards has a lot of effect on the readers and since this determines a text's appropriateness, text book writers should consider it more. It is hoped that the findings of this research contribute to the study of linguistics in general and particularly to the field of stylistics and Discourse studies. The findings also have pedagogic implications which are of benefit to teachers and the general society.

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KEY TO ABBREVIATIONS AND SYMBOLS

AIDS	:	Acquired Immune Deficiency Syndrome
HIV	:	Human Immunodeficiency Virus
KIE	:	Kenya Institute of Education
NASCOP	:	National AIDS and STD Control Programme
PWHA	:	People with HIV and AIDS.
STD	:	Sexually Transmitted Diseases
UNAIDS	:	United Nations Programme on HIV/AIDS
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
VCT	:	Voluntary Counselling and Testing
WHO	:	World Health Organisation

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

According to Hung (1998), a report appeared in 1981 that initially drew little attention from infectious diseases experts. In that report, Dr. Michael Gottlieb of the University of California, described a rare form of pneumonia occurring in homosexual men. This new set of symptoms, a syndrome in medical terms, was eventually called Acquired Immune Deficiency Syndrome because the symptoms were due to damage to the immune system in previously healthy individuals. Since then, the acronym AIDS, which is used to describe the disease, has become a prominent fixture in our language. AIDS is caused by the human immunodeficiency virus (HIV). It was originally observed that because of its effects on the immune system, AIDS patients often developed a lung infection (or pneumonia) caused by a fungus called *pneumocystis carinii* (known as opportunistic infections) that caused death in AIDS patients.

According to NASCOP (2001), Acquired Immune Deficiency Syndrome (AIDS) has become an extremely serious problem in many countries around the world. It is causing a myriad devastating health, social, economic and development problems, particularly in developing countries where many governments have declared it an emergency. By the year 2001, it was estimated that about 22 million people had died of AIDS, that 36 million were infected with HIV world-wide and that out of this, approximately 70 per cent live in sub Saharan Africa.. The first AIDS case in Kenya was observed in the mid-1980s. By 1995, about 63, 179 cases had been reported. By 2001, it was estimated that 2.2 million people were infected with HIV/AIDS, while 1.5 million Kenyans had already died from the virus, (NASCOP, 2001). In Kenya, most people contract HIV through heterosexual contact while a significant portion of mothers pass the virus to the child through pregnancy, delivery and breastfeeding. It is estimated that 5 to 10 per cent of infection in developing countries like Kenya is acquired through blood transfusion.

In the early years of the epidemic, programme managers often lacked information on the mode of transmission and the interventions necessary to slow down the spread of this deadly virus. In more recent years, knowledge about the virus has grown tremendously, making it easier to monitor the trends while measuring the impact of various interventions. The sessional paper No. 4 of 1997 on *AIDs in Kenya* provides a policy framework to guide all partners in the Nation's response to the challenges of HIV/AIDS. After the government declared AIDS a national disaster, it established the National AIDS Control Council to guide the national efforts to control the epidemic and mitigate its impact. Against the reality of a fast-growing epidemic and the prohibitive cost of anti-retroviral drugs to treat most people with AIDS, more efforts are aimed at prevention through increased awareness about the risk of transmission of HIV and promoting positive behavioural change. This includes promotion of abstinence, use of condoms, establishment of VCTs, maintenance of safe blood supplies at health facilities and promotion of AIDS education for the youth.

AIDS education was introduced in primary schools to help learners acquire knowledge, skills and attitudes that would assist them adopt behaviour that would prevent them from HIV infection, (KIE, 1992). This is in line with Mbiti (1991), who contended that good morals are the food that keeps the society alive, healthy and happy, and that they reflect the needs and interests of the society. In 1992, WHO / UNESCO developed what they called the *Handbook for curriculum Planners*, in which they recommended that there was need for AIDS education for young people, (Geneva, 1992). KIE also produced the first AIDS syllabus in 1999 amidst a lot of protests from some religious and political leaders who saw such a move as an introduction of sex education in schools (Chukwu, 2003). It is against this background that this study seeks to analyse and establish the appropriateness (or lack of it) of language used in the textbooks designed to achieve the objectives of AIDS education. Initially, AIDS was taught as a subject on its own, but the teaching module changed in 2003 when it was integrated within subjects taught in the curriculum. The full implementation of this new curriculum in Kenyan Primary schools was achieved in 2006.

1.2   Statement of the problem

The teaching of HIV/AIDS concepts in schools has been criticized. Some political and religious leaders have complained that such an education would be more harmful than beneficial especially to the primary school child. They argue that no language would be appropriate enough to teach such concepts to children in an acceptable manner. This study in describing and analyzing the language used in primary school texts, basing its arguments on standards of textuality, seeks to establish whether these concerns are valid or not.

1.3   Objectives

The general aim of the study is to analyse the language that is used in primary school text books with reference to HIV/AIDS concepts. The specific objectives are:

1. To identify texts with HIV/AIDS message from primary school text books
2. To compare primary school text books in terms of the amount of HIV/AIDS information available in them.
3. To identify and describe the stylistic features used in the texts.
4. Analyse the texts with HIV/AIDS messages for standards of textuality.
5. Evaluate the impact of these texts in communicating the HIV/AIDS message

1.4 Research Questions

1. What text books are used in primary school as the main class texts?
2. How much information regarding HIV/AIDS is contained in these texts?
3. What are the stylistics used and how have they been used by the text producers?
4. How far have the standards of textuality been upheld in these texts?
5. What impact do they have on the reader?

1.5.   Significance of the study

This study will be significant to the field of linguistics in general and to Stylistics, Discourse studies and HIV/AIDS education in particular. The study provides empirical data on the kind of language used in the primary school text books and the effects that this has on the reader with regard to HIV/AIDS education. The principles used are important aspects of determining appropriateness in language use. The observations of the study will also help determine whether education as an interventional programme is making any positive contribution to society. The findings of the study will also have pedagogical implications which will be of benefit to teachers and the general society in as far as HIV/AIDS education in primary school is concerned.

1.6   Scope of the study

The present study restricts itself to the area of linguistics known as discourse analysis.   In this area of language study, linguists investigate texts (written or spoken), which are defined as the verbal record of a communicative act, (Brown and Yule, 1983).

The study confined itself to texts from three out of the five subjects offered in the Primary school curriculum. Six textbooks, two from each of the three subjects and which were treated as a representative sample of the variety recommended by KIE were sampled. It also limited itself to a stylistic study based on information related to HIV/AIDS issues in those textbooks. The study also considered only class seven text books and readers, since this is one of the classes which has been exposed to the integrated curriculum for a long period (class eight texts are more of revision texts). Geographically, the study limited itself to schools in the Municipality Division of Nakuru District where a representative sample of five schools was taken.

Although Kiswahili and Mathematics are core subjects in the primary school curriculum, the study does not consider them because Kiswahili would require a translation which might bring in a new dimension to the study outside its scope, and Mathematics has little to offer in terms of language use. The study also considered only the language aspects that are stylistic in nature within the selected textbooks. Also, only the phrases that have HIV/AIDS message were selected to constitute the study text.

1.7   Limitations of the study

The greatest limitation was that of time since the research was undertaken when schools were in session and both the personal interview and the tests had to be fitted within the time allowed by the school administration. Some teachers were also uncomfortable about being tape recorded but their fears were allayed when they were convinced of confidentiality. Only in one particular case did a teacher totally fail to appear for the interview and an alternative had to be sought.

1.8 Definition of Operational Terms

Acceptability   :   This is the notion of the text receiver's attitude in
                                             communication.

Appropriateness   :   This is the agreement between the setting of a text and the ways in
                                             which the standards of textuality are upheld.

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Cohesion	:	It is the manner in which the components the reader sees on the pages are mutually connected within the sequence.
Coherence	:	This is the continuity of senses among the knowledge activated by the expressions of the text.
Content Analysis	:	Also called textual analysis is a standard methodology in the Social Sciences on the subject of communication content.
Informativity	:	This designates the extent to which a presentation is new or unexpected for the readers.
Intentionality	:	This is the purpose or intention of the writer in producing the text.
Intertextuality	:	This is the way in which production and reception of a given text depends upon the participants knowledge of other texts.
Reader	:	Refers to the teacher and the class seven pupil.
Situationality	:	This is the designation for the facts which render a text relevant to a current or recoverable situation of occurrence.
Study Text	:	These are the thirty nine phrases that were identified as having a HIV/AIDS related message.
Stylistics	:	Refers to the study of methods used in written language.
Text	:	Is a communicative occurrence that meets seven standards of textuality. Both speech and written language are seen as a text within linguistics.
Text Linguistics	:	A discipline which analyse the linguistic regulative and constitutive features of texts.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on earlier works in text linguistics and HIV/AIDS education and discusses how they relate to this study. Observations are thereafter made as to how each of the works benefits this study or differ from it. The review is subdivided into sub sections related to these areas of study.

The chapter also details the theoretical framework that was used. This was derived from the standards of textuality by Beaugrande and Dressler (1981) and Mills model of stylistic Analysis (1995). They were useful tools in that they assisted in the examination of text books used in HIV/AIDS education in Primary School.

2.2 General views on Text linguistics and HIV/AIDS Education

This section discusses the general review done with reference to Text Linguistics and HIV/AIDS Education. The various sub sections include; The evolution of text linguistics, the representations of a discourse text, the role of context in Interpretation, content Analysis and readability and textuality, Education – a window of hope, strategies and intervention to slow the spread of AIDS, HIV/AIDS and Sex Education and Nutrition and Monitoring national guidelines on HIV and AIDS.

2.2.1 The Evolution of Text Linguistics

"Text linguistics" cannot be a designation for a single theory or method. Instead, it designates any work in language science devoted to the text as the primary object of inquiry. The oldest form of Pre-occupation with texts can be found in rhetoric, dating from ancient, Greece and Rome through the middle ages right up to the present (Beaugrande and Dressler 1981:15). These two linguists further observe that rhetoric shares several concerns with the kind of text linguistics they explore; notably the assumptions that:

(a) The transition and arranging of ideas is open to systematic control.

(b) The transition between ideas and expressions can be subjected to conscious training.

(c) Among the various texts which express a given configuration of ideas, some are of higher quality than others.

(d) Judgments of texts can be made in terms of their effects upon the audience or receivers.

(e) Texts are vehicles of purposeful interaction, (Beaugrande and Dressler 1981).

The above observations were very useful to this study because the text books under study are vehicles of purposeful interaction and has effects on the receivers both of which are important variables to the study. Beaugrande and Dressler (1981) further observe that the range of stylistic studies in modern times has been rather multifarious; such as linguistics has been employed as a tool for discovering and describing styles as done in the present study. They also observe that despite the diversity of approaches, nearly all such work reflects the conviction that style results from the characteristic selection of options for producing a text or a set of texts.

When modern linguists began to emerge, it was customary to limit investigation to the framework of the sentence as the largest unit with an inherent structure. Whatever structures that were obtained beyond the sentence were assigned to the domain of stylistics. If we assume that structures are always the outcome of intentional operations, then, even single sentences must evolve through selection rather than being derived from abstract rules alone.

Texts have been a long-standing object of literary studies though emphasis was limited to certain types for example:

(a) Describing the text production processes and results of an author in some period or setting
(b) Discovering some problematic or contestable senses for texts
(c) Assigning values to texts

The attempts to make these tasks more systematic and objective have spurred on an expanded scope of text linguistics which goes beyond the structures and asks how and why texts are built and utilized, (Beaugrande and Dressler 1981:18). The present study too goes beyond these structures and investigates why the texts under study were built and how they are utilized.

Texts have also come under scrutiny by anthropology in its exploration of cultural artefacts for example the importance of viewing language as a human activity in order to study meaning. Sociology has also developed an interest in the analysis of conversation as a mode of social organization and interaction. The field entitled Ethno methodology inquires into correlations between patterns of speaking and social roles, how people adapt their language

behaviour in certain group encounters, how speaking conventions are established or changed, how social dominances emerge in speaking and so forth, (Beaugrande and Dressler 1981).

According to Beaugrande and Dressler (1981), the study of conversation, is of vital importance to a science of texts. The mechanisms which combine texts as single contributions and into Discourses as sets of mutually relevant texts directed to each other, reveal major factors about the standards of textuality. Cohesion is affected when surface structures are shared or borrowed among separate texts. Coherence of a single text may be evident only in view of the overall discourse. Intentionality is shown in the goal-directed use of conversation and acceptability in the immediate feedback. The role of situationality is to illustrate intertextuality in operation while the selection of contributions to conversation can be controlled by the demands of informativity.

The ideas mentioned here are not an exhaustive survey of research on texts but rather a mere mention of some representative work inside and outside linguistics, which reveals that Beaugrande and Dressler's (1981) approach is an outcome of continual evolution rather than a confrontation or even refutation of previous theories and methods. This is a very useful observation since the present study borrows a lot from their framework which as mentioned above is an outcome of evolution in text linguistics; one which still continues.

2.2.2 Representation of Discourse

According to Brown and Yule (1983:6), 'text' is a technical term that refers to the verbal record of a communicative act. Other authors like De Beaugrande and Dressler (1981) look at texts as the principles of connectivity which bind a text together and force co-interpretation. A text also has texture and whether a set of sentences are considered as a text or not, is determined by the cohesive relationship within and between the sentences, which creates texture.

A text can be written or spoken. Written texts have the notion of 'text' as a printed record. In such a case, the author's indication of the development of the argument contributes to the reader's experience of the text. Spoken texts have the notion of 'text' as the verbal record of a communicative act (Brown and Yule 1983:13).

Beaugrande and Dressler (1981) argue that it would be difficult to limit the study of texts to the artefacts of speech or writing alone. Those artefacts are inherently incomplete when isolated from the processing operations performed upon them. If we view a text as a document of decision, selection and combination, then many occurrences are significant by virtue of the other alternatives which might have occurred instead. We must constantly seek to discover and systematize the motivations and strategies according to which the creation and utilization of texts are kept in operation.

Beaugrande and Dressler (1981) further argue that a presentation is likely to be rejected as a non-text only if the standards of textuality are so strongly defied (for instance by total absence of discoverable cohesion, coherence, or relevance to a situation), that communicative utilization is no longer feasible. Such a borderline can depend on factors outside the text itself for instance tolerance, prior knowledge of the participants' presentation, type of text in use, and so forth.

As the distinctions of sentence/non-sentence and text/non text lose importance, the gradations of efficiency, effectiveness and appropriateness gain. This is due to the fact that those factors control what people say at least as much as do the abstract rules of grammar and logic. Procedurally, efficiency contributes to processing ease, that is, the running of operations with a light load on resources of attention and access. Effectiveness elicits processing depth, that is, intense use of resources of attention and access on materials removed from the explicit surface representation. Appropriateness is a factor determining the correlation between the current occasion and the standards of textuality such that reliable estimates can be made regarding ease or depth of participants processing. While effectiveness and efficiency tend to work against each other, appropriateness must mediate between these opposed factors to indicate the proper balance between the conventional and the unconventional in each situation (Beaugrande and Dressler 1981:11).

The quality of a text as efficient, effective and appropriate would be sensitive to the extent of processing resources expanded upon its productions and reception. The present study is an investigation of written texts where the factor of appropriateness is investigated. These observations were therefore quite beneficial for example in drawing estimates regarding ease or depth of participants processing of information in the texts.

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2.2.3 The role of Context in Interpretation

Brown and Yule (1983) state that the discourse analyst takes a pragmatic approach to the study of language in use. He/she has to account for the context in which a piece of discourse occurs. The analyst, in investigating the use of language in context by a speaker or writer, is more concerned with the relationship between the speaker and the utterance. In using terms such as "Reference", "Presupposition", "Implicature" and "Inference", the discourse analyst is describing what speakers and listeners are doing and not the relationship which exists between one sentence or presupposition, and another. These concepts were very useful to this study since the stylistic features identified were interpreted within the contexts in which they occur. The study was concerned with the relationship between speaker and utterance as it examined how the principles of textuality have been upheld in the texts.

Brown and Yule (1983:223) further observe that there are three aspects of the process of interpreting a speaker's or writer's intended meaning which include:

i)   Trying to work out what the speaker's/writer's intention is

ii)   Using general knowledge at the level of both facts about the world and knowledge which you assume you will be expected to know in the situation.

iii)   Determining the inferences which need to be made concerning the reader.

Mills (1995) also observes that there is an assumption that the audience of a text will share certain information or knowledge with the producer of the text. Some of this information will be of a fairly simple kind, for instance about the nature of the universe. Phrases that work on the basis of assumed background knowledge have a strong ideological impact in persuading people that they are in fact an accurate version of reality. By making explicit the presupposition and inferences necessary to make the phrases make sense, it is possible to think through the implications of what is being asserted. These observations were very useful to the present study especially in the discussion that relate to the effects of the identified stylistics on the reader.

2.2.4   Content Analysis

Content analysis also called text analysis is a standard methodology in the social sciences on the subject of communication content. It is a quantifiable analysis of communicative content found in all types if texts, newspaper articles, literary texts and so forth, on the basis of a

predetermined framework of quantifiable data, such as key words, syntactic combinations, and so forth (Malmkje, 1991).

Data is analysed statistically according to predetermined categories. Holsti (1996:14) offers a broad definition of content analysis as any technique for making inferences by objectively and systematically identifying specified characteristics of message. The method of content analysis enables the researcher to include large amounts of textual information and identify systematically its properties such as the frequencies of most used keywords, by detecting the more important structures of its communication content. Yet, such textual information must be categorized according to a certain theoretical framework which will inform the data analysis, providing at the end, a meaningful reading of content under scrutiny.

According to Krippendorf (2004), six questions must be addressed in every content analysis. These are as follows:

(a) Which data was analyzed?

(b) How are they defined?

(c) What is the population from which they are drawn?

(d) What is the content relative to which the data are analysed?

(e) What is the target of the inference?

The assumption is that words and phrases mentioned most often are those reflecting important concerns in every communication. Therefore, quantitative content analysis starts with key word frequencies. Qualitatively, content analysis can involve any kind of analysis where communication (speech, written text) is categorized and classified. Answers to open ended questions can be subjected to systematic analysis of textual data. The input is analyzed for frequencies and coded into categories for building up inferences. To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent. While methods in quantitative content analysis transform observations of found categories into quantitative statistical data, the qualitative content analysis focuses more on intentionality and its implications.

The present study borrows a lot from these concepts. First, the content was classified into stylistic features which were further put into specific categories according to the frame work proposed by Beaugrande and Dressler (1981). The research instruments were also designed to obtain both qualitative and quantitative data according to the study objectives.

2.2.5 Readability and Textuality

Ayieko (2003) argues that a reader's background knowledge permits the information to be incorporated into the pre-existing knowledge structure. So, readers who do not have an adequate amount of additional background knowledge of a text, may find the representation of a text as rather difficult. He further observes that Beaugrande and Dressler's (1981) standards of textuality can be used not just to explain textualisation but the process of reading as well. This is significant because in the current study, the model is mainly used to analyse discourse as structure and not discourse as process. According to him, the model is exhaustive but very robust in its potential such as the capacity to accommodate the concepts from artificial intelligence.

The main difference however between the current study and Ayieko's (2003) is that though the theoretical model used is the same, the current study is interested in the appropriateness of language used in the texts under study while the latter used the model to investigate the process of reading.

2.2.6 Education – A Window of Hope

The World Bank (2004) observes that the increasing role of the education sector is a recognition that a good education is one of the most effective ways of helping young people to avoid HIV/AIDS. Children of school-going age have the lowest prevalence of infection and even in the worst affected countries, the vast majority of school children are uninfected. For these children there is a window of hope, a chance of a life free from AIDS, if they can acquire the knowledge, skills and values to help them protect themselves as they grow up. Providing young people with the 'social vaccine', is a newly recognized Challenge to the education sector and as a result, very few programmes have been in place long enough to be formally evaluated.

James D. Wolfensohn, the then president of the World Bank, in his address to the United Nations Security council in January 2000, observed that the education of children and youth merits the highest priority in a world affected by HIV/ AIDS (World Bank, 2002). This is because a good basic education ranks among the most effective means of HIV prevention. It also, merits as a priority because the very education systems that supplies a nation's future is being gravely threatened by the epidemic particularly in areas of high or rising HIV prevalence. He further observed that countries thus face urgent need to strengthen their

education system which offers a window of hope unlike any other for escaping the grip of HIV/ AIDS (World Bank 2002.)

These observations are useful to the present study as they underscore the importance of education as a preventive strategy against AIDS. Such an education needs to be acceptable to its recipients. The analysis of the language used in the text books under study is also a form of formal evaluation since as noted above, in many countries Kenya included, HIV education is a newly recognized challenge to the education sector and needs to be formerly evaluated.

2.2.7 Strategies and Interventions to Slow the Spread of AIDS

NASCOP (2001) observes that to meet the challenge of the HIV/AIDS pandemic, the government of Kenya recognized the need to establish clear policy guidelines and effective organizational structures. It therefore began to develop a national HIV/ AIDS policy in 1996, where nine technical committees were established to organize expert information and draft sections of the policy. Their work was presented in meetings held throughout the country, and together with suggestions from other parts of the society, they came up with a policy that was presented to parliament and approved on 24th September, 1997, as *sessional paper No. 4 of 1997 on AIDS in Kenya*. The approval of the sessional paper provided a policy framework within AIDS prevention and to control the efforts that need to be undertaken for the next 15 years and beyond. Its objectives are;

(a) To give directions on how to handle controversial issues, taking into account the prevailing circumstances and the socio- cultural environment.
(b) To enable the government to play its leadership role in AIDS prevention and control activities.
(c) To ensure that appropriate institutional framework for effective coordination of HIV/AIDS programme activities was in place.

The interventions recommended for preventing the transmission of HIV include: interventions to prevent hetero sexual transmission of HIV such as promotion of abstinence, faithfulness or reduction in number of sexual partners, use of condoms, STD control through encouragement of VCTs and provision of AIDS education for the youths. These recommendations are important to this study as they underscore the importance that government attaches to HIV/ AIDS education. This study however, goes beyond a mere description of education as an interventional programme and evaluates the material designed

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for this education to find out how appropriate they are and how effective they would be in achieving the intended goals.

2.2.8 Sexual Freedom, HIV/ AIDS and Sex Education

Chukwu (2003) observes that sexual freedom is as important as every other form of objective freedom that we need in society, for instance political and religious freedoms. However, he posits that a society can ensure sexual freedom if it is guided by sex education and methods of preventing sexual diseases.

He further observes that without sex education, sexual freedom may become a source of havoc to society as STDS are bound to spread. He argues that in view of the enormous impact of the scourge in African society, the enforcement of sex education throughout the continent is essential now more than ever before, though some instutionalized religions and cultural traditions oppose and criticize any attempt to introduce sex education in our institutions of learning, yet such establishments offers no pragmatic remedies to the pandemic. He suggests the need to overhaul our world view about sex to keep pace with the changing human social life.

Ndung'u (2002) makes a significant point when he attempts to show that lack of adequate sex education is a crucial factor in the spread of HIV among the Africa youth. He asserts that while the traditional society deal in matters pertinent to sex and family life during puberty rites, the modern youth do not benefit from sex education as most parents consider it a taboo and teachers sideline it unless it is part of the examinable topics in the curriculum. Chukwu (2003:86) argues that though some religious groups reject sex education believing that it will cause more harm than good, we are faced with an ethical dilemma in which we cannot afford to suspend decision and action and still consider ourselves as moral persons. He further argues that the benefits of sex education in terms of curbing the AIDS menace outweigh the alleged harm that it might lead to in terms of immoral sexual behaviour. Therefore, failure to introduce sex education becomes a greater evil than to enforce it in African Education Institutions.

While the basic argument is the same that there is need to educate the youth on HIV/AIDS related matters, these observations have slight differences with the current study for example in their use of terminologies such as 'sex education'. The research problem however has

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been echoed by Chukwu (2003) that some religious groups believe such an education would harm the society. Also, while he tries to justify why education should be used as an interventional programme, this study is different in that it is a step further ahead as it is an evaluation of materials already prepared for purposes of AIDS education, with a view of determining their appropriateness.

2.2.9 Communication about Nutrition and HIV/AIDS

The Kenya National Guidelines on Nutrition and HIV/AIDS has been compiled to enhance the knowledge and skills of health providers, communities and the public at large. To be effective, the Guidelines' information must be shared with many people in many sectors. Commitment to effective and caring communication must come from everyone involved in the fight against HIV/AIDS such as donors, health workers, policy makers, teachers and families – each in their own way (NASCOP 2007:85).

According to Dr. Nyikal, the current Director of Medical Services, education and support about nutrition, particularly in nutritionally – vulnerable populations is essential. In the management of HIV infection, correct and consistent information on nutrition is part of the continuum of care and support of People with HIV/AIDS (PWHA). This information is contained in *The Kenya National Guidelines on Nutrition and HIV/AIDS, (2007)*. The guidelines help improve the quality of life of those infected and affected by HIV/AIDS and mitigate the socio-economic impact of HIV/AIDS. They also help users to develop new strategies and activities or review existing ones, in the nutritional care for PWHA and even for the population in general.

According to NASCOP (2007:86), information on nutrition and HIV and AIDS is not widely available, known and applied in programmes. It is useful therefore to determine the gaps and identify the role of nutritional care and support of HIV and AIDS amongst the target group. Good nutrition is a critical part of HIV and AIDS management. So, there should be coordinated effort which includes posters, brochures, leaflets and radio messages whose messages must be grounded in the reality of the population. For instance, a photo of a popular footballer alongside nutrition tips may be valued and not discarded by the youth. Strong displays may also be set up in health centres, schools and meeting places with information that is renewed regularly. This can be used as teaching aids in schools or a reference during discussions in health facilities (NASCOP 2007:86).

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A sound understanding of the importance of nutrition for the young generation regardless of HIV status will lead to healthier population in the future. NASCOP (2007:87) proposes that schools are best placed to promote information on nutrition and HIV/AIDS to children and adolescents. This, they argue, can be integrated within existing programmes at the school such as the feeding programmes, life skills education and so forth. They also propose that the subject of nutrition and HIV be integrated in existing youth programmes such as Guides and Scouts and include the message in subjects such as Biology. Considering that the present study is an investigation on school text books which are a means of communicating the HIV/AIDS message, this proposal is quite essential and relevant. The guidelines also emphasize on the need for continuous feedback on the approaches used for communication as this will help to sharpen the strategies chosen and make them more effective. Monitoring the communication strategy while keeping in mind the objectives for each target group can help policy makers to monitor the desired changes amongst the target, for instance PWHA. This way, remedies can be suggested such as greater resource allocation by policy makers to PWHA (NASCOP 2007).

2.2.10 Monitoring and Evaluation of Kenya National Guidelines on Nutrition and HIV/AIDS

Monitoring is the continuous process of measuring progress in achieving specific results in relation to a programme or project plan. Monitoring activities assist National Policy makers, programme managers and others, in setting priorities for capacity building, service provision, resource allocation and standards of care (NASCOP 2007:90). A variety of indicators can be used to monitor the use, progress and outcomes of nutritional care and support. Such would include:

(a) Number of training institutions with nutritional care and support incorporated in their training programmes.
(b) Number of training sessions/workshops organized for service providers from both public and private sectors.
(c) Number of service providers (counsellors, health educators, social workers, teachers) trained in the use of the guidelines.

Evaluation determines the worth of an intervention strategy or policy. This will look at the relevance of the guidelines in Kenya, their effectiveness in achieving set objectives, their impact and sustainability of application. Formal evaluations require careful planning and

protocols may require scientific and ethical review. Information from impact evaluations should be widely disseminated in order to improve practices, scale up good interventions, revise guidelines and inform policy makers (NASCOP 2007:92).

The current study benefits from these observations since it is a form of formal evaluation on a HIV/AIDS interventional strategy. This way the findings will greatly assist in determining the worth of the intervention and its effectiveness in achieving the set objectives.

2.2.11 Summary

In conclusion, it is important to note that the concepts and ideas drawn from the literature review were quite useful to this study. For instance, the concept of appropriateness as a factor determining the correlation of the current occasion and the standard of textuality such that reliable estimates can be made regarding ease or depth of participants processing, is very crucial to this study. The process of content analysis is also adopted in the study where textual information is systematically analysed. In a general sense, the study is also important as a form of formal evaluation of textual information meant for HIV/AIDS education in our primary schools.

2.3 Theoretical Framework

This study was guided by Beaugrande and Dressler's (1981) standards of textuality augmented by Mills (1995) model of stylistics analysis. The study is founded on the focus that a text must meet seven standards of textuality in order for it to be communicative and that upholding of these standards is what determines its appropriateness. Both frameworks are discussed below. Starting with the standards of textuality. According to Beaugrande and Dressler, a text is a communicative occurrence which meets seven standards of textuality. They argue that if these standards are not considered to have been satisfied, the text will not be communicative. The seven standards are discussed below.

2.3.1 Cohesion

This is the sticking together of the various elements of the text. It is the manner in which the components that the reader see on the pages in print are mutually connected within the sequence. Cohesion is upheld by fitting elements into short range grammatical dependencies. Syntax for example, imposes organizational patterns upon these surface elements of the text in long-range stretches of text. The major cohesive operation is discovering how already used

elements and patterns can be re-used, modified or compacted for long-range stretches of text. The devices used for cohesion are, recurrence, paraphrases, junctive and ellipsis. Recurrence is the direct repetition of elements, Paraphrase is the recurrence of content with a change of expression, Junctives signal the relationship among events or situations and Ellipsis is when certain elements are omitted from the text (Beaugrande and Dressler 1981:49).

Cohesion can further be supported by tense and aspect. From the point of view of readers, the following distinctions are necessary:

a) Past, present and future times

b) Continuity versus single points

c) Finished and unfinished are important in the organization and realization of text cohesion.

The distinction of text world situations or events given above are important for the readers' perception of cohesion. Beaugrande and Dressler (1981) note that any particular verb or other predicating word assumes in each use a given 'perspective' on a 'scene'. This ascertains how cohesion is achieved in texts.

2.3.2 Coherence

This is the continuity of senses among the knowledge activated by the expressions of the text (Beaugrande and Dressler 1981). It concerns the way the various parts of the text are mutually accessible and relevant. Sense is the knowledge that is actually conveyed by the expressions in a text. Expressions may have several virtual meanings but under normal conditions, only one sense. According to the standards of textuality, a text will make sense because there is knowledge activated by the expressions of the text. When readers are unable to discover any continuity, then it does not make sense. When readers are given a particular expression, they tend to activate roughly the same chunk of knowledge that can be recovered or activated, with more or less consistency. This aspect of the theoretical model was used to investigate how expressions are assigned conceptual senses and how senses are put together into large configurations of a textual world. Beaugrande and Dressler (1981) note that the sense of an expression or content of a concept are defined as an ordered set of hypotheses about assessing and activating cognitive elements with a current pattern.

2.3.3 Intentionality

According to Beaugrande and Dressler (1981), this is the intention or purpose of the writer in producing the text. It is mostly an outcome of cohesion and coherence. Writers may deliberately ignore coherence for special effect. The writer is careful to maintain the intended topic even when digressions occur so that the superior goal of his/her long-range plan is upheld. The use of plans and goals helps to better analyse the meanings of words whose subtleness conceal their intention. The term situation management is when the text produced is trying to steer the situation toward some goals. The simple reaction to a situation by describing or narrating available evidence is called situation monitoring. Here, the writer is concerned that the set of occurrences should constitute a cohesive and coherent text, one which can be utilized in fulfilling the writer's intention to attain a desired goal that is unveiled in the plan.

2.3. 4 Acceptability

This is the notion of the text receivers' attitude in communication. Text receivers must accept the text as a cohesive and coherent one capable of utilization. Acceptability includes a tolerance range for such minor discontinuities or disturbances, provided continuity can be restored through problem solving. Acceptability can be identified with the reader's ability to extract operating instructions from the utterance in the text. It must be evident from the text and situation what these instructions are. The ability to detect and accept other people's goals indicate the acceptability of a text and its successful communication. Writers must be able to anticipate the reader's responses as supportive of or contrary to a plan by building an internal model of the readers and their beliefs and knowledge. The amount of tolerance the readers exercise as they try to resolve coherence is known as inference and it contributes to the acceptability of a text (Beaugrande and Dressler 1981).

2.3.5 Informativity

Informativity designates the extent to which a presentation is new or unexpected for the readers. The texts produced have to be informative and their content will always be unpredictable to some extent (Beaugrande and Dressler 1981). There is a range of three order of informativity. First order occurrences are rather trivial. They are integrated into the setting such that they receive very little attention. In most cases, readers pay very little attention to them or might skip over them in the reading process. This order includes articles, prepositions and conjunctions. Standard procedures applied to first order occurrences in

communication would be defaults and preferences. These procedures minimize the processing load so that attention is reserved for higher-order occurrences. Second order occurrences are obtained when defaults which are conventional aspects of a situation and preferences which is the disposition toward one option over another are overridden. Third order occurrences demand much attention and processing resources. Readers must do a kind of problem solving known as motivation searching. If reversed and so require going back to find motivation in earlier occurrences, they are doing backward downgrading. If they want to consider later occurrences, they are doing forward down grading. Informativity of a text that conforms to established plot structure and theme is very low (Ayieko 2003).

2.3.6 Situationality

In the current theoretical model, situationality is the designation for the facts which render a text relevant to a current or recoverable situation of occurrence. The extent to which one feeds one's belief and goals into one's model of communication is known as mediation. The accessible evidence in the situation is fed into the model along with our prior knowledge and expectations of how the real world is organized (Beaugrande and Dressler 1981:163). Situation monitoring is used to refer to a text whose function is to provide a reasonable unmediated account of the situation model. Situation management is the term used when the dominant function of a text is to guide the situation in a manner favourable to the writer's goals. Situation monitoring is a kin to problem solving. The author may notice some unexpected object or event and make it the topic of the next text. Plan boxes are the key action that accomplish the goals. There are three pre conditions: controllable, uncontrollable and mediating. Plan escalation is a means of creating mediating preconditions. Each text must be relevant to the situation in which it occurs.

2.3.7 Intertextuality

This is the way in which production and reception of a given text depends upon the participant's knowledge of other texts. Text types are defined along functional lines: that is according to the contributions of texts to human interaction. Narrative texts utilize actions and events in a particular sequential order. There is a frequency of conceptual relations for cause, reason, purpose, enablement and time proximity. The surface text should reflect a corresponding density of subordinations (Beaugrande and Dressler 1981).

2.3.8 Summary

Beaugrande and Dressler's (1981) theory is suited for this study due to its numerous advantages. The theory aids in data collection in that it allows the formulation of questions that make it possible to test the standards of textuality. This way, the appropriateness of a text which is the agreement between its setting and the ways in which standards of textuality are upheld is determined. Furthermore, its observations are used in data analysis and discussions together with that of the other selected theoretical framework.

2.3.9 Mills Model of Stylistic Analysis

Mills (1995) observes that stylistic analysis can be done at the level of the word, the phrase and discourse. The present study concentrated on analysis at the level of the phrase/sentence, since the textual information under study mainly use the sentence.

Mills (1995) further observes that analysis at the level of the phrase is concerned with the way that we analyse language beyond the level of the word. When we concentrate on words in isolation, it can sometimes appear that we have a particular view of meaning that is, that meaning is located within the word, yet words only make sense in relation to their co-text and context. The way meaning takes place often involves the process of meaning productions not being accessible at the literal level of the individual words of which the sentence is composed. Thus, the meaning production leads to the construction of language features which in this study include the following:

1. Euphemisms

Euphemisms are roundabout expressions, substituting indirect, vague, pleasant and mild words for more explicit and offensive ones, with the purpose of avoiding taboos, showing elegance or avoiding hurting other people's feelings. Almost all cultures seem to have certain notions or things that people try to avoid mentioning directly, even when there is such a term in the language. The most salient characteristics of euphemisms are the use of abstract, vague or favourable metaphoric or metonymic expressions which hide the unpleasant or unmentionable aspects of persons, things or events (Zhenqiang, 2006).

Euphemisms are so widely used in social communication. Euphemistic phrases are preconstructed and have patterns of background knowledge which gives them meaning. The

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person using the phrase does not claim responsibility for inventing it but is simply calling upon pre-existing knowledge which is to be assumed as self-evidently true (Mills, 1995).

Euphemisms are powerful linguistic tools that are embedded so deeply in our language that few of us, even those who pride themselves on being plainspoken, ever get through a day without using them. Their function is to protect the speaker/writer, hearer/reader from possible effrontery and offence. This offence may occur in the broaching of a taboo topic such as religion or death, or by mentioning subject matter to which one party involved may be sensitive such as politics or social issues.

2. Presuppositions and Inferences

Phrases must be interpreted by drawing on factors other than the simple literal meaning of the words of which they consist (Brown and Yule, 1983:223). They state that there are three aspects of the process of interpreting a speaker's/writer's intended meaning in producing discourse. These intended meanings are; the intention of the speaker/writer, use of general knowledge at the level of both facts about the world and knowledge which you assume will be known about the situation. These aspects determine the inferences which need to be made. Speakers/writers have an assumption that the audience of a text will share certain information or knowledge with the producer of the text. Some of this information is of a more ideological nature (Mills, 1995:131). This study is concerned about this (ideological) kind of information.

Mills, further argues that when knowledge is embedded within the background necessary to make sense of the phrase, it is more difficult to contest. Such phrases have a strong ideological impact in persuading people that they are infact an accurate version of reality. This study adopts the contention that there are patterns of background knowledge which are presupposed when texts address issues for example on HIV/AIDS.

3. Transitivity Choices

The study of transitivity is concerned with how actions are represented, what kind of actions appear in a text, who uses them and to whom they are done. When we make choices between different types of processes and different participants and between the different roles that participants might take, these decisions are shown syntactically through transitivity choices. It is possible to make more general statements about the way that characters view their position in the world and their relation to others (Mills, 1995).

Transitivity analysis can yield complex insights into reading a text. Rather than simply assuming that we can interpret these stylistics as having particular meaning, it is important to note that, they too, like other linguistic choices have a range of meanings dependent on the context in which they occur and the presuppositions which the reader brings to bear on the interpretive process. Mills (1995) further argues that the analysis of language items in isolation is insufficient and that stylistics need to turn to an analysis of these larger scale features in order to be able to describe the meaning of texts (Mills 1995). This is a very useful concept to this study, as the sentence is the primary object of investigation.

2.3.10 Summary

The model was useful in identification and description of the stylistic features that the phrases identified were coded into. It also made it possible for the study to test the standards of textuality since the elicitation test was designed on the basis of those stylistic categories. Some of the main tenets of this theory such as how words acquire meaning in relation to their context and co-text and the way meanings involves processes not accessible at the literal level of the word were very useful in the analysis of the data collected.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses methodology used in this study. It is divided into four sections; Research design, sampling procedures and sample size, data collection, data recording and data analysis.

3.2 Research Design

The design adopted in this study is content analysis which is also referred to as text analysis This is a standard methodology in the social sciences on the subject of communication content. The method of content analysis enables the researcher to include large amount of textual information and identify systematically its properties. Such textual information is categorized according to a certain theoretical framework which informs the data analysis providing at the end a meaningful reading of content under scrutiny.

3.3 Sampling Procedures and Sample Size

In this section, procedures that were used to sample the schools, respondents, text books and study text are discussed together with the procedures followed to access the research community.

3.3.1 Sampling Subjects Offered in the Curriculum

Kenya Institute of Education (KIE) has recommended five core subjects in the primary school curriculum. These are Mathematics, Science, English, Kiswahili and Social Studies. Since the study chose a stylistic approach, only those subjects that would provide the required data for the research were purposefully selected. The study thus chose three out of the five subjects, which are English, Science and Social Studies.

3.3.2   Sampling Text Books

KIE has also recommended a variety of text books to be used. After a general survey which revealed what most primary schools use, the study made a sample of two text books in each of the three subjects sampled to make a total of six text books. The six text books are *Primary Science, Explore English, Understanding Science, Comprehensive Social Studies, Primary English* and *Our Lives Today*. It also purposefully sampled class seven as the most

ideal for purposes of this study, since it is the class that has been exposed to the integrated curriculum for a longer time considering that class eight texts are designed to revise what has been covered so far in the curriculum with regard to HIV/AIDS concepts.

3.3.3 Sampling the study text

The study made a purposeful selection of all sentences and phrases that have got a message related to HIV/AIDS in all the selected textbooks. Out of the six text books, thirty nine phrases were identified and these constituted what is referred to in this study as the study text.

3.3.4 Sampling Schools

The study was a case study of Municipality Division of Nakuru District and therefore targeted all the primary schools in the Division. Due to cost and logistic reasons however, sample schools were purposefully selected from across the five Zones in the Division depending on the text books that the schools were using. The Division has seventy three Primary schools and the five schools sampled formed six percent of the target population.

3.3.5 Sampling Respondents

One of the assumptions of this study is that text book readers are both teachers and pupils. Thus, the study chose the two categories as respondents. Ten pupils from class seven were randomly sampled in each of the five schools, which provided a total of fifty respondents. Two class seven teachers were also selected out of those who teach the targeted subjects, giving a total of ten respondents. The students responded to a reader response elicitation test that was designed to assess the various standards of textuality and which had been designed based on the study text. The teachers responded to an interview schedule also designed to assess the standards of textuality. The respondents had to base their arguments on the sampled texts. All the respondents were provided with copies of the sampled textbooks with the study text highlighted in each case.

3.3.6 Accessing the schools

Before any research could be undertaken, a letter of introduction was sought for from the chairperson of Literature, languages and linguistics department. The District Education Officer (DEO) also gave written permission to collect data from schools in the Division. A copy of the letter of introduction and the permit from the DEO was presented in person to each of the headteachers in the sampled schools. The headteacher and the researcher worked

out a time that would be convenient for the schools. In each of the schools, either the class teacher, the deputy headteacher of the senior teachers facilitated the collection of data. With the help of the subject teachers, the pupils and the teachers' population were sampled. Only in one school was one teacher substituted with another when she failed to turn up for the interview.

3.4 Data Collection

In this section, the tools used for the collection of data are discussed. These are the unstructured interviews and the reader-response elicitation test.

3.4.1 Unstructured Interview

The study used an unstructured interview for the teachers (refer appendix 1), with the researcher conducting them in person. The questions were based on the study text. The teacher being interviewed was supplied with a copy of the text books in the subject he/she teaches. They were given time to read through the section on HIV/AIDS. The researcher then interviewed each one of them separately. The questions were designed in such a way that the respondent provided his/her own answers regarding the textbooks and how learners respond to them.

This method was useful in that it aided in collection of detailed and varied responses from the different respondents. On the strength of these responses, credible conclusions were made. The information was coded into the seven standards of textuality. The personal interview was also advantageous since it involved physical contact and interaction with the respondents. It also provided an opportunity for the respondent to clarify and elaborate on certain points resulting into more detailed information. The sample of two teachers per school was also a convenient number and it was possible to work with them within the stipulated time.

3.4.2 The Reader Response Elicitation Test

The test was designed to determine how the standards of textuality have been upheld. The standards of textuality provided the categories within which the questions were coded. The test constituted of questions whose marks added up to a total of thirty (refer appendix 2).

The readers were also supplied with copies of the text books for reference because some questions were based on the pictures in them. All the pupils responded to the test but only ten scripts were randomly sampled for marking. The test took one hour and was administered in the classroom with the help of the subject teacher. Except for one case when the researcher was left in class alone, in all the other cases, both the researcher and the subject teacher remained in the classroom. The researcher then marked all the readers' responses and awarded marks per category and calculated the totals per respondent. The sample of ten pupils per school was a convenient number to work with especially when it came to marking the test.

3.5 Data Recording

This section gives the type of data recorded, the equipments used and the purpose for recording.

3.5.1 Types of Data

The data collected comprised thirty nine sentences/phrases identified from the text books. There was also data from responses and answers to the questions in both the interview for teachers and those from the reader response elicitation test for the pupils.

3.5.2 Written Records

This section discusses how data was collected and recorded. First, the researcher read all the six sampled texts and identified all the phrases or sentences that have a HIV/AIDS related message. Since some phrases were repeated either in the same text or in different texts directly or through paraphrasing, repetition of ideas was avoided when compiling the final list of thirty nine phrases. These thirty nine phrases constitute the study text. Other written records include the information that was obtained during the interviews, and the responses from the pupils' reader response elicitation test, since they were in written form.

3.5.3 Audio Recording

Two teachers from each school were interviewed and this was recorded. Each respondent was first supplied with a copy of the text book on the subject he/she teaches and was asked to refer specifically to the section containing information on HIV/AIDS. Each one of the teachers (interviewees) was given time to read through the excerpts after which a personal interview was conducted, giving a total of ten interviews. The responses were recorded and

could be played and re-played later for analysis for as many times as the researcher found it necessary.

3.5.4 Ethical Issues

Sampling the respondents especially the pupils was handled by their teachers who also gave consent to the researcher to administer the test. The researcher had to talk to them and assure them of anonymity and that the information given would be handled with confidentiality and only for purposes of the current study. As a result then, neither the names of the respondents nor those of their schools are mentioned in this study.

3.6 Techniques used in Data Analysis

The study aimed at identifying stylistic features used in primary school textbooks with reference to HIV/AIDS concepts, describing them and analyzing the effects they have on the reader. After the transcription and presentation of the data collected, both quantitative and qualitative methods of data analysis were used.

3.6.1 Transcription, Presentation and Analysis of Data

Since HIV/AIDS message is integrated for instance within stories or other topical issues discussed in text books, the researcher identified only those phrases/sentences from the sampled text books which have a HIV/AIDS related message. These phrases were the ones that constituted the study text for the current study. The phrases were then coded into different stylistic categories depending on their structure and functions within their context. Below is a sample table of the frequencies and percentages of the identified stylistic features. These are the features that the identified phrases were finally coded into.

Table 3.1 Frequencies and Percentages of the Stylistic features identified

Stylistic feature	Frequency(f)	Percentage(%)
Euphemisms	3	7.3
Presuppositions	5	13.4
Transitivity choices	31	79.3
Total	**39**	**100**

Data from the interview was first transcribed, and classified according to the objectives of the study. Interpretations were then done and conclusions drawn from the findings. This data was very useful during the discussions.

Data from the elicitation test was marked and then each of the categories was analyzed individually in terms of frequency and validity inference. Each test item was awarded one mark for every correct response and zero for every wrong response to get a maximum total score of thirty per respondent. Below is a sample table summarizing readers responses to Cohesion and Coherence in the Elicitation Test.

Table 3.2: **Frequencies and Percentages of Reader's Responses to Cohesion and Coherence in the Elicitation Test**

Scores	Frequency(f)	Percentages(%)
0	1	2
1	4	8
2	12	24
3	20	40
4	11	22
5	2	4
Total	50	100

CHAPTER FOUR
LANGUAGE USED IN THE TEXTS

4.1 Introduction

This chapter identifies and describes stylistic features used in the texts and also discusses the analysis of the identified stylistics.

4.2 The stylistic features and study text

The current study chose the sentence/phrase as the primary object of inquiry. This is because the textual information in the text books under study is in form of sentences. The study therefore first identified the sentences that contain the relevant information as per the objectives of the study and these were then categorized into various stylistics namely; Euphemisms, presuppositions and inferences and transitivity choices, depending on their functions and structure. The section thus identifies and describes these linguistic choices. For this to be achieved the study first describes the sources of these phrases in terms of how much of the research population uses them and describes how much HIV/AIDS information is found in each text. The study text was constituted out of text books meant to teach English Science and social studies in Primary schools these are discussed below:

4.2.1 Explore English

The researcher visited five schools in total out of which three used this text book as a main class text. This translates to 60% of the total sample. This research established that teachers prefer the text book because of the simple language used as this enables the reader to understand more easily. However, one teacher observed that the text book "offers very little in as far as HIV/AIDS education is concerned". This turned out to be an accurate observation because out of the entire text book, only three phrases could be identified as containing information related to HIV/AIDS as opposed to other text books that contained more information as seen from the number of phrases identified.

4.2.2 Primary English

Out of the five schools visited by the researcher, two used this text book as a main class text. This translated to 40% of the sampled schools. Teachers criticized it as a more advanced book for instance, the section dealing with HIV/AIDS concepts which "expects the reader to use knowledge from other sources to design posters". The reader is only given tasks to

perform without any explanations however brief on HIV/AIDS or even how to design a poster. This is shown by the illustration below:

Example 1

Design a poster telling people what causes HIV/AIDS.

Phrase 5

One respondent observed,

> I think writers assume that the teacher will be there to explain and that some expressions used are so common that the reader should know their meanings …
>
> Social Studies teacher, school 2.

This research further established that the text book does not contribute much in terms of HIV/AIDS education because only three phrases could be identified as containing information related to HIV/AIDS.

4.2.3 Primary Science

Out of the five schools visited by the researcher, four use primary science as the main class text for teaching science. This translates to 80% of the research population. According to the teachers, the general feeling is that the use of a dialogue is useful since it "deals with concepts from known to unknown". However, two of the teachers interviewed took issue with the text book in as far as the content of the dialogue provided is concerned. Some teachers wondered whether children can really discuss the myth of 'sexual cleansing' of an AIDS victim as in the observation below:

> The experience in Primary Science text can only be relevant to pupils who understand curses, witchcraft, etc. Our school is in an urban set up and many of our children may not make sense out of such information.
>
> Class 7 Science teacher, School 2.

Another one observed that the dialogue sounds like two grown ups speaking but the message is told through children characters:

> With reference to Primary Science, the conversation between the two boys does not seem possible amongst children – it sounds more appropriate for adults. Also some ideas mentioned may not make sense especially to urban children e.g. the idea of 'cleansing'. They might think it refers to bathing and therefore miss out on the intended meaning…
>
> Class 7 Science teacher, School 3.

The text book however was credited for using pictures and diagrams for illustrations which teachers felt are quite captivating. This research also established that the text book has also given a lot of details which are "simple and relevant". This observation is further attested to by the fact that the text book contributed twelve phrases that contain information on HIV/AIDS.

4.2.4 Understanding science

The text book is used in only one out of the five schools visited by the researcher. This translates to 20 per cent of the research population. One of the teachers interviewed observed that the text book discusses HIV/AIDS issues in a summarized form which according to her is not enough. She cited an example of the table given which summarizes myths and misconceptions about HIV/AIDS. According to her, more explanation is needed especially since information on myths related to HIV is new to the reader (it has not been taught earlier in the curriculum).

She says:

> There is a lot of assumption that learners must have come across the information either in previous classes or through the mass media; an assumption which may not always be the case. Many times the teacher has to come in and clarify information which is unclear or difficulty.
>
> Science teacher, school 5

On the other hand a teacher who uses it as a main text argued that he finds the text book adequate since it offers a lot of information on HIV/AIDS. The only weakness according to him is that, a class seven reader in most cases requires a little bit more clarification of many issues discussed in the text. He therefore feels that the text book is not enough without the teacher's assistance if the reader is to understand the HIV/AIDS concepts clearly. For instance he says:

> ...some information is confusing e.g. "AIDS has no cure but there are medicines to help those infected". Without further clarification such a statement may sound contradictory to a learner, infact that is what most of them think.
>
> Science teacher, School 4.

From this text, twelve phrases containing a HIV/AIDS related message were identified.

4.2.5 Our Lives Today

This is a social studies text book. Amongst the research population, it is used in two schools which translate to 40 per cent. According to teachers who were interviewed and use the text as a main class text, "the text offers generalized statements" in as far as HIV/AIDS issues are

concerned. One teacher pointed out that text book writers sometimes make a lot of assumptions that either the reader will understand through use of knowledge from other sources or the teacher will be there to explain. He pointed out for instance,

Example 2

HIV/AIDS has led to the death of many people who would be creating wealth.

Phrase 33

In this example, he feels that it may not be easy for readers to understand unless the teacher explains, especially considering the context within which the phrase occurs. The two teachers interviewed and who use the text book as the main text in their schools were in agreement in their observation that HIV/AIDS concepts have not been discussed adequately in this text. This observation is attested to by the fact that only five phrases that contain a HIV/AIDS related message were identified.

One of the teachers stated:

> A lot of information is left out, since only statements related to HIV/AIDS are issued in the Social Studies text. In such cases, I think the learner needs to know much more than what he/she is offered by the book. For instance in *Our Lives Today,* for a pupil to understand the idea of 'generating wealth" and relate it to HIV/AIDS, he/she will need more knowledge than what is provided.
>
> Social Studies teacher, School 4.

4.2.6 Comprehensive Social Studies

Out of the five schools visited by the researcher, three use the text as the main social studies text book in class seven. This translates to 60 per cent of the research population. According to the teachers interviewed, HIV/AIDS concepts are clearly explained using simple language. They are also further illustrated through pictures which the teachers expressed are quite captivating to the young readers as seen in the observation below. However, text book writers should take into consideration the aspect of meaning.

One of the teachers interviewed said:

> Most Social Studies books have pictures of the infected in hospital beds or homes. While pictures are captivating, this I feel can create the impression that all HIV positive patients are bedridden. Writers therefore should be very careful not to leave room for misunderstanding or misinterpretation of their examples.
>
> Social Studies Teacher, School 5.

This research observed that the information on HIV/AIDS is so sketchy in this text book, a fact that was attested to by the fact that only four phrases were identified from it.

4.2.7 Summary

It was very necessary for this study to go through these text books because they are the ones that provided the research with the primary information which led to the identification of the phrases. These phrases are very crucial to this study since they are the ones that are classified into the various stylistic categories and later analysed to establish their effects on the reader which are the primary objectives of this study. Below is a table illustrating the distribution of the text books amongst the research population arranged in ascending order. This way, it can be observed that *Understanding Science* is used by 20 per cent of the research population while *Primary Science* is used by 80 per cent. *Primary English* and *Our Lives Today* is each used by 40 per cent of the population while *Comprehensive Social Studies* and *Explore English* is each used by 60 per cent.

Figure 4.1 Text books distribution amongst the research population

Key
1 Understanding Science
2 Primary English
3 Our Lives Today
4 Comprehensive Social Studies
5 Explore English
6 Primary Science
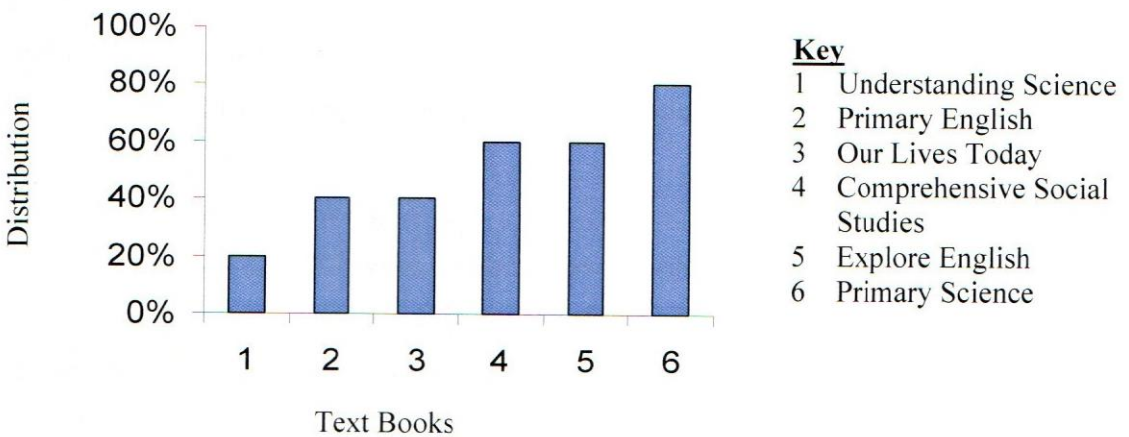
4.3 The Study Text

One of the main objectives of this study is to identify stylistic choices used in Primary School text books with reference to HIV/AIDS Concepts. This study therefore first identified all phrases/sentences within the sampled texts that have information on HIV/AIDS. This research finally came up with a total of thirty nine phrases, sourced from all the six sampled text books. Since some information was similar in different texts, repetition was avoided when compiling the final list of thirty nine. Below is a list of these phrases and they are the

ones referred to as "the study text" in this research work. The thirty nine phrases are the ones that constitute the study text.

4.3.1 List of Phrases that Constitute the Study Text

1. AIDS is a disease which can spread through sharing of needles and syringes.
2. The killer disease.
3. This was done as a precaution against the spread of HIV/AIDS.
4. Design a poster illustrating how to help people with HIV/AIDS.
5. Design a poster illustrating what causes HIV/AIDS.
6. Design a poster illustrating myths about HIV/AIDS.
7. Slimming disease.
8. The curse.
9. People with HIV/AIDS suffer from several different diseases from time to time because their resistance to infection is weakened.
10. Be safe.
11. Was made clean by another uncle.
12. Avoid risky behaviour that may lead to further infection with HIV/AIDS.
13. He died of the curse.
14. Is HIV/AIDS real or just a myth?
15. HIV/AIDS has no respect for age, race, religion or profession.
16. Do not be one of them.
17. She is now coming to live with us.
18. People who are infected by HIV virus are said to be suffering from AIDS.
19. People infected with AIDS should always take a balanced diet.
20. AIDS has no cure but there are medicines to help those infected to live longer.
21. People infected with HIV/AIDS have weakened immune system, but may look healthy.
22. Anybody can get infected with HIV/AIDS.
23. Anytime we handle an AIDS patient we have to avoid infection.
24. We can help those infected with HIV/AIDS, live longer by giving them love and care.
25. People infected with HIV may feel isolated and may suffer shock, anger, fear, depression, etc.
26. AIDS is real and can infect anybody exposed to it.
27. AIDS has no cure as of now.
28. Sex with anyone of any age does not cure AIDS, it only spreads it.
29. AIDS is a disease caused by a virus called HIV.

30. Shaking hands with a person suffering from AIDS cannot spread HIV but only spread through contact with body fluids which have the virus.

31. Challenges to African economies include:

    a. Controlling the rapid spread of HIV/AIDS

        and

32 b.   Many highly trained people are being killed by AIDS.

33. Effects of the challenges to African economies: HIV/AIDS has led to the death of many people who would be creating wealth.

    Many African countries are working hard to deal with HIV/AIDS

34. A lot of money and time is spent caring for HIV/AIDS patients.

35. People heal faster when they experience love around them.

36. People suffering from HIV/AIDS need a lot of support from family members.

37. Faithfulness in marriage prevents getting HIV/AIDS.

38. Marriage enables one to have one sex partner to be faithful to in order to avoid getting sexually transmitted diseases like HIV/AIDS, gonorrhoea and syphilis.

39. One out of seven people in Kenya is HIV positive.

The study established that since the curriculum expects that HIV/AIDS concepts be integrated within all teaching subjects, all text books at least mention something related to HIV/AIDS. The only difference lies in the treatment the subject matter is given by different text book writers. This is clearly seen through the disparity that this research observed in terms of how much each text book contributed in compiling of the study text. For instance, in *Explore English, and Primary English* three phrases were identified in each case which translates to 8.6 percent of the total phrases identified. Twelve phrases were identified in each case in *Primary Science and Understanding Science* which translates to 30.2 per cent. While *Comprehensive Social Studies* provided four phrases which translates to 9.6 per cent, *Our Lives Today* contributed five phrases which translates to 12.8 per cent. Below is a pie-chart that illustrates how much each text book contributed in compiling the study text.

Figure 4.2 Quantitative Analysis of the Study Text

KEY
- ■ Explore English
- ■ Primary English
- □ Comprehensive Social Studies
- □ Our Lives Today
- ■ Primary Science
- ■ Understanding Science
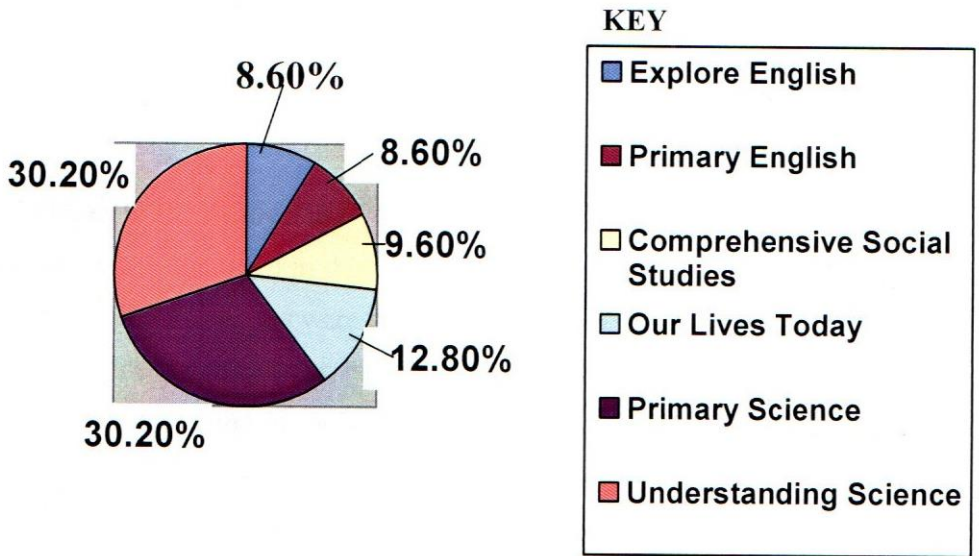
4.3.2 Summary

The superficial coverage of HIV/AIDS concepts in the textbooks affected the identification of the study text. This is because some text books had very little to offer in terms of phrases that contain HIV/AIDS messages. This research observed that at least the concepts are given more prominence in the Science texts as compared to the treatment given in other subjects for instance English and Social Studies. This is well illustrated by the fact that phrases from the science texts translates to 60.4 per cent as compared to 39.6 per cent from both English and Social Studies texts. One of the teachers interviewed expressed the view that teaching of HIV/AIDS concepts was more effective when it was treated separately as a subject on its own.

> Some information is given in statement form. Probably, instead of just mentioning in a sentence, they should deal with HIV issues in a topic, to ensure it is explained clearly and so easy to understand like it used to be done in the other curriculum, where it was well covered since it was a subject on its own.
>
> CRE / S/Studies Teacher, School 3.

Another suggestion was that possibly instead of treating HIV/AIDS concepts as part of another major topic for instance health, as done in *Primary Science*, they can be discussed in a separate topic so that they are given adequate coverage by the text book writers. He says,

> To educate the learner better, HIV/AIDS concepts should be treated separately instead of being integrated. Some texts like Primary English offer very little and therefore rely heavily on what learners already know.
>
> English / S/Studies Teacher, School 1.

Considering the fact that this research established that some text books for instance in English and Social Studies do not give HIV/AIDS adequate coverage, the above views then cannot just be dismissed. They could be a pointer towards some of the solutions that could lead to effective coverage of HIV/AIDS issues in school text books.

4.4 Linguistic Choices in the Study Text

The phrases and sentences identified in this study as containing HIV/AIDS related messages are thirty nine in total. These phrases were then coded into various stylistic categories which include transitivity choices, euphemisms, presuppositions and inferences. While there could be other stylistic features adopted in these texts, for instance those that focus on words or discourse, this research purposefully selected these features because they target the phrase/sentence which is the main method of writing in text books meant for the primary school reader. As Mills (1995: 157) has observed, an analysis of language items in isolation for example words only, is insufficient and so stylistics need to turn to an analysis of larger-scale features in order to be able to describe the meaning of texts. She further observes that words only make sense in relation to their context and their co-text (Mills 1995: 128).

This section therefore identifies and describes these stylistic features as used in the study text and also within the text books. By examining examples of language use, this study hopes to show that language use can present and perpetuate a particular view of a concept. For instance, the fact that sentences / phrases make sense in relation to their co-text, context and history of their usage (that is, the background knowledge needed for their making sense) is brought out.

4.4.1 Transitivity Choices

This is the set of options whereby the speaker encodes his experiences of the external world and that of the internal world of his/her consciousness. Transitivity is concerned with the representation of who acts (who is an agent) and who is acted upon (who is affected by the actions of others), (Mills 1995:143). As far as the current study is concerned, HIV/AIDS is the agent while its victim or others close to him/her for example family members are the affected. This is well illustrated through the sentence below:

Example 4

People suffering from HIV/AIDS need a lot of support from family members.

Phrase 36

In the above statement, the people suffering from HIV/AIDS are together presented with their family members as the ones affected by the agent which in this case is the HIV/AIDS. This way, the speakers' experiences of the external world and that which he/she believes in are clearly embedded within the statement and this is indicated through this style of writing and through the content. Transitivity choices also express how actions are represented, what action appears in a text, who does them and to whom they are done, (Mills 1995:143). This can be illustrated through the phrase below:

Example 5

People who are infected by the HIV virus are said to be suffering from AIDS

Phrase 18

In the phrase above, it is clear what the agent is, (AIDS) what action appears in the text, (infection) and to whom the action is done, (the victim). This view of transitivity forms a coherent world-view and can quite easily be translated into concerns about the ways that language and ideology are interrelated. The use of transitivity is also seen in expressions that make it possible for characters to make more general statements about the way they view their position in the world and their relation to others. An example is as illustrated below in:

Example 6

People heal faster when they experience love around them.

Phrase 35

This is a general statement referring to what is the general belief in as far as the position of the victim and his/her relation to those close to him/her at the time of need is.

Systematic use of transitivity choice helps readers to distinguish between world views for instance where the agency is attributed to inanimate objects rather than people. In some cases such a choice may embody a view of the world whereby the agent in some senses is the recipient of actions rather than the instigator. Mills (1995:144) argues that in such cases,

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choices about agency embody a view of the world whereby these characters operate within but not on nature.

Example 7

Many highly trained people are being killed by AIDS.

Phrase 32

In the sentence above, the inanimate object AIDS is the agent and though thus, it is viewed as a "killer" and therefore the agent (of death) in the sentence. In distinguishing such world views, readers are able to determine whether a character is the "passive" victim of circumstances or is actively in control of the environment and therefore making decisions and taking action (Mills 1995:145).

In transitivity choices, there is the implication in sentences that the agent has the ability to take action and avoid being a passive victim of the prevailing circumstances as illustrated in the example below:

Example 8

Do not be one of them

Phrase 16

In discussions of transitivity, there is a range of choices which are available and these revolve around three sets of choices: material, mental and relational. In this system, processes can be categorized into those elements which can be observed in the real world and which have consequences. This set of option is called material. An example is as in the phrase below:

Example 9

She is now coming to live with us.

Phrase 17

Those elements which involve actions that place in the mind are mental, for example, 'she thought about the situation'. This research did not find a mental option in the phrases identified. Options relating two elements together are relational, for instance:

Example 10

AIDS is real and can infect anybody exposed to it

Phrase 26

The example above is a clear summary of the consequences of contracting the AIDS disease. Since the facts can be observed in the world around us, the choice is material while at the same time it is relating the disease and the victim and so it's relational. Such is an example of the choices referred to a lot, in the current study. It should however be noted that material choices are further classified into "material action intention" and "material action supervention", (Mills 1995:143). With material action intention, the agent has a clear will to do something as illustrated by the sentence below:

Example 11

We can help those infected with HIV/AIDS live longer by giving them love and care.

Phrase 24

The clear will in the above phrase is "helping" the infected through love and care. On the other hand, there is material action supervention where things are not done intentionally. For instance in:

Example 12

Anybody can get infected with HIV/AIDS.

Phrase 22

The action of 'getting infected' is not intentional. It should however be noted that through this transitivity choice, verbal processes where things are not done intentionally are captured.

Mills (1995:143) further observes that when we make choices between the different roles participants might take, these decisions are shown syntactically through transitivity choices and that this system of analyzing linguistic options in texts is primarily concerned with the roles of human participants. She argues that a broad distinction therefore should be made to differentiate conscious actors who are perceived as beings capable of thought, communication, plans and actions from everything else in the world, organic and inorganic animate and inanimate.

It is therefore the contention of this study that transitivity analyses can yield insights into reading a text. Transitivity choices like other linguistic choices have a range of meanings dependent on the context in which they occur and the presuppositions which the reader brings to bear on the interpretive process. As can be observed from the examples, it is evident that Primary School text book writers adopt material and relational choices more than the mental. The study observes that no mental choices were found in the texts. This is probably because such would require the reader to use interpretation processes which might be too complicated for him/her unlike in the case of relational and mental choices where examples can be brought down to the level of the reader. The examples also demonstrate that systematic use of certain types of transitivity choice can help the reader to distinguish between different world-views, thereby getting the meaning.

Out of the thirty nine phrases identified in the texts, thirty one were coded under transitivity choices and this translates to 79.3 per cent. The study established therefore that some stylistics for example, transitivity are more popular with primary school text book writers. Teachers who were interviewed argued that simple and straight forward method of writing as presented through transitivity choices is the best for class seven readers and by extension to all primary school readers. Since such texts are easier to understand, they can easily identify the actor, the acted and the world view presented.

4.4.2 Euphemisms

Euphemisms are indirect expressions which are usually used as substitutes for blunt precision. Almost all cultures seem to have certain notions or things that people try to avoid mentioning directly even when there is such a term in the language (Zhenqiang 2006:71). The

issue of HIV/AIDS is one that people in Kenya do not want to address directly, probably due to the main mode of transmission (sexuality) which is still considered by many of our cultures as a taboo subject. Thus, expressions that refer to the issue indirectly have been developed and different people use them differently depending on what aspect of the disease they want to refer to. For instance, a speaker may refer to the disease as "the killer", as can be seen in the example below,

Example 13
The killer disease
Phrase 2

This way he/she will be describing the disease from the perspective of its consequences on its victims, thereby avoiding direct reference. On the other hand, another speaker/writer may refer to the disease as indicated by the example below,

Example 14
The slimming disease
Phrase 7

In such a case, the speaker/writer will be describing the disease from the perspective of what it does (the damage it causes) to its victims. This kind of indirect reference makes it sound less blunt and probably less threatening.

Euphemisms are used in most cases for the purpose of avoiding taboos, or avoiding hurting other people (Mills,1995). For instance, a phrase such as example 12 above would be used to imply that the effects of the disease are grave, they cause death and therefore the victim is helpless when faced with such a predicament. At the same time, this indirect expression is in a sense exonerating the victim from blame.

HIV/AIDS is a dreaded disease. Many people have attributed the disease to all sorts of causes for instance witchcraft, curses, sorcery and so forth, as seen in the example below.

Example 15

He died of the curse

Phrase 13

'The curse' here suggests that the sufferer is just a helpless victim of the menace and so exempted from blame, as there are powers beyond him/her which are involved. This way, the feelings of the victim are protected and the unpleasantness of the subject matter is avoided.

This research concurs with the observation that the person using euphemistic phrases does not claim responsibility for inventing it but is simply calling upon pre-existing knowledge which is assumed to be self-evidently true (Mills,1995: 117). For instance, in the usage such as in the example above (example 13), the expression 'the slimming disease' has been used to describe AIDS victims because by the effects of the disease, the victims are known to grow thin. Such a phrase has an ideological message, and in such a case it's not possible to say, "It's not true" or "I don't agree" because the phrase is simply not posed as the type of knowledge about which it is possible to disagree.

Euphemisms are powerful tools whose need is both social and emotional (Ham 2001:228). For instance, in the current research, the use of the euphemisms cited above such as the 'slimming disease', 'Killer disease' or even 'the curse' allows discussions of a sensitive subject such as HIV/AIDS without enraging, outraging or upsetting anybody. The usage also protects the speaker / writer from possible offence which may occur in broaching of such a taboo subject as HIV/AIDS and by extension, sexuality.

In the current study, the euphemistic expressions identified are three out of a total of thirty nine phrases and this translates to 7.3 percent. This means that this is not a popular stylistic feature with the primary school text book writers. This is probably because language is the result of human cognition whose structure and functions are based on our experience. This means that to interpret euphemisms correctly, there is need to include associations and impressions which come from experience and which the primary school reader does not have, hence the avoidance of extensive use of the stylistic device in their text books. However, as can be seen from the discussion on the few that are used in the texts under study, they are powerful tools whose need is both social and emotional. This study therefore would

recommend a little bit more usage of the stylistic device in Primary School text books, designed to discuss HIV/AIDS concepts.

4.4.3 Presuppositions and Inferences

Phrases must be interpreted by drawing on factors other than the simple literal meaning of the words of which they consist. Presuppositions are what is taken by the speaker to be the common ground of the participants in the conversation (Brown and Yule,1983:29).

Since the discourse analyst, like the hearer has no direct access to the speakers intended meaning in producing an utterance, he/she often has to rely on a process of inference to arrive at an interpretation of utterances or for the connections between utterances. There are three aspects of the processing of interpreting speaker's/writer's intended meaning in producing discourse. These are, first, trying to work out what the intention of the writer is, secondly, using general knowledge of the world and thirdly, determining the inference which needs to be made. This study established that the phrases identified under this category could be subjected to the three aspects of the process of interpreting the writer's intended meaning. For instance in the phrase below (which has also been previously used),

Example 15
He died of the curse.
Phrase 13

The intention in the above example could be to show that the victim was innocent and probably that the circumstances were beyond his control. It could also be calling upon the readers to interpret it using their knowledge about HIV/AIDS. In such a case, the inference to be made is that anybody is susceptible to 'the curse' and once it attacks, its victims are helpless.

It is the contention of this study that there are patterns of background knowledge which are presupposed when texts address HIV/AIDS issues. This is well illustrated by the examples given below:
Example 16
Avoid risky behaviour that may lead to further infection with HIV/AIDS
Phrase 12

The presuppositions for the phrase are:
1. The reader has the ability to do the 'avoiding'.
2. The reader understands what 'risky behaviour' refers to.

In such a case, since the knowledge is embedded within the background knowledge necessary to make sense of the phrase, it is more difficult to contest. Therefore, the reader is expected to unpack the background knowledge and presuppositions and take issue with them.

In the following phrase,

Example 17
AIDS has no cure as of now.
Phrase 27

The presuppositions for it are:
1. It might get a cure later.
2. Some people have been thinking that it has.

In such a case, the presuppositions posit the view that the cure of HIV/AIDS is an issue that has preoccupied many minds. It draws on the ideological knowledge about HIV/AIDS. Since such phrases work on the basis of assumed background knowledge, they can have a strong ideological impact in persuading people that they are indeed an accurate version of reality (Mills 1995:128).

This study identified five phrases that could be classified under the category of presuppositions and inferences which translate to 13.4 per cent. This means that this stylistic feature is not very popular among text book writers probably because of the complex interpretation processes required to arrive at meaning and which might be a bit too tedious for a primary school reader.

4.4.4 Summary
The study identified 39 phrases which in this study is referred to as the study text. The thirty nine phrases were coded into three stylistic categories according to their structure and function. The figure below illustrates the quantitative analysis of the identified stylistics.

Figure 4.3 Representation of Quantitative Analysis of the Stylistic features
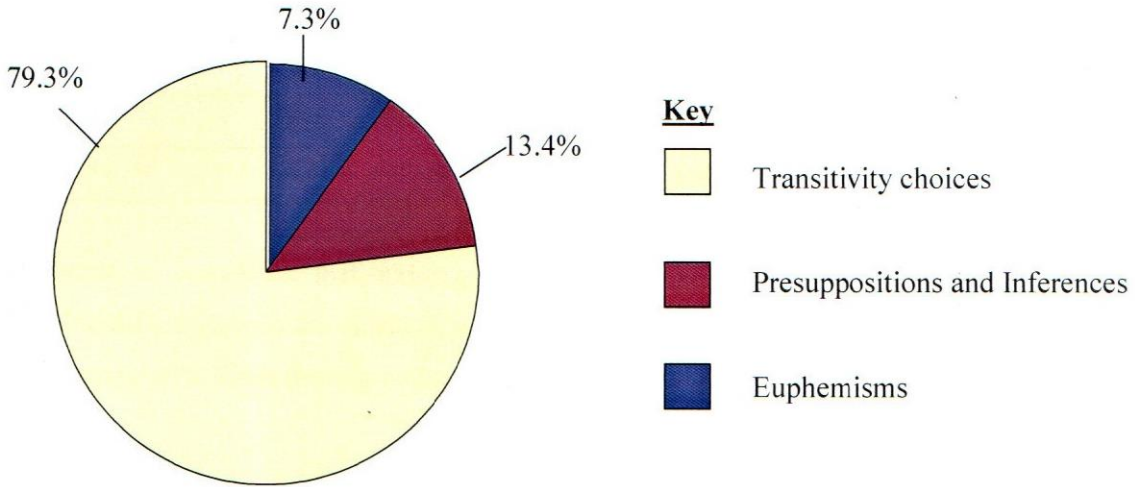
It can be observed from the diagram above that transitivity choices got 79.3 percent of all the identified phrases and therefore emerge as the most popular stylistic device in this study. On the other hand, euphemisms and inferences and presuppositions got 7.3 and 13.4 percent respectively, meaning that these stylistic features are not as popular with primary text book writers.

The study also established that most of HIV/AIDS related concepts are found in the science text books. For instance, out of the six text books sampled for this study, the two science text books (*Primary Science and Understanding Science*) contributed twenty four phrases out of a total of a total of thirty nine which translates to 61.4 percent. The social studies texts (*Our Lives Today* and *Comprehensive Social Studies*) contributed nine phrases which translate to 23.1 per cent while the English texts (*Explore English and Primary English*) contributed six phrases which translate to 15.3 per cent. Below is a table which summarizes the phrases identified as seen from the various sources.

Table 4.1 Frequencies and Percentages of Phrases Identified

Sources	Frequency	Percentages
2 Science Texts	24	61.6%
2 Social Studies Texts	9	23.1%
2 English Texts	6	15.3%
Total - 6 Texts	**39**	**100%**

The study therefore concludes that although HIV/AIDS concepts are supposed to be integrated within all subjects in the curriculum, they are given more emphasis in the science text books as compared to texts dealing with other subjects.

CHAPTER FIVE
LINGUISTIC CHOICES AND THE READER

5.1 Introduction

This chapter discusses the effects of the linguistic choices which in this study are the identified stylistic features as seen from the standards of textuality.

5.2 The standards of Textuality and the Reader

The research problem is based on the issue of appropriateness of language used in communicating the HIV/AIDS message. This study was founded on the premise that a text is a communicative occurrence that should meet seven standards of textuality, (Beaugrande and Dressler, 1981:3). This section discusses these standards and how they have been upheld in the study text as seen from the reader's perspective. This was made possible by the fact that the elicitation test was constructed on the basis of these standards of textuality together with the stylistic features identified. The seven standards of textuality are: cohesion, coherence, intentionality, situationality, informativity, acceptability and intertextuality.

5.2.1 Cohesion and Coherence

Cohesion is the sticking together of the various elements of the text. It refers to the manner in which the components that the readers see on the pages in print are mutually connected (Beaugrande and Dressler, 1981:49). This study established that cohesion has been upheld in most of the phrases. For instance, the syntactic organization patterns upon the surface elements of the text were easy to follow and so easy to understand, according to the teachers who were interviewed. Cohesive ties used include recurrences, ellipsis, paraphrases, tenses and so forth. Recurrence is the straightforward repetition of elements or patterns. It could also refer to the shifting of already used elements to different classes e.g. from noun to verb. Repeating content but conveying it with different expressions constitutes paraphrase while repeating a structure and its content but omitting some of the surface expressions constitutes ellipsis. In this study, there is use of ellipsis for example in:

Example 18
Is HIV/AIDS real or just a myth?
Phrase 14

The phrase which is a transitivity choice is taken from *Primary Science* (Nyoro and Muguti 2004:22). This same idea is repeated on page 24, 'HIV/AIDS is real' but with some omissions on the surface expressions. In the repeated phrase, the question aspect is ellipted together with the probable implication that 'HIV could be a myth'. This time, the writer emphatically declares what he believes to be a fact.

In *Understanding Science*, (Karaka,et al 2004), the writers have emphasized the fact that HIV/AIDS is not a myth using different expressions which are conveying the same basic idea and are all under the same sub-title; truths and misconceptions about HIV/AIDS.

Example 19
Sex with anyone of any age does not cure AIDS but only spreads it.
Phrase 28

Example 20
Shaking hands with a person suffering from AIDS cannot spread HIV as it spreads only through contact with body fluids which have the virus.
Phrase 30

Example 21
AIDS is real and can infect anybody exposed to it.
Phrase 26

The above expressions which are transitivity choices are used to convey the fact that despite the many myths and misconceptions in the society, HIV/AIDS is a reality. Cohesion in this case is realized through the use of paraphrase whereby there is repetition of the idea but conveyed through different expressions. There is also cohesion realized through the manner in which the components that the readers see on the pages in print are mutually connected since all these phrases are drawn from the same text.

Beaugrande and Dressler (1981:69) have also observed that cohesion can be supported by tense and aspect. In the current study it can be observed from the examples given above that different tenses are used depending on when the action takes place that is, depending on the text world situations or events. In such a case therefore, distinctions such as past, present and

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future times, continuity versus single points are made by the reader. These distinctions arise mainly from the perspective of the text users at that moment. For instance, the point of view that would be adopted by a reader in the examples above is that HIV/AIDS issues are a current debate. This is signalled by the use of the present time.

This study observed that cohesion alone was not enough to enable the reader derive meaning that was needed to enable him/her to respond to the elicitation test. This is because the message conveyed through the various cohesive ties needed the aspect of meaning before a reader could appropriately respond to the issues raised in the elicitation test. This is the reason why these two standards of textuality were put in the same category in this study.

Coherence is the continuity of senses among the knowledge activated by the expressions of the text. According to Beaugrande and Dressler (1981:84), a text "makes sense" because there is continuity of senses among the knowledge activated by the expression of the text. They argue that where the receivers can discover no such continuity because there is a mismatch between the configuration of concepts and relations expressed and the receiver's prior knowledge of the world, such a text is "senseless" or "non-sensical". This research established that some expressions presented through the various cohesive ties, seemed not to make sense as seen from the fact that the respondents left some blank spaces in the elicitation test. For instance, in question (e) of category one which required the respondent to identify who is referred to by the expression "after being made clean" (refer to appendix II), only three respondents out of fifty responded correctly which is a mere six per cent.

Though the message in the example above was presented in a story form and there is cohesion realized through the straightforward presentation, many readers still could not make sense out of the phrase. This would probably mean that there is a mismatch between the concepts presented and the receiver's prior knowledge of the world or that the readers were unable to assign conceptual senses to the expressions. Whichever the case, this study recommends that there is need to consider cohesion more seriously when writing Primary School text books. This observation is further qualified by teachers interviewed who argued that only readers who are conversant with myths to do with 'sexual cleansing' in relation to HIV/AIDS respond to such information correctly. One teacher says:

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> "I think that the examples they give should be those that the child can relate with. The examples should also be favourable to readers from all ethnic communities and social set ups. I think that the examples given in *Primary Science* are only favourable to readers from communities where 'curses', 'witchcraft', 'sexual cleansing' are known concepts. Furthermore they are not directly related to HIV/AIDS and so the teacher has to come in and explain...."
>
> <div align="right">Science Teacher, School 2.</div>

This concurs with Beaugrande and Dressler's (1981:45) observation that the configuration underlying a text is the textual world which may or may not agree with that version of the human situation which is considered valid by a society. In this case therefore, the failure of the respondents to get the message embedded within the myth of 'sexual cleansing' means that the information underlying this textual world does not agree with what the society considers valid information in as far as the HIV/AIDS message is concerned, otherwise it would be common knowledge. This is further emphasized through the observation from the teacher referred to above, who questioned the validity of such information especially since the content has nothing to do with the HIV/AIDS message directly to make it relevant to a class seven reader.

This research also established that meaning was affected by the choice of stylistic features. For instance, where presuppositions and inferences are required to interpret meaning, this may lead to ambiguity. This is because, many expressions have several virtual meanings but under normal conditions, only one sense in a text. If the intended meaning is not at once clear, there is non-determinancy which if not presumably intended is called ambiguity (Beaugrande and Dressler 1981;84). This can be observed in the example below, which has also been referred to earlier in this research:

Example 16

Avoid risky behaviour that may lead to further infection with HIV/AIDS

Phrase 12

The presuppositions and inferences for the phrase include:

1. The reader has the ability to do the 'avoiding'.
2. The reader understands what 'risky behaviour' is.
3. Somebody is being told to avoid the 'risky behaviour'.

In such a case, the respondent may respond to the question not in terms of falsehood or truth of fact, but according to how he/she interprets the writer to have been presupposing (Brown and Yule, 1983). Such an interpretation needs a relatively loose notion of inference based on socio-cultural knowledge (Brown and Yule, 1983:33), an observation that this research concurs with.

As noted earlier, this study considered cohesion and coherence together since the respondents needed to consider the sense of the phrases as presented through the syntactic organization patterns upon the surface elements of the text. The study established that only two respondents managed to score 100 per cent in this category which translates to 4 percent, while 33 out of 50 respondents which is 66 per cent of the population obtained above 50 per cent. This means that the standards of cohesion and coherence have only been upheld to a certain extent in the text books under study. This research also notes that 34 per cent is quite significant and the fact that this represent respondents who obtained less than half the mark can only imply that cohesion and coherence needs to be looked into further in the texts meant to teach HIV/AIDS concepts in primary school, to ensure that communication is more effective. Below is a table illustrating readers' responses to cohesion and coherence in the elicitation test.

Table 5.1 Frequency distribution table illustrating readers' responses to cohesion and coherence

Scores	Frequency	Percentage
0	1	2
1	4	8
2	12	24
3	20	40
4	11	22
5	2	4
Total	50	100

Beaugrande and Dressler (1981:113) further observe that the cohesion of surface texts and the underlying coherence of textual worlds are the most obvious standards of textuality as they indicate how the component elements of the text fit together and make sense. This would therefore imply that these standards are very basic in all types of texts and need to be highly upheld if a text is to be considered appropriate.

5.2.2 Intentionality

The notion of intentionality subsumes the intentions of text producers. In the most immediate sense of the term, the producer intends the language configuration under production to be a cohesive and coherent text. As earlier observed from the findings of the analysis on cohesion and coherence, this has not been achieved totally in the texts meant to teach HIV/AIDS concepts in primary schools.

Another intention of the writer producing a text is to maintain the intended topic, (Beaugrande and Dressler 1981:113). In such a case, even when digressions occur, the superior goal of his/her plan should be upheld. For instance, in Ngugi and Njoki's (2004:171) *Explore English*, the main intention is to communicate messages related to HIV/AIDS but this message is contexualised within a story that has so much about other diseases that the HIV/AIDS message is merely mentioned, and the reader is left wondering whether this really was the intended topic.

The ideas of situation monitoring, that is, describing or narrating available evidence is realized for instance through the discussions between some two boys that is found in Nyoro and Muguti's(2004:22) *Primary Science*. Through situation monitoring, the writer ensures that the set of occurrences constitute a cohesive and coherent text which can be used in fulfilling the writer's intention. This intention is usually the desired 'goal'. The desired goal in this particular case is communicating HIV/AIDS message to the reader in such a way that this message will make sense.

According to the teachers interviewed, the intended topic (in this case on HIV/AIDS) in many texts is discussed within other topics. For instance in Kamau, et al (2004:127) *Our Lives Today*, the message is presented as a factor amongst many others that, "affect African economies", as in the example below:

Example 22
HIV/AIDS has led to the death of many people who would be creating wealth.
Phrase 33

The expression has several presuppositions, which may include:

(a) Wealth is not being created now.

(b) Only those who create wealth die.

(c) Those alive cannot create wealth.

In such a case, the reader will interpret the meaning according to how he/she thinks the writer presupposes. If the interpretation differs from the writer's intention, then the desired goal will not be achieved and so intentionality will not be seen to have been upheld. For instance some of the responses this research obtained from the elicitation test depict a high possibility of readers making different interpretations from the writer's intended meaning. An example is question (d) (ii) in category 4 where quite a significant number of respondents presupposed that "some herbs from traditional doctors can cure HIV/AIDS" is true, and therefore responded to the statement wrongly (Refer appendix 2). Such wrong presuppositions affect intentionality in texts.

This study established that only 6 out of the fifty respondents scored 100 per cent in the intentionality category which translates to 12 per cent. However, the fact that 41 out of the 50 respondents obtained more than 50 per cent shows that intentionality is upheld to a certain extent. This research however recommends that there's need to still look into it to ensure that writers of text books achieve their aims optimumly. Below is a table illustrating how intentionality was upheld as seen through the scores of readers who responded to the elicitation test.

Table 5.2 Frequency distribution table illustrating readers responses to intentionality

Scores	Frequency	Percentage
0	2	4
1	2	4
2	5	10
3	9	18
4	26	52
5	6	12
Total	**50**	**100**

5.2.3 Acceptability

By looking at this particular standard, the present study was concerned with the text receiver's attitude which is realized through reader's ability to extract operating instructions from utterances in the text. Out of the fifty respondents to the elicitation test, fourteen were

able to score 100 per cent in this category. This translates to 28 per cent of the research population. The ability to detect and accept other people's goals indicates the acceptability of a text hence successful communication. Teachers interviewed expressed the view that the text books do not always communicate effectively since in some cases, they require inference and if the interpretation is different from the writer's, then the operating instructions extracted from the utterance by the readers will be different. For instance, in question (a) on acceptability in the elicitation test, which required readers to interpret the meaning of "one out of seven people in Kenya is HIV positive", many readers took the first alternative while the correct one is the third. There is a possibility that they could have been shocked by such statistics and therefore presupposed that this was the writer's intention. In such a case, the readers extracted different operating instructions from what the writer intended (refer to appendix II).

Acceptability is also a product of cohesion and coherence. Sentences are more readily acceptable if their expression elicit mental imagery presumably because the images assist in devising contexts (Beaugrande and Dressler 1981:124). This is well illustrated through the example below:

Example 23

Do not be one of them.

Phrase 16

The writer in this case presupposes that the reader through inference will interpret the message as applicable to everyone himself/herself included. Such an interpretation will enable him/her to extract the correct operating instructions and so respond to the questions based on this expression correctly. This assumption however is not always the case as illustrated by question (b) in category 2 (refer appendix 2). The question is "what do you think the writer means by 'do not be one of them'?" Quite a significant number of respondents went for the third option 'that everybody will have HIV/AIDS' while the correct one is the fourth 'that everybody can avoid getting HIV/AIDS'. Probably the expression did not elicit mental images that assisted in devising the correct context or communication was affected by failure to detect the writer's goal. Whatever the case, this research established that this objective of the writer however was not optimumly achieved in the texts under study.

This can be observed from the table below which illustrates readers responses to acceptability in the elicitation test.

Table 5.3 Frequency distribution table illustrating readers responses to acceptability

Scores	Frequency	Percentage
1	3	6
2	14	28
3	19	38
4	14	28
Total	**50**	**100**

5.2.4 Informativity

As concerns informativity, this research sought to establish the extent to which the texts message was new or unexpected for the reader. Beaugrande and Dressler (1981:139) observe that the texts that are produced by writers must be informative. This is therefore a very important concept in producing a text hence the reason why this study gave the category a higher maximum score. The study however established that this category was poorly performed compared to others. For instance the respondents who couldn't respond to any question correctly were two which translates to 4 per cent of the research population. Those who only attained one score were half of the research population which translates to 50 per cent. The items in this category were based on the euphemisms used in *Primary Science* and *Understanding Science* texts. As Mills (1995:128-130) observes, such ready made phrases involve the process of meaning-productions which may not be accessible at the literal level of the individual words of which the sentence is composed. They require some patterns of background knowledge which give them meaning. The items in the elicitation test which required readers to explain for instance what they understand by "slimming disease', "the curse", "made clean by another uncle", were left blank by many respondents which means that probably the information was new to the readers or unexpected (Refer to appendix II).

The other factor that affects communication is overloading receiver's processing to the point of endangering communication (Beaugrande and Dressler 1981:144). This may be one of the reasons that affected responses to informativity since the reader was required to do much more than just read, for instance refer to the context, co-text and background knowledge

(Mills (1995:128), for the expressions to make sense. This kind of problem-solving is what Beaugrande and Dressler (1981:144) refer to as outward downgrading and may be too complicated for a class seven reader.

It should however be noted that every text is somewhat informative no matter how predictable the form and content may be. This is clearly illustrated through the example below:

Example 24
Is AIDS real or just a myth?
Phrase 14

In such a case, the questioning of such an obvious fact functions as a starting point for asserting something more informative. Beaugrande and Dressler (1981:9) argue that informativity being the extent to which presented materials are new or unexpected, exerts important controls on the selection and arrangement of options in texts. It should however be noted that some texts have low level informativity and such information need to be upgraded, for it to make sense to readers (Beaugrande and Dressler 1981:145). This is probably what the text books under study require since they have low level informativity as can be observed from the readers' responses to informativity in the elicitation test where only question (f) (refer to appendix 2) which asks respondents whether 'HIV/AIDS is only found in Africa was correctly responded to by a majority of respondents. The rest of the questions were either left unattended or the options selected by the respondents were treated by the researcher as inappropriate through arguments based on what informativity entails. This research therefore recommends that informativity being such a useful standard of textuality needs to be given a lot of consideration by text book writers. This will ensure that communication is not endangered and that the text produced is informative. The table below which illustrates readers' responses to informativity in text books under study helps establish that this has not been appropriately achieved in Primary text books meant to teach HIV/AIDS.

Table 5.4 Frequency distribution table illustrating readers' responses to informativity.

Scores	Frequency	Percentages
0	2	4
1	25	50
2	12	24
3	6	12
4	4	8
5	1	2
6	0	0
Total	50	100

This is further qualified by teachers who argued that most often than not, the teacher needs to clarify ideas in the text book as readers cannot make sense out of them thus affecting communication. One respondent said:

> The textbook writers should take into consideration that readers are from different backgrounds – rural, urban, etc. The information they give should make sense to all kinds of readers without requiring a lot of explanations and clarifications.
>
> Science Teacher, School 5.

5.2.5 Situationality

Situationality is the designation for factors which render a text relevant to a situation of occurrence. The accessible evidence in the situation is fed into the model along with our prior knowledge and expectations of how the real world is organized (Beaugrande and Dressler 1981:9, 16). In this study, the readers responses to items based on the pictures in the text books, depended heavily on the reader's prior knowledge (refer to appendix II). For instance, the reader should be able to interpret figure 2.1.4 (refer appendix 4 (a)) as a doctor attending to a patient after inferring to the already existing knowledge of how a doctor dresses (Nyoro and Muguti, 2004:27).

Beaugrande and Dressler (1981:163) further observe that people can decide on an issue due to the influence of where the text is presented. In this study, the perspective of the HIV/AIDS is influenced by the subject that the message is based on. For example, the Social Studies texts describe the social effects of the disease for instance how the family can help the victim, how the family is affected in case one of them is infected, the implications of the disease on the society, and so forth. On the other hand, the Science texts deal more with the scientific implications of the disease such as causes, mode of transmission, medication and so

forth, (refer to appendix 4). This is illustrated through the elicitation test which was designed basing questions from Science and Social Studies texts.

This study also established that the fact that the message is contained within a school text book means that this is information that needs to be studied keenly and intensively. This way, the information is located where a certain class of receivers in this case pupils, will access it. By use of situation management, the writer guides the situation in a manner favourable to his/her goals (Beaugrande and Dressler 1981:168).

The information in a text must be relevant to the situation in which it occurs. The teachers interviewed observed that situationality is not very well upheld in the texts for instance in terms of the information being relevant in such a way that it is favourable for the writer's goals. This is well illustrated through the phrase below which is taken from Ngugi and Njoki's (2004:171) *Explore English* and which has been referred to earlier.

Example 13
The killer disease
Phrase 2

The teachers further argued that the above euphemism is misplaced considering the context of the story within which it occurs. The HIV message is contextualized within a story that discusses other diseases such that it is only mentioned. This raises questions as to whether the information is relevant to the situations in which it occurs.

This research established that none of the respondents were able to respond to all items on situationality correctly, while five did not score any mark in this category. This could only mean that situationality needs to be looked into more keenly so that the writer's goals can be achieved in text books meant to teach HIV/AIDS concepts in primary schools. The readers responses to situationality is more clearly illustrated in the table below.

Table 5.5 Frequency distribution table illustrating readers responses to situationality

Scores	Frequency	Percentages
0	5	10
1	10	20
2	10	20
3	16	32
4	9	18
5	0	0
Total	**50**	**100**

The fact that the texts under study were not always relevant to the situation in which they occur is further qualified by teachers who were interviewed. One of them says:

> The writer should give examples that the young readers can understand. They should stop assuming that the teachers will be there to explain and create books that can make sense to Primary school pupils without external help.
>
> Science Teacher, School 2.

5.2.6 Intertextuality

This is the way in which reception or production of a given text depends upon the participant's knowledge of other texts. The test items in this category were designed in such a way that they sought to determine how the reader's reception of the texts depends on their knowledge of HIV/AIDS acquired from other texts. According to Beaugrande and Dressler (1981:182), such knowledge can be applied by a process describable in terms of mediation. Since the test items only required the readers to report for instance whether they have read or heard about HIV/AIDS and to evaluate the information of other texts on HIV/AIDS, (refer to appendix 3). This according to Beaugrande and Dressler (1981:182), is an extremely slight case of mediation.

This research established that most of the readers had had access to one or more texts on HIV/AIDS, as can be observed from the fact that forty five of the respondents responded to item (d) on intertexuality (refer to appendix 3) appropriately. This translates to 90 per cent. However, responses to specific information revealed that some respondents had not accessed that information for instance items (a), (b) and (c) on Intertextuality (refer to Appendix II).

Since the integrated curriculum requires that by class seven the reader should already have been introduced to HIV/AIDS concepts, this study questions whether this is what is practically on the ground considering that only three respondents scored all items correctly in this category which translates to only 6 per cent. Teachers interviewed suggested that while intertextuality can be a useful method of learning, it should be noted that at times, no measures are taken to moderate the content for instance of the mass media. Text books therefore should be clear and easy to understand so that as readers apply such processes as mediation, the information presented will be made clearer instead of confusing. One respondent said:

> By class seven, the readers have learnt a lot about HIV for example through the media although sometimes they get distorted messages. Textbooks should be clear enough to correct such.
>
> CRE Teacher, School 3.

This is more clearly illustrated through observation of the table below which is a general presentation on readers' responses to Intertextuality.

Table 5.6 Frequency distribution table illustrating readers responses to intertexuality

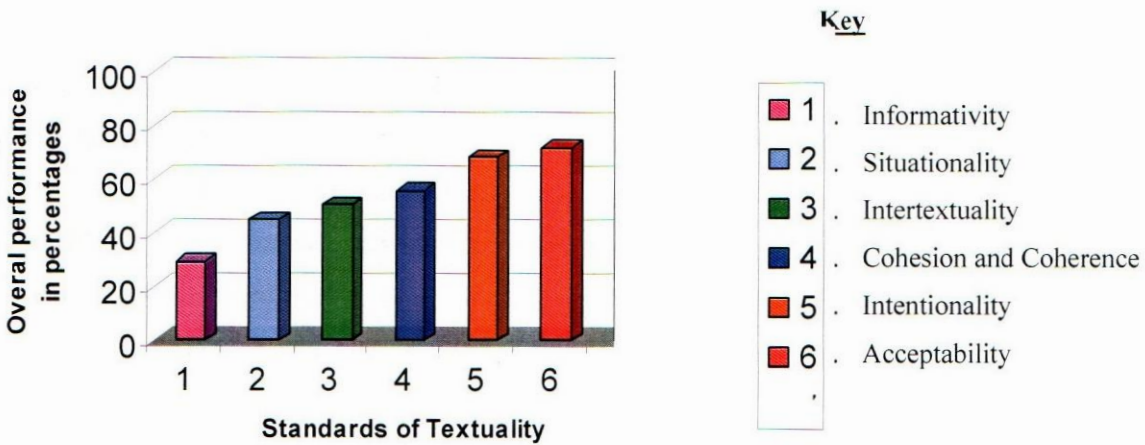| Scores	Frequency	Percentage
0	1	2
1	3	6
2	15	30
3	18	36
4	10	20
5	3	6
Total	50	100

5.3 Summary

The researcher designed the interview schedule for the teachers and the elicitation test for the pupils using the standards of textuality. These enabled the researcher to determine the appropriateness of language used in the texts under study, as seen from the readers responses to the interview and the elicitation test. This is clearly illustrated in the table below.

Table 5.7 Analysis of Readers Responses to the Elicitation Test

Standards of Textuality	Overall Performance in Percentages
Cohesion and Coherence	55.6
Intentionality	67.8
Acceptability	71.7
Informativity	29.2
Situationality	45
Intertextuality	50.2

The above percentages were realized through the total scores obtained in a category and the maximum score expected multiplied by 100 to get the percentage. This way, it becomes easy to observe performance in individual categories, and to come up with conclusions. For instance, the table above reveals that the standards of textuality have only been upheld to a certain extent in all the texts under study. The analysis also helped to establish that some standards are upheld more than others in the texts under study. For instance, while the general performance for acceptability translates to 71.7 per cent, the one for informativity is 29.2 per cent. This information can also be presented graphically as in the bar graph below. The information is presented in ascending order.

Figure 5.1 Readers' Responses to the Elicitation Test

Key

1 . Informativity
2 . Situationality
3 . Intertextuality
4 . Cohesion and Coherence
5 . Intentionality
6 . Acceptability

The analysis was also useful in that it quantified observations that had been put across by teachers through the interviews. For example, teachers argued that some information in the texts is not relevant in as far as the goal of the particular text is, that is communicating HIV/AIDS message. This was corroborated by the findings to situationality in this study. The fact that some information was not clear and so not accessible to the reader was established through the analysis on cohesion and coherence while analysis on informativity revealed that sometimes communication is endangered by overloading the receiver's processing.

This research also established that other factors besides the upholding of standards of textuality can affect accessing the information presented in a text. For instance, there are some readers who were unable to respond to the elicitation test appropriately because of language handicap. This was observed from the fact that they kept on asking what they're expected to do or what certain information in the text books meant. Such respondents left some blank spaces in the elicitation test or just ticked any answer to an extent of giving two responses to a single item. This is further illustrated by the fact that those schools that performed poorly on the whole did similarly the same in particular individual categories while those that did relatively well on the whole presented a similar trend in the individual categories. For instance, schools 1, 2 and 3 did relatively well compared to schools 4 and 5, (refer to appendix 5).

It was also established that the use of stylistic features that require the reader to infer to already existing knowledge which the reader may not have, also affected the readers' responses. For instance on informativity, the euphemistic phrases "slimming disease", "the curse" and "was made clean…" were not well responded to probably because they require some patterns of background knowledge which the reader didn't have or the information was new to the readers or unexpected.

CHAPTER SIX
SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter makes a summary of the research, draw conclusions and makes recommendations based on the findings obtained from the field. Suggestions for further research and problems encountered are also given.

6.2 Summary of Findings

The main purpose of the study was to identify, describe and analyse stylistic features used in primary school texts in communicating the HIV/AIDS message basing its arguments on the standards of textuality. This study was based on the premise that a text is a communicative occurrence which meets seven standards of textuality and that if these standards are not satisfied, the text is not communicative. Text books were also describes and analysed in terms of the amount of HIV/AIDS available in them. The language used in the texts was analysed to determine the stylistic features, and their effectiveness in communication. Also analysed were the standards of textuality to determine how far they've been upheld in the study text, and their impact on the readers. The findings of the study were that text book writers use different stylistic features in communicating the HIV/AIDS message such as euphemisms, transitivity choices and presuppositions.

The study also established that texts use different standards of textuality which eventually have a lot of effect on the readers, depending on how far they've been upheld. It was established that some standards are upheld more than others and that in those texts none of the standards is upheld 100 per cent. The upholding of these standards is what determines a text's appropriateness according to this study. It was also established that other factors besides stylistics and the standards of textuality affect the readers' processing and interpretation of information presented in a text. One such factor that was identified in this study is language handicap, which seemed to affect some readers more than others. This is illustrated by the fact that those readers who were observed as having difficulties in understanding the content ended up responding to the items in the elicitation test poorly. It was established that most of the HIV/AIDS message in primary school Text books is found in the Science text. Some textbooks have very little to contribute to the HIV/AIDS message meaning that the integration approach is not adequate

6.3 Conclusions

This section gives a conclusion of the findings of the research based on the study objectives.

6.3.1 The Study Text

The study found out that text book writers use a variety of stylistic features in their construction of the HIV/AIDS message in their texts. The phrases that were identified as containing HIV/AIDS messages were categorized using Mills model of stylistic analysis. These phrases formed the study text which was used to design the tools that were used to investigate the stylistics and their effects on the reader. The study also established that most of the HIV/AIDS related concepts are found in the science texts. For example, out of the 39 phrases, 25 are from the science texts.

6.3.2 Stylistic Features in the Texts

All the phrases identified were coded into various stylistic categories. The study established that some stylistics are more popular with text book writers than others while other writers try to balance a variety of stylistics. For instance transitivity choices are very popular stylistic feature such that, in primary school text books in this research, it got 79.3 per cent of all the stylistics identified. The study also established that language use can present and perpetuate a particular view of a concept since phrases or sentences only make sense in relation to their context, co-text or history of their usage.

6.3.3 Standards of Textuality and the Reader

The research problem was a criticism on the appropriateness of language used in communicating HIV/AIDS message. Beaugrande and Dressler's (1981) standards of textuality were used to design tools that were used to investigate the effects of the language used on the reader. "Language use" in this particular context refers to the stylistics since the tools were designed on the basis of the study text which had been coded into various stylistics.

Each of the standards was used and analysed in terms of how the respondents to both tools had responded. The study established that the standards are upheld more in some texts than others and that this affected the reader's accessibility to the text's information. It was also established that there is no text that has upheld all the standards of textuality 100 per cent as seen from the fact that none of the respondents attained the 100 per cent in all categories

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(refer to appendix 5). The researcher also established that there are other factors that endanger communication other than the lack of upholding of standards of textuality, such as the reader's language competence.

6.4 Contributions of the Study

The current study is useful to the field of stylistics and discourse studies as it gives a description of the language used in school text books, and specifically stylistic features used in these text books and how they enhance communication.

It is also beneficial to school text book writers as they are provided with methods through which they can determine the appropriateness of the texts they develop for specific readers. The study is also useful to teachers as it assists them to understand the reasons why their pupils are sometimes unable to access meaning from text books. Such knowledge will enable them to assist their students when need arises.

6.5 Problems in Research

Some problems were encountered in the course of the study but they were overcome. One school was not accessible because the Head teacher was not co-operative. She kept on postponing the meetings with the excuse that the teachers were busy. This school was substituted eventually with another one which used similar text books.

Some teachers were not comfortable about being tape recorded but the researcher assured them that the information would be confidential. One of the interviewees despite the reassurance excused herself and never returned. She had to be replaced with another and the interview rescheduled for another day as it was almost time for afternoon classes.

Some respondents were totally unable to make sense out of the texts and so were given a Kiswahili translation of the concept to try and find out whether the actual problem was language or difficulties in understanding the concept probably due to complexity.

Another problem was respondents answering what they knew without referring to the text books given, despite the fact that they had been instructed clearly.

6.6 Recommendations for Further Study

Owing to logistic and time constraints, the current study could not cover all possible areas of research related to this topic. The following are suggestions for further study:

1. Study can be carried out to determine the most effective method of communicating HIV/AIDS concepts to various levels of society.
2. Research can also be carried out to determine the effect of language competence in communicating HIV/AIDS concepts.
3. A comparative study on resources provided for HIV/AIDS education in Primary and Post Primary institutions can be investigated to empirically establish whether the goals are achieved.
4. Research can also be carried out on other HIV/AIDS interventional strategies to determine their effectiveness an
5. The question of the effectiveness and practicality of the integrated curriculum kept on recurring and therefore these study recommends it as an area that should be investigated.

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APPENDIX 1
Interview schedule for teachers

Please read the sections of text books highlighted before answering the questions.

1. Please comment on the vocabulary as you find it in the text book you and your learners use with respect to HIV/AIDS concepts/message.
2. Do you think that the content is explained clearly? Give reasons.
3. Is the text book offering enough information? Please explain.
4. Do you find that at times your pupils need to draw from what they already know about HIV? Please Explain.
5. Is the information in the text book relevant? Please explain.
6. Do you think that the text book is offering new knowledge? Give reasons.
7. Is the information given known/unknown/expected, etc by the learner?
8. Please give any comment that you feel can contribute to HIV/AIDS education in school.
9. Comment on the criticism against AIDS education in our schools.

APPENDIX 2

Readers Response Elicitation Test

To be filled in by the pupils.

School...

Instructions:

1. This is not a test but an elicitation tool.
2. Please answer the questions as best as you can referring to the texts indicated in each category.
3. The extracts from the different text books will be given to you and the sections you need to refer to has been highlighted for you.
4. Answer in the spaces provided.

Category 1 (Cohesion and Coherence)
(Refer to Primary Science)

(a) What does 'HIV Positive' mean?

_____

_____

_____

(b) Who is being told to 'be safe'?

_____

_____

_____

(c) What is the meaning of 'avoid risky behaviour?

_____

_____

_____

(d) Give one lesson that you learn from the message enclosed above.

_____

_____

_____

(e) Who is referred to by 'after being made clean' in the text?

_____

_____

_____

Category 2 Acceptability

(Refer to Primary Science and Understanding Science)

Tick the answer you think is correctly ☑

    (a) What do you think the writer wants to do to you by saying "one out seven people in Kenya is HIV Positive"?

        ☐   To shock you

        ☐   To help you know that only seven people are HIV positive

        ☐   To help you see how serious HIV/AIDS is.

        ☐   To amuse you/make you happy.

(b) What do you think the writer means by 'do not be one of them'?

☐   That everybody has HIV/AIDS

☐   That you have HIV/AIDS

☐   That everybody will have HIV/AIDS

☐   That everybody can avoid getting HIV/AIDS.

(c) What is the writer telling members of society by use of the words "avoid risky behaviour"?

☐   He is telling them that they are good

☐   He is trying to shock them

☐   He is criticizing them for their behaviour

☐   He is amusing them.

(d) The words "avoid risky behaviour" suggests that HIV infection depends on a person's behaviour.

☐   True

☐   False   (Tick one)

Category 3 (Informativity)

(Refer to Primary Science and Our Lives Today)

(a)   What do you understand by words the 'slimming disease"?

_____

_____

_____

(b)   Why do you think it is called so?

_____

_____

_____

(c) What do you understand by 'he died of the curse'?

_____

_____

_____

(d) What do you understand by 'HIV should not cause one partner to leave the other'?

_____

_____

_____

(e) What do you understand by 'was made clean by another uncle'?

_____

_____

_____

(f) "Many countries in Africa are working hard to deal with HIV/AIDS" means that HIV/AIDS is only in Africa.

☐ True

☐ False (Tick one)

Category 4 (Intentionality)

Refer to Primary Science, Comprehensive Social Studies and Understanding Science)

(a) What do you think is the purpose of the conversation between the two boys?

☐ To help us understand that the two boys saw a witchdoctor's house.

☐ To help us understand that some beliefs are not good.

☐ To help us understand that witchdoctors cure HIV/AIDS

76

(b) Why do you think the writer gives a list of causes of HIV/AIDS in the two text books?

☐ To help us understand that some beliefs people have as the cause of HIV/AIDS are wrong.

☐ To help us understand that Rivon and Kijo know about HIV/AIDS.

☐ To help us understand how people get infected with HIV/AIDS.

(c) Why you think the writer gives a list of ways through which HIV infected people can be taken care of in Comprehensive Social Studies?

☐ To make us understand that those patients need us to hold and hug them.

☐ To make us understand that we should help them not to feel rejected and hated

☐ To make us understand that we should nurse and give them medicine.

(d) True or false?

i. People suffering from HIV/AIDS should be treated as outcasts.

☐ True

☐ False

ii. Some herbs from traditional doctors can cure HIV/AIDS.

☐ True

☐ False

Category 5 Situationality

Refer to Comprehensive Social Studies and Primary Science

(a) Who do you think are the people in the picture in figure 2.13 and 2.14 in Primary Science and what are they doing?

_____

_____

_____

(b) What is witchcraft or a curse?

_____

_____

_____

(c) Do they cause HIV/AIDS? If yes, how?

_____

_____

_____

(d) Referring to figures 3.15 and 3.16 in Comprehensive Social Studies, what can family members do to assist those suffering from HIV/AIDS?

_____

_____

_____

(e) AIDS patients are only found in hospitals.

☐   True

☐   False

Category 6 Intertextuality

(Refer to all the texts given and what you already know about HIV/AIDS)

(a)   Have you heard the expression 'slimming disease' before reading the Science text? From who?

_____

_____

_____

(b)   Have you ever heard or read whether HIV/AIDS has a cure?

_____

_____

_____

(c)   What did you hear or read about this cure?

_____

_____

_____

(d)   How is HIV/AIDS different from other diseases that you know?

_____

_____

_____

(e)   What else have you heard or read about HIV/AIDS other than what you have written already?

_____

_____

_____

APPENDIX 3
The Study Text

Explore English

1. The killer disease

2. This was done as a precaution against the spread of HIV/AIDS

3. AIDS is a disease which can spread through sharing of needles or syringes with another person.

Primary English

Design a poster telling people.

4. How to help people with AIDS

5. What causes HIV/AIDS

6. Myths about AIDS

Primary Science

7. Slimming disease

8. The curse

9. People with HIV/AIDS suffer from several different diseases.

10. Be safe

11. Was made clean by another uncle

12. Avoid risky behaviour

13. He died of the curse

14. Is HIV/AIDS real or just a myth?

15. HIV/AIDS has no respect for age, race, religion or profession.

16. Do not be one of them.

17. After she was made clean by other uncle, she is now coming to live with us.

18. People who are infected by the HIV virus are said to be suffering from AIDS

Understanding Science

19. People infected with AIDS should always take a balanced diet

20. AIDS has no cure but there are medicines to help those infected to live longer.

21. People infected with HIV/AIDS have weakened immune system

22. Anybody can get infected with HIV/AIDS

23. Anytime we handle an AIDS patient we have to avoid infection

24. We can help those infected with HIV/AIDS live longer by giving them love and car

25. People infected with HIV may feel isolated and may suffer shock, anger, fear, depression, etc.

26. AIDS is real and can infect anybody exposed to it.

27. AIDS has no cure as of now.

28. Sex with anyone of any age does not cure AIDS, it only spreads it.

29. AIDS is a disease caused by a virus called HIV.

30. Shaking hands with a person suffering from AIDS cannot spread HIV but it is only spread through contact with body fluid which have the virus.

Our Lives Today

Challenges to African economies

31. (a) Controlling the rapid spread of HIV/AIDS

32 (b) Many highly trained people are being killed by AIDS

33. Effects of the challenges to African economies:

HIV/AIDS has led to the death of many people who would be creating wealth

Many African countries are working hard to deal with HIV/AIDS.

34. A lot of money and time are also spent caring for HIV/AIDS patients.

35. People heal faster when they experience love around them.

Comprehensive Social Studies

36. People suffering from HIV/AIDS need a lot of support from family members

37. Faithfulness in marriage prevents getting HIV/AIDS

38. Marriage enables one to have one sex partner to be faithful to in order to avoid getting sexually transmitted diseases like HIV/AIDS, gonorrhoea and syphilis.

39. One out of seven people in Kenya is HIV positive

Primary Science

Pupil's Book 7

H0 1

No 4

Dominic Nyoroh
Nairobi City Education Department, SbTD (SPRED)
Science Materials Writer and formerly Lecturer in Primary
Science, Asumbi Teacher's Training College

Christopher Muguti
Former Science Teacher, Olympic Primary School
and member of Primary Science Panel,
Nairobi City Education Department

MACMILLAN KENYA

F Myths and misconceptions about HIV/AIDS

What are **myths** and **misconceptions**?
Discuss this with your friends and look up
the words in your dictionary.

▷ *Misconception – having a wrong
idea about something.*
*Myth – a false belief or something that
people wrongly believe in. Myths are stories passed down from
generation to generation and are eventually believed to be true.*

Is HIV/AIDS real or just a myth?

> **BE SAFE!**
> HIV/AIDS has no respect for
> age, race, religion or
> profession. One out of seven
> people in Kenya is HIV
> positive. Do not be one of
> them – avoid risky behaviour.

ACTIVITY

What you need
dictionary
facilities for role-play

What to do
Work in groups of four. Imagine you are
community elders.
Discuss what your community says **HIV/AIDS** is all about.
Write down your findings in your exercise books.

Now read the story of Kinjo and Rivoni.

Kinjo and Rivoni are schoolmates. They live in the same village and often play
together. Today they are finishing off a cart they have been making to play with.
When they went to the bush to cut wood for the cart, they saw a witchdoctor's
house with many scary things in the compound. They wondered what the inside
was like. They overheard the witchdoctor and their neighbour Ronyai talking about
some strange things.

As the two friends finished building their cart, they talked:

Kinjo: 'Why do people visit the witchdoctor?'
Rivoni: 'They go to have others cursed with the slimming disease.'
Kinjo: 'What is the slimming disease?'
Rivoni: 'My big brother told me it is a **curse**. People get it from witchcraft
or doing **taboo** things in the community.'
Kinjo: 'What is taboo? Surely these are just beliefs or stupid superstitions.
That is what the science teacher tells us; even the pastor says the
same. I don't believe in witchcraft.'

Rivoni: 'I believe in the culture of our community. I will live by it. Did you know my auntie is coming to live with us now as my mother?'

Kinjo: 'What do you mean? The wife of the man who died is coming to be your mother? Is she no longer your auntie?'

Rivoni: 'Her husband was my father's brother. He died of the curse because, like you, he didn't believe in our ways. So, after being made clean by another uncle, my auntie is coming to live with us as my father's third wife. We loved her as an auntie, and we shall love her more as a mother.'

Kinjo: 'You should tell your father to go and seek advice from the doctors who were treating your uncle who died.'

Rivoni: 'Nonsense! Those modern doctors do not know anything about the slimming disease. The traditional doctors are much better. My uncle died because the best medicine man had gone to treat other people in the big town. If he had treated my uncle he would still be alive today.'

Kinjo: 'It is good to visit a modern doctor. Modern doctors have the equipment to test for diseases and can prescribe medicines to make you better.'

Who is right, Kinjo or Rivoni?
What **myths** and **misconceptions** do Kinjo and Rivoni's community have about HIV/AIDS? Do you have similar myths and misconceptions in your community? Is HIV/AIDS witchcraft?
What should we do about myths and misconceptions like the ones in Kinjo and Rivoni's community?

Some common myths and misconceptions which are linked to HIV/AIDS are:

- HIV/AIDS is a curse, or a spell, or a punishment for doing something that is a taboo in the community. An example might be building a house without your elders' blessings or permission to build one.

- HIV/AIDS is brought about by witchcraft.

- Some herbs can cure HIV/AIDS.

- Some traditional practices like tattooing and scaring can cure or prevent HIV/AIDS.

- HIV/AIDS is believed to be a curse when one failed to inherit a dead relative's wife.

- Refusal to have sex with a person to cleanse her before she can be inherited will lead to a curse.

- Refusal to be circumcised or tattooed with the same knife as your age mates will break an age group bond.

- Failure to have sex with dead partners as a traditional burial rite can lead to a curse and hence HIV/AIDS.

- People can contract HIV/AIDS if they shake hands or hug a person suffering from the disease.

- Using the same utensils as someone suffering from HIV/AIDS can pass the disease germs to a healthy individual.

- Sharing drinks and food with a sick person will pass on the disease.

- A witchdoctor can perform traditional rituals using a mixture of herbs to lock out HIV/AIDS from a homestead and prevent the disease from attacking any close family member of that homestead.

- A mosquito can transmit HIV/AIDS germs from a sick to a healthy person through its bite.

- Some people with the 'wicked eye' can easily bewitch a healthy person who then contracts the disease.

- You can only get HIV/AIDS from prostitutes, also called commercial sex workers.

- Certain members of the community, such as young primary school pupils and disabled people like cripples, do not have HIV/AIDS so this is a safe zone in which to engage in sex.

ACTIVITY

What to do
Discuss in groups the myths and misconceptions about HIV/AIDS that are listed above.
How many of these exist in your community? Write them down.
Write down any others that you know about that are not listed here.
Do you agree with the myths and the misconceptions you have listed?
What should we do about these myths and misconceptions?
Find out the views of your local religious leader and medical officer.

What you need
exercise book
pen

HIV/AIDS is *not* a curse, it cannot be cured by witchdoctors or even the doctors in the hospitals, and it has nothing to do with myths and misconceptions.

HIV/AIDS is real. It is a disease without a cure and it is here in our community. It can be transmitted in several ways:
- through sexual intercourse with an infected person

- from a blood transfusion with infected blood
- from an infected pregnant mother to a child
- by sharing skin piercing, scaring and tattooing instruments.

You alone can protect yourself from the disease – not the witchdoctors, nor your traditions, nor even the doctors in the hospitals.
You should not be scared to say NO when the same needle or knife is to be used on you. This is one way of protecting yourself.

G Care and support of people infected by HIV/AIDS

People who are infected by the HIV virus are said to be HIV-positive. If they become sick, they are said to be suffering from AIDS.
What kind of care and support do these sick people need?

ACTIVITY	What you need
	exercise book
	pen

What to do

In groups, discuss the care and support that people infected with HIV/AIDS need.
You may also be able to visit a dispensary near your school to find out more information.
The pictures in Figure 2.12 will help you.

Help them work   Keep their surrounding clean

Figure 2.12 What care and support is given in each case?

Love and care
People with HIV/AIDS should feel that they are needed and accepted in the home. They must not feel rejected and hated.

Figure 2.13 Love and care for a HIV/AIDS patient

We can show love to these people through:
- spending time with them
- holding, touching and hugging them
- listening to them when they want to discuss how they feel and the problems they face
- comforting and consoling them
- bringing and serving their food and drink and giving any other help when they cannot get around
- washing their clothes and bedding
- cleaning and airing the rooms they live in
- sharing meals with them
- visiting them regularly, especially when they are bedridden or in hospital
- nursing them by giving them their medicine or reminding them when to take the medicine
- taking them to hospital or encouraging them to go to hospital

HIV/AIDS should not cause one partner to leave the other. It should not break up the family.

Medical care

People with HIV/AIDS suffer from several different diseases from time to time because their resistance to infection is weakened. As a result they become sick more easily. AIDS sufferers should therefore get immediate medical help whenever they feel unwell. A simple thing like a cold or cough could easily develop into something more serious.
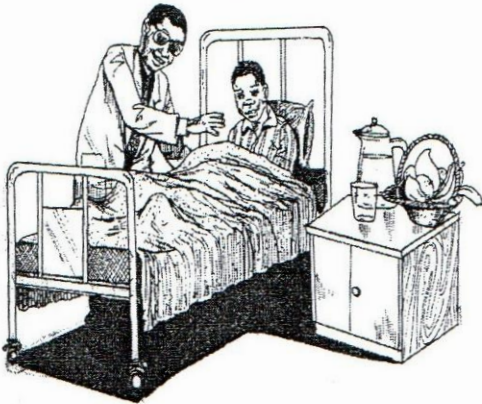

Figure 2.14 HIV/AIDS patients need continuous medical help

If people suffering from HIV/AIDS follow a sensible lifestyle, and obtain prompt and proper treatment when they become ill, they are likely to live longer. In other words they should:

- take the prescribed medicine and follow the doctor's instructions strictly
- avoid smoking and drinking alcohol as these drugs make the body weak and an easy target for diseases
- have plenty of rest since the body of a sick person needs extra rest in order to fight the infection. An average person needs 8 hours of sleep daily. Resting at weekends and during the day is recommended
- also try to follow a normal, active life as much as possible. If they are idle and just sit all day long thinking about their fate, they may suffer from depression
- avoid risky behaviour that may lead to further infection with HIV/AIDS
- obtain treatment from qualified health workers or doctors in a clinic or hospital, not from unqualified doctors or witchdoctors.

Understanding
Science

Pupil's Book 7

- James Karaka
- Leah Nyangasi
- Mwangi Githui

Longhorn Publishers

> We can help those
> infected with HIV/AIDS
> live longer by giving
> them care and love.

(ii) Adequate diet

- People infected with HIV/AIDS should always take a balanced diet.
- Foods given should be well cooked. This makes digestion easier.
- If they are unable to eat solid foods, they should be given soft foods.
- They should be provided with plenty of fluids such as soup, porridge and milk.
- If the patients are too weak, they should be given small meals frequently.

(iii) Proper hygiene

Persons infected with HIV are prone to infection by other diseases. This is because the immunity of the body is weakened.

The HIV/AIDS patient should:
- stay in a clean environment.
- have their beddings and clothes changed frequently.
- wash their hands thoroughly before eating food and after visiting the toilet.
- take a bath every day.

(iv) Medical care

People infected with HIV have weakened immune system and can easily suffer from opportunistic diseases from time to time. They therefore need special medical care. For example:

- the patients should be reminded to take their medicine as instructed by the health worker.
- they should be taken to hospitals on the appointed date and time given by the doctor.
- the patients should be advised to visit the nearest health centre where they will be advised to take special drugs such as anti-retro virals (ARVs).

> **Remember!**
> **AIDS has no cure**
> **but there are**
> **medicines to**
> **help those infected**
> **to live longer.**

Always remember that:
- Anybody can get infected with HIV. We should therefore treat the people well and give them the necessary assistance.
- When caring for people infected with HIV/AIDS, we should take care so that we do not get infected ourselves.
- We should not touch other people's blood and other body fluids with bare hands. Any time we handle an AIDS patient, we should wear protective gloves.

If you have a wound, ensure that it is properly covered before you touch an AIDS patient or wash their clothes.

HIV/AIDS, there are many untrue stories told about it. These untrue stories can be referred to as myths and misconceptions about HIV/AIDS.

A myth is an idea or story that many people believe but it is not true.

A misconception is a wrong or untrue idea which people believe in because they do not have enough information or facts.

The table below shows a list of some common myths and misconceptions and the correct facts about HIV/AIDS.

Activity 2.2: Finding out more about myths and misconceptions about HIV/AIDS

1. Discuss each of the myths and misconceptions about HIV/AIDS listed in the table. Identify the ones that exist in your community.
2. Find out from your parents, guardians and elders other myths and misconceptions common in your home area.
3. Write them down and discuss them with the rest of the class to find out why they are not true.

EXERCISE
1. What is a myth?
2. List two misconceptions about HIV/AIDS.
3. Which one of the following statements about HIV/AIDS is true?
   A. AIDS is brought about by witchcraft
   B. Healthy-looking people are not infected with HIV.
   C. HIV/AIDS can infect people of all ages
   D. Mosquitoes spread the HIV.

Care and support for people infected with HIV/AIDS

People infected with HIV/AIDS can live for many years if they get proper care and support.

It is possible for people with HIV/AIDS to live longer and normal lives. We can assist them by ensuring that they have:
   (i) love and care
   (ii) adequate diet
   (iii) good hygiene
   (iv) medical care

(i) Love and care

People infected with HIV may feel isolated and may suffer shock, anger, loneliness, fear and depression. We should make them feel that they are loved and wanted.

We can do this by:-
* giving them company and talking kindly to them.
* visiting them often.
* allowing them to talk and express themselves as you listen patiently.
* feeding them and keeping them company as they eat.
* encouraging them to continue working or carrying out their normal business if they are able.
* accepting them in places of work or school.

In previous classes, we learnt about HIV/AIDS and how it is spread. Although many people know about

Table 2.2: Myths and misconceptions about HIV/AIDS

| Myths and misconceptions	The truth
• HIV/AIDS is a curse and not a disease. It is as a result of breaking community taboos.	• AIDS is a disease caused by a virus called HIV.
• AIDS is caused by witchcraft.	• AIDS is caused by the HIV.
• Aids does not exist	• AIDS is real.
• HIV/AIDS only infects prostitutes and homosexuals.	• HIV/AIDS can infect anybody exposed to it.
• AIDS can be cured.	• AIDS has no cure as of now.
• Once a person is infected by HIV/AIDS he or she dies immediately.	• People with HIV need not die immediately if they get proper care and medication.
• Having sex with a young girl or boy cures AIDS.	• Sex with anyone of any age does not cure AIDS. It only spreads it.
• Healthy-looking people cannot be suffering from HIV/AIDS.	• Many people infected with HIV look healthy.
• Shaking hands with a person suffering from AIDS can spread HIV.	• Shaking hands with a person suffering from AIDS cannot spread HIV. HIV is only spread through contact with body fluids which have the virus.

18

Our Lives Today

Social Studies

Pupil's Book 7

OLT- S S/NTPS/13/15/05.

Cephas C Kamau
Maryclaire Indire
Feliciana M Rutere
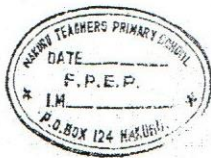
OXFORD
UNIVERSITY PRESS

Work to do

1. List three port towns found in each of the following regions:
   (a) Western Africa   (b) Southern Africa
   (c) Northern Africa (d) Eastern Africa
2. Name four capital cities in each of the following regions:
   (a) Northern Africa   (b) Western Africa
   (c) Central Africa   (d) Eastern Africa   (e) Southern Africa
3. Draw a map of Africa and on it mark and name all the capital cities.

Challenges to African economies

The economic development in many African countries is poor. Efforts to promote growth have been slowed down by several problems which must be overcome first. While some of the challenges may take long to deal with, others require only good planning. The main challenges facing Africa are discussed below.

1. Changing from exporters of raw and partly processed materials to exporters of finished products. The raw materials are often of low value. There is need to increase the value of the goods by fully processing them locally.

2. Using more efficient methods of production by applying modern technology. This may mean using more machines than people to do the work. The only problem is that there are still very many people who need jobs.

3. Balancing the rate of population growth with available resources. The rate of population growth in Africa is one of the highest. There is therefore competition for available resources such as land that can be cultivated. Sometimes farming land is subdivided into small and uneconomical pieces. Nigeria, Kenya and Botswana have such land problems.

Fig. 4.39 Land fragmentation

4. Competing for markets with more developed countries that produce goods more cheaply.

European countries, America and Japan are some of the countries that want African markets opened so that they can export their products here freely. This may kill the industries in Africa.
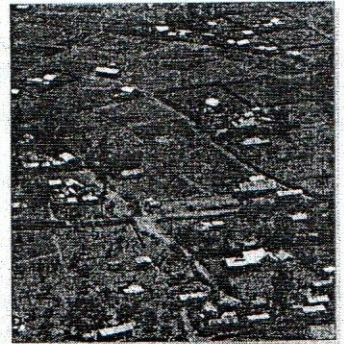
5. Creating conditions that are favourable to foreign investors. Foreigners who want to invest their money in Africa must be sure that they will be able to do business in a secure and profitable way.

6. Ensuring that resources are used for the benefit of all citizens and not just for a few. Sometimes a few people use the resources that belong to the country for their own benefit. The majority of the people do not therefore benefit. This has been the case in the exploitation of minerals in the DRC and Nigeria.

7. Increasing the rate of economic development and expanding trade opportunities. This is a big challenge because the capital and manpower to do this might not be available.

8. Political instability which is experienced in some countries discourages investment. This has been the case in Liberia, Somalia and Sierra Leone.

9. Removing wasteful and negative practices such as corruption. Such practices make it expensive to do business, thus discouraging investors.

10. Inadequate transport and communication networks. Such networks are necessary for economic growth to take place.

11. Many cases of industrial unrest (strikes). This disrupts production and causes losses.

12. Controlling the rapid spread of HIV/AIDS. Many highly trained people are being killed by AIDS.

13. Natural disasters. Africa suffers frequent droughts and floods. Money and other resources that would have been used for development are used to deal with the disasters. There is need to have ways of dealing with such disasters which will reduce their destruction.

Fig. 4.40 Flooding causes destruction

14. Many African countries owe a lot of money to foreign countries. Repaying such debts and creating more wealth at the same time has been a big challenge to African countries.

15. Many African countries face the challenge of managing the environment so that it can continue being used for a long time without being destroyed.

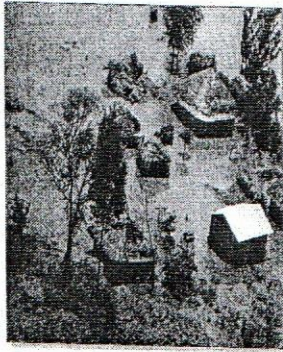16. Inadequate capital to invest in manufacturing industries and modern technology.

Effect of the challenges to African economies

The problems experienced by African economies have made it difficult for Africa to develop as fast as it should. Below are some of the main effects of these challenges.

1. Slow rate of growth. When resources are not enough to improve transport and communication network, then development slows down.

2. Practices such as corruption discourage foreign investors. It becomes difficult to raise enough capital to start industries and to promote other economic activities.

3. Competition from other more developed countries reduces the market for goods produced in Africa. This slows down development because opportunities for trade are fewer.

4. Use of inefficient methods of production makes the goods produced locally expensive and of lower quality. This reduces their ability to compete favourably with goods from other parts of the world.

5. Industrial unrest is expensive to investors. Any time there is unrest, production is reduced and there are many losses. The investors are also discouraged and the countries lose revenue. This has happened in the Export Processing Zones (EPZs) of Kenya and the oil wells of Nigeria.

6. The raw materials and partially processed goods exported by many African countries do not fetch enough money for the countries. The manufactured goods from the same raw materials, when imported back, are more expensive. This means that African countries spend more to buy the finished products than what they earned when they sold the raw materials. This causes poverty.

7. High population growth leads to many people not taking part in the creation of wealth as most of them are very young.

8. HIV/AIDS has led to the death of many people who would be creating wealth. A lot of money and time are also spent on caring for HIV/AIDS victims.

9. Political instability scares away foreign investors. It also disrupts economic activities such as farming.

Possible solutions to Africa's development challenges

Efforts have been made to deal with many of Africa's development challenges. The methods used to deal with the challenges differ from one country to another. The following are some of the efforts being made.

Comprehensive Social Studies

Our Continent Africa

Pupil's Book 7

- Cleophas Ondieki
- Naomi Mbugua
- Francis Muraya
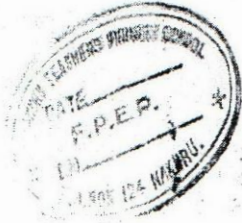
Longhorn Publishers

4. Teaching children how to carry out certain duties like cooking, washing clothes, looking after the younger brothers or sisters and working on the farm.

5. Teaching personal hygiene and good habits.

6. Showing the children that they are all important. It does not matter whether one is a boy or a girl, whether one is disabled or not.

What other responsibilities do your parents have?

Children's responsibilities

During all the interactions at home, the children are expected to show respect and gratitude to their parents. They should also obey them. Examples of responsibilities and duties they should assist in carrying out are:

- Helping in household tasks and other duties like milking cows, cultivation.
- Caring for each other.

Fig. 3.14: A child helping her mother.

In what ways can brothers and sisters take care of each other at home and outside the home?

- Older children should help in the provision of needs such as paying school fees, buying food and clothing according to their ability.
- Taking care of the aged parents.
- Discussing issues and problems affecting the family with the parents. They can give suggestions.

Activities

Look at the pictures in fig. 3.14.

1. Explain what is going on in the picture.

2. Why is it important to share responsibilities at home?

Responsibilities of other family members

These members include grandparents, aunts, uncles and cousins. Members of the extended family should meet regularly in order to know each other. They are expected to help each other in many ways.

1. Giving guidance and counselling especially to younger members. Grandparents do this very well. At times a member of the family could be facing problems that lead to lack of joy. When counselled they brighten up as illustrated by these pictures.

Fig. 3.15(a): Before counselling.

Fig. 3.15(b): After counselling.

2. Helping when some members of the family are sick by:
   - Visiting them in hospitals or at home.
   - Contributing or payment of hospital bills.
   - Giving encouragement

People heal faster when they experience love around them. For example, people suffering from HIV/AIDS, need a lot of support from family members. Members are called to sacrifice time and resources and make the sick members feel loved.

3. Other members with special needs are the disabled and the elderly. All members should co-operate to enable them feel wanted and loved. When given support, the disabled have discovered and exploited their talents for their own development, the welfare of the family and the society.

Fig. 3.16: Helping a disabled person.

4. Sharing the family resources such as land in a peaceful way.
5. Participating in each others celebration such as weddings, birthdays and funeral arrangements.

Fig. 3.17: An extended family, in a meeting.

1. What activity is going in Fig. 3.17?
2. List down three things that would make the family meet to celebrate.
3. Why are such gatherings important?

We have seen that there are many things that take place in the family. A family that has a strong foundation is able to stay together no matter what happens. When members do what they are expected to do they are able to build on each others strengths. Strong families with good habits are the foundation of strong societies and nations.

How do you help to make your family strong?

Exercise

1. In what ways can parents show love and care for their children?
2. What should the family members do to make the following "feel at home" in the family?
   (a) A member suffering from HIV/AIDS
   (b) A member who is disabled
   (c) An orphan staying with a family
4. Explain three things that can make a family have a strong foundation.

What is a ...

Marriage is the joining together of a man and a woman who are prepared to commit themselves to live together for life as husband and wife. It is a union of love between the two. This union is binding until the death of one of them. Therefore, marriage is to be permanent and that is why decision to marry should be taken very seriously.

An institution is something that has been in existence, it is recognised and respected. Marriage has for a long time been recognised and protected by law. The Marriage Act is among the laws of Kenya. The school and the family are also important institutions in the society.

Marriage should be entered into only by adults who are able to make their own judgements and decisions.

It is good to be sure why one is getting married. They are expected to be mature enough to understand, to be responsible for the choices they make.

Importance of marriage

Marriage is the right foundation for the family. The values that are related to the family apply also to the marriage. Marriage is important in many ways:

1. For companionship. This is brought about by love between a husband and a wife.

2. To raise children. Marriage ensures that children are brought up by parents. However, even without children marriage is complete. .

3. To have one sex partner to be faithful to inorder to avoid getting sexually transmitted diseases like HIV/AIDS, gonorrhoea and syphilis.

4. Faithfulness to each other. To be faithful means to be totally committed to a person. There is trust between each other. Faithfulness is important because:
   - It increases love and happiness between the couple.
   - It strengthens the bond and love of the family as a whole.
   - It prevents getting HIV/AIDS.

Considering the discussion on the family and the institution of marriage in this unit, we should note the following important points.

i) We must not let the marriage die. Its death would also be the death of the family and the society.

ii) Marriage is the strongest foundation of a family.

iii) Since each of us is a member of a family, we should take the responsibility to contribute to its strength.

iv) Remember not to take marriage lightly. As you look forward to getting married one day, take your time. Have your priorities right. Finish your studies, become independent. Wait until you are ready to have a permanent union in marriage.

Exercise

1. What is marriage?
2. List down four reasons why marriage is important.
3. Why is marriage the strongest foundation of the family?
4. Last year class four pupils of Enkisomo Primary School were interviewed about early and forced marriages. The pupils were interviewed by Mrs. Juma, a social worker. Read their views in the following extract then answer the questions that follow:

Mrs. Juma: Have you heard of school girls who get married? Who marries them?

Sanpei: Yes, there are quite a number in our school who were rescued from marriage. My schoolmate who is only 12 years old had been married off by her father. She ran away to the D.O.'s place and was brought here.

Zawadi: Some fathers see their daughters as a source of wealth. Any time they get an old man who is willing to pay the bride wealth they force their daughter to go and stay with him. One such girl was sent to the would be husband home. She was grabbed and locked up in his house on arrival.

Pisha: Old men are not the only ones who marry the young girls. Most of the girl.

Activities

1. What activity is going in Fig. 3.17?
2. List down three things that would make the family meet to celebrate.
3. Why are such gatherings important?

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started dying. Medical experts moved into the area and camped there to try and establish the cause of the epidemic.

Musembi was determined not to die. He had watched as members of his family died, one by one. His parents, a sister and a brother had all died within one week. Medical experts performed laboratory tests to diagnose the disease. They took samples of faeces, urine and blood. These were put into test-tubes and taken to the laboratory. The laboratory assistant then checked the contents using a microscope. The laboratory results showed that the victims were suffering from cholera. The doctors were alarmed. Cholera is an infectious disease. Its germs swim in water and can be spread to healthy people through drinking infected water which has not been purified. It is a dangerous water-borne disease.

The bacteria that cause cholera are passed out through the faeces of an infected person. If the person goes to the toilet in the bush, this may then get to the water through floods or running water. When this water gets into the intestines of healthy people they get infected. The disease can also be spread by infected people handling food which is to be eaten by others. Flies and other insects may also transfer the germs from infected human waste (faeces) to food.

After the tests were done, all the infected people were put together and separated from those who did not show any signs and symptoms of cholera. The signs included high temperature or fever, severe diarrhoea accompanied by vomiting and severe pain in the abdomen. The healthy group was inoculated. Musembi was in the healthy group. He felt lonely but happy to be alive.

Inoculation involves introducing weakened disease germs into the blood. Vaccination against cholera is also carried out, but it provides

B. Listening and Speaking

Oral Work

Your teacher will read a passage for you. Listen carefully and answer the following questions.

1. What does a doctor do before he or she diagnoses a disease?
2. Where are the samples tested?
3. What two instruments does the laboratory technician use to examine the samples?
4. After the diagnosis, what does the doctor do?

E. Reading

AFTER THE RAINS

The rains had subsided, leaving behind numerous pools of water. This was a relief to the villagers. They knew that within a few weeks the pools of water would disappear. They would then return to the valley and reclaim their homes. But their joy was short-lived. Another calamity was on its way. The epidemic. It resulted from poor sanitation and a lack of clean water for domestic use. The villagers

protection for only six months. After that it has to be repeated. For some other diseases the period may be longer.

The doctors continued with their routine tests. They found out that the major cause of death was dehydration, because people lost too much water from their bodies through vomiting and diarrhoea. A recovery procedure was recommended to all patients to stop dehydration.

> Take 2 level tablespoonfuls of sugar.
> Take 2 level teaspoonfuls of salt.
> Dissolve the sugar and salt in 1 litre of boiled water.
> Give the mixture to the patients.

All testing apparatus were disinfected by boiling or using a disinfectant. The doctor also tested breathing by using a stethoscope. Musembi thought that he would be helpful by lending a hand. He was given some gloves to wear and felt good. He hoped that one day he would become a doctor.

Musembi helped the doctor to put away the disposable syringes and needles. They were very many. No patient was allowed to share a needle or syringe with another patient. This was done as a precaution against the spread of HIV/AIDS. AIDS was another killer disease and could be spread from one person to another through sharing injection needles.

Within two weeks, the doctors managed to control the disease outbreak. I heard one doctor say, "These people are out of danger. The mortality rate has fallen heavily."

"What does that mean?" I asked.

"It means that out of those infected, the ones dying are very few now. I think we have finally contained this terrible disease. But people have to learn to dispose of their human waste the right way – every household must dig and use a latrine."

The number of deaths grew fewer and fewer as the doctors diagnosed and quickly treated any new cases. They insisted that only medicines from their prescriptions should be used and in the correct dosage.

Some people had contracted other contagious diseases and doctors had to wear protective clothing while examining and treating them.

For group discussion
a) What do you think people should do to stop an outbreak of cholera?
b) What other hygiene habits are necessary for good health?

Expand your knowledge
a) List five other water-borne diseases.
b) Discuss in groups how improvement of hygiene conditions can prevent the spread of such diseases.

C. Language Focus

i) Use of found and made

Look at this example.
Musembi found his parents dead.

This means that Musembi was not there when they were dying but he came and saw that they had died. Find *income* to discover or to see.

Make similar sentences from the table below.

The medical experts The laboratory assistant The doctors	found	the blood samples infected. the patient critically ill. most victims dead. the microscope broken.

Construct five sentences of your own using the examples in the table above.

Below is an example on made.
The dosage made him feel better.

This means that when he took the medicine in the amount prescribed by the doctor (dosage), he felt better.

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inoculations were given to curb other dangerous diseases which posed a threat to the villagers.

Musembi everything changed because he had lost all his close relatives. He had to be taken to a children's home where he received care and education. His dream was to become a doctor one day.

Why were the villagers happy?

What caused the deaths of many villagers?

What happened to Musembi's family?

Complete the following table to show the signs and symptoms of cholera. Write as many as you can find in the passage.

Disease	Signs	Symptoms
Cholera	1.	1.
	2.	2.
	3.	3.
	4.	4.

What caused the cholera epidemic?

What is inoculation?

Which of the following is not tested in the laboratory?
A) blood   B) urine   C) faeces   D) symptoms

Which of the following is used in testing specimen?
A) injection needle   B) microscope
C) water   D) stethoscope

Which are the major signs and symptoms of cholera?
A) fever   B) diarrhoea and vomiting
C) loss of weight   D) rashes

---

iv) Use of found in active form

Read the example below.

1. The teacher found the pupils in the classroom.
2. The adjudicators found the audience in the hall.

Sentence 1 means when the teacher came into the classroom, the pupils were already in the classroom. Sentence 2 means when the adjudicators entered the hall, the audience was already in the hall. Note that the two sentences are in active form; the object is direct.

Now make five similar sentences of your own.

v) Use of found in inactive form

Read these examples.

The baker found the beater in the cabinet.

The chemist found the medicine in the locker.

Note that these two are in inactive form because the things found had been placed there by someone else.

Make similar sentences from this table by matching sentences.

The farmer	found	the suspect in the cellar.
The police officer		the honey in the beehive.
The laboratory technicians		the hive on the ground.
The pupils		their samples in the beaker.
		their books in the lockers.

NEW
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Pupils Book

7

One More Step

THE JOMO KENYATTA FOUNDATION

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21 IMMUNISING WASAI

Why are people immunised?
What are some of the diseases they are immunised against?

Now Read

Haika was doing some ironing for her mother, singing quietly to herself. She liked the way the creases disappeared, leaving the clothes smooth and neat. Today she was being especially careful because she was ironing some nappies for her baby sister, Wasai, who was just one week old. Everyone in the family was very excited about her.

She had nearly finished when her mother came into the room. "Haika," she said, "I'm taking Wasai to the children's clinic at the hospital this morning. Would you like to come with me?"

Haika was very worried when she heard this. "What's the matter, mother?" asked. "Surely Wasai isn't sick? She was fine when she woke up."

"No, she's not ill," said her mother with a smile, "but her weight has to be ked and we also have to start her immunisation."

"What's that?" asked Haika. It sounded rather frightening.

"It means almost the same as vaccination or inoculation," replied her mother. a way of preventing some serious diseases. All children should be immunised al times when they are young, starting soon after they're born. This helps e ld mortality. Come along to the clinic and you'll learn more about it."

Half an hour later they set off for the hospital, which was about two kilometres Haika's mother was carrying the baby, and Haika's younger brother, Ngatu, lso decided to come.

'Do you remember the last time you went there, Ngatu?' asked Haika, as aw the hospital in the distance.

'Yes. Mr Kizito took me in his car," said Ngatu. 'I had diarrhoea."

'And what did the doctor tell you? " asked his mother.

He said I shouldn't eat fruit that is lying on the ground, whether it looks r not. It might be dirty, and rotten inside."

hey came to the hospital gate. Their mother led them to a small building e sign *Children's Clinic* outside. They entered and went into the waiting

150

room. They found several parents, all with babies and young children in t
Wasai's mother showed a card to a nurse who was sitting at a table, and
found a place on one of the benches. Haika and Ngatu sat beside her and lo
around. Some of the babies were asleep, some were crying, and a few were l
breastfed. From time to time, one of the parents came out of another room w
baby and another one was called in.

After a few minutes, Ngatu asked, "Why are we just sitting here?"

"We have to wait for our turn," said his mother. "It won't be very long

Haika and Ngatu went to look at some posters which had been put up o
waiting room walls. They found an interesting one. "Look," said Haika. "H
one about immunisation." She read it to Ngatu.

no longer have the threat of epidemics of these diseases. There's even one serious
disease which has vanished completely because of immunisation."

"Which one is that?" asked the children's mother.

"Smallpox," said the nurse. "No one has caught smallpox for many years,
and probably no one will ever die of it again. And now I must call the next person
in," she added, looking at her watch.

She wrote some more dates on the
green card and handed it back to
Wasai's mother. "Bring her again in
five week's time," she said, "and
we'll continue her immunisation
programme."

They thanked the nurse and
went out. This time Haika carried
Wasai. As they were walking to the
main gate, they met the doctor who
had treated Ngatu the previous year.
He had a stethoscope in his hand.

"Hallo," said the doctor after he had
greeted their mother. "Are you here
again, Ngatu? I hope you haven't
been eating dirty mangoes this
time!"

"No I'm not sick," said Ngatu.
"We came to immunise my baby
sister.

Now she won't catch polio or. ...,"
Ngatu stopped. He had forgotten the
name.

"Or tuberculosis," said the doctor.

"That's very good. If she has the rest of her vaccinations, I'm sure she'll grow into
a very healthy little girl. She's a beautiful baby, too. You'll look after her well,
won't you?"

"We will," said Haika and Ngatu.

C. Do You Remember

1. Questions for written answers
   (a) How many members of Haika's family went to the hospital?
   (b) Why had Ngatu been to the hospital before? What had made him ill?
   (c) Why should children be immunised according to the passage?
   (d) Answer these questions about the immunisation programme on the
       poster:
       Which vaccines are given to a baby at the age of 10 weeks?
       How many times is the tetanus vaccine given?

Things to do

Design a poster telling people:
   (a) How to help people with AIDS.
   (b) What causes HIV/AIDS
   (c) Myths about AIDS

APPENDIX 5

Summary of Readers' Responses to the Elicitation Test

School 1

	Total Scores Obtained	**Maximum Total Score**	**percentage**
Category 1	25	50	50
Category 2	26	40	65
Category 3	22	60	36.6
Category 4	45	50	90
Category 5	33	50	66
Category 6	31	50	62
Total	**182**	**300**	**60**

Highest score 26

Lowest score 15

Expected max. score 30

School 2

	Total Scores Obtained	**Maximum Total Score**	**percentage**
Category 1	35	50	70
Category 2	33	40	82.5
Category 3	23	60	46
Category 4	38	50	76
Category 5	34	50	68
Category 6	34	50	68
Total	**197**	**300**	**65.9**

Highest score 24

Lowest score 12

Expected max. score 30

School 3

	Total Scores Obtained	Maximum Total Score	Percentage
Category 1	28	50	56
Category 2	29	40	72
Category 3	19	60	31
Category 4	36	50	72
Category 5	18	50	36
Category 6	27	50	54
Total	**153**	**300**	**51**

Highest score 19

Lowest score 13

Expected max. score 30

School 4

	Total Scores Obtained	Maximum Total Score	Percentage
Category 1	30	50	60
Category 2	30	40	75
Category 3	11	60	18.3
Category 4	28	50	56
Category 5	16	50	32
Category 6	09	50	18
Total	**124**	**300**	**41**

Highest score 16

Lowest score 06

Expected max. score 30

School 5

	Total Scores Obtained	Maximum Total Score	Percentage
Category 1	24	50	48
Category 2	26	40	65
Category 3	13	60	21
Category 4	30	50	60
Category 5	13	50	26
Category 6	22	50	24
Total	**128**	**300**	**42**

Highest score 20

Lowest score 05

Expected max. score 30

Key

Categories are the standards of textuality

1. Cohesion and coherence
2. Acceptability
3. Informativity
4. Intentionality
5. Situationality
6. Intertextuality