



MACHAKOS UNIVERSITY

University Examinations 2018/2019

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

APRIL SESSION EXAMINATION FOR

DOCTOR OF PHILOSOPHY (APPLIED LINGUISTICS)

AEN 906: ACADEMIC PUBLISHING

DATE: 22/8/2019

TIME: 2:00 – 5:00 PM

INSTRUCTIONS

This paper consists of FIVE questions

Answer question ONE and other TWO questions in this paper

SECTION A: (COMPULSORY)

1. a) Explain why it is important to publish as a scholar. (5 marks)
- b) Examine the significance of peer review and what it exactly entails in the discipline of academic publishing. (15 marks)

SECTION B: ANSWER ANY OTHER TWO QUESTIONS

2. “Editors, reviewers and readers all want to receive well-presented manuscripts that fit within the aims and scope of their journal.” With illustrations, describe the general structure of a research article. (20 marks)
3. Evaluate the key factors that could contribute to your article being rejected in a peer reviewed journal and how you can overcome them. (20 marks)
4. Examine the pitfalls of publishing in predatory journals and highlight the ways in which a scholar can identify and avoid such journals. (20 marks)

5. Based on your knowledge of the 4Cs of developing an effective abstract, analyse the strengths or weaknesses of the following abstract: (20 marks)

“Kiswahili riddles: Parallelism and social functions” By Deo S Ngonyani

Abstract

Kiswahili riddles (*vitendawili*) are children's puzzles presented in the form of precedent statements, queries or propositions eliciting responses, solutions or sequent (Harries, 1971, 1976; Gowlett, 1979; Okpewho, 1992). This article examines the linguistic structure of precedents in Kiswahili riddles. It is noted that the precedents are characterised by parallelism at the phonological, morphological, clausal and semantic levels of language description. This is demonstrated through an analysis of the linguistic structure, including the study of the metaphorical structure using the cognitive approach. The use of metaphors and structural parallelism presents enormous cognitive challenges to children, but is also an invaluable tool to them in acquiring linguistic and cognitive skills. As Scheub (2002: 124) points out: ‘The riddle establishes a model for all oral art’. It is argued that riddles are similar to proverbs in the use of metaphors and in encoding ambiguity and relativity. It is an instructional medium for elegant speech, observation of nature and human behaviour, ambiguity and indeterminacy in life.