

**A SOCIO-SEMIOTIC MULTIMODAL ANALYSIS OF THE REGISTER USED
BY BASKETBALL AND HANDBALL SECONDARY SCHOOL PLAYERS IN
TRANS NZOIA COUNTY**

DANIEL CHEGE MUTONGA

REG NO: C50/67083/2013

**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Award of the Degree of Masters of Arts in Linguistics of University of Nairobi**

November 2016

DECLARATION

This project report is my original work and has not been presented for the award of a degree in any other University.

DANIEL CHEGE MUTONGA

Signature.....Date.....

This project report has been submitted for examination with our approval as University Supervisors.

PROF. KITHAKA WA MBERIA

Signature.....Date.....

DR. KENNETH NGURE

Signature.....Date.....

DEDICATION

For Stephanie, Austin and Adelaide; great source of inspiration in my life. For my late father, I promised you I will get it and here it is.

ACKNOWLEDGMENTS

May I acknowledge and appreciate the incredible support and encouragement of all who contributed positively towards the successful completion of this study, for without them this project would never be a success. I also wish to thank God for giving me strength to reach this far, on my own I could not have made it. My heartfelt appreciation to Prof. Kithaka Wa Mberia and Dr. Kenneth Ngure for their insightful supervision and ceaseless devotion during the entire time of the study. Thank you for the challenges and encouragement accorded during the entire period of this study.

I cannot fail to recognize relentless efforts of Mr. David Lwangale of Mt. Kenya University and Mr. Ezekeial Ombaso of Cedar Educational Centre for their valuable suggestions towards the improvement of the study. To all my lecturers who taught me in the various courses in the university of Nairobi. I say thank you and God bless you. Special gratitude to my colleagues class 2013, for the social warmth throughout the entire course.

To Luka Chebus, a young man with inquisitive mind, who inspired me to undertake this study by his endless questions concerning the language of basketball and handball. To all the coaches, players, referees and fans of basketball and handball who took their time to grant me interviews, suggestions and ideas regarding the register of basketball and handball during zonal, sub county, county, regional and national championship.

ABSTRACT

Basketball and handball are among many sports activities enjoyed by youths in upper primary, secondary, tertiary institutions, colleges and universities. Every sport has its own special register and it can be very difficult for the uninitiated or outsiders to understand it. In many competitions involving any sport, you will come across many phrases, words, terms and expressions used by coaches, players, referees and spectators to communicate among themselves or describe the sport itself. This register used in competitions of basketball and handball can be baffling and confusing to many people. The nature of basketball and handball games and its linguistic setting is what makes this register specific. The purpose of this study is to show how the register used by basketball and handball players in Trans Nzoia County can be investigated using a social semiotic multimodal approach. Semiotics is a science of how people use signs and symbols to generate meaning and therefore social semiotics multimodal theory capture the use of combination of different semiotic modes in a social context in order to generate meaning. This study sought to establish whether or not signs comprise the register used by basketball and handball players and the role context plays in decoding the meaning of this register used in basketball and handball courts. The research project was carried out in basketball and handball courts during term one and two secondary schools games competitions. A sample of 51 basketball and handball coaches (both male and female), 30 basketball and handball referees (male and female), 45 basketball and handball players (male and female) and 36 (male and female) basketball and handball fans were interviewed during zonal, sub-county, county, regional and national championships. This data was processed and examined against the tenets of the socio-semiotic multimodal theory and conclusions were made. The research findings established that signs comprise the register used by basketball and handball players and that the meaning of words and phrases used in basketball and handball courts are context dependant.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
DEFINITION OF TERMS	ix
LIST OF ABBREVIATIONS.....	x
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction	1
<u>1.1 Background to the study.....</u>	<u>11</u>
1.1.1 Basketball.....	4
1.1.2 Handball.....	6
1.2 Statement of the Research Problem.....	8
1.3 Research Questions.....	8
1.4 Objectives of the Study.....	9
1.5 Significance of the Study.....	9
1.6 Scope and Limitations of the Study.....	10
1.7 Theoretical Framework.....	10
1.7.1 A socio semiotic approach to multimodality.....	12
1.8 Research Methodology.....	13
1.8.1 Target Population.....	13
1.8.2 Sample and Sampling procedure.....	15
1.8.3 Research Instruments.....	16
1.9 Data Analysis.....	17
1.10 Conclusion.....	18

CHAPTER TWO :SPORTS SEMIOTICS	19
2.0 Introduction.....	19
2.1 Signs and Symbols	19
2.2 Sports Semiotics	22
2.3 Semiotic Structuralism.....	26
2.4 Conclusion.....	30
CHAPTER THREE: SPORTS REGISTER.....	31
3.0 Introduction	31
3.1 Register	31
3.2 Sports Register.....	34
3.3 Style.....	35
3.4 Conclusion.....	37
<u>CHAPTER FOUR :SIGNS, WORDS AND PHRASES AS USED IN BASKETBALL AND HANDBALL COURTS.....</u>	<u>38</u>
4.0 Introduction	38
4.1 Return Rate.....	38
4.2 Signs as a Register of Basketball and Hand ball.....	41
4.3 Application of Semiotic structuralism in basketball and handball.....	50
4.4 Functionality of Socio-Semiotic Multimodality Theory in Basketball and Handball Courts..	61
4.5 Conclusion.....	62
<u>CHAPTER FIVE:THE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY</u>	<u>63</u>
5.0 Introduction	63
5.1 Summary of the Findings.....	63
5.2 Conclusions of the Study.....	64
5.3 Recommendations of the Study.....	64
5.4 Suggestions for Further Study.....	65
APPENDICES	69
Appendix I: interview schedule.....	69
Appendix II: Observation schedule.....	81

LIST TABLES

Table 1: Representation of the Target Population of Male and Female Coaches, Players and Referees	14
Table 2: Representation of Sample Size from Target Population.....	15
Table 3: Representation of Semiotic signs Regulating Sports Activity.....	24
Table 4: Semiotic Signs Occurring from Integration of Sports into Social Realm....	25
Table 5: Gender representation among the respondents.....	39
Table 6: Representation of Respondents' Experience in terms of years.....	39
Table 7: Representation of coaches and referees levels of Training.....	40
Table 8: Representation of basketball players and fans' levels of participation.....	41
Table 9: Representation of handball players and fans' levels of participation.....	41
Table 10: Evidence of the usage of signs in basketball and handball courts	42
Table 11: Frequency on the usage of signs in basketball and handball courts.....	44
Table 12: Spectators' understanding of signs as used in basketball and handball courts..	49
Table 13: Meaning of words and phrases as used in basketball and handball courts.....	50
Table 14: Contextual use of words and phrases as used in basketball court and their contemporary meaning.....	53
Table 15: Contextual use of words and phrases as used in handball court and their contemporary meaning.....	57

DEFINITION OF TERMS

A court: A place where basketball or handball is played.

A text: Anything that we can read and understand.

Context: The environment in which a word, a phrase or a sign exists.

Decoding: To receive the signal and understand what it means.

Encoding: The process of converting a thought into a message

Event: An event is one of the races or competition in a sports program; for instance, 800 meters, 1500 meters, 3000meters and 5000metres.

Game: An activity or a sport with rules in which people or teams compete against each other such as card games, board games and ball games.

Pitch: An area of ground specially prepared and marked for playing a game.

Semiotic mode: Different ways for making meaning such as speech, writing, image, verbal and gestural.

Semiotic phenomena: Modes of meaning making for example text and context are semiotic phenomena.

Semiotic resource: How users of language use language as a tool to create meaning.

LIST OF ABBREVIATIONS

F.I.B.A	- (F.I.B.A International) from its French name Fe`de`ration International de Basket-ball
I.H.F	-International Handball Federation
K.B.A	-Kenya Basketball Association
K.H.F	-Kenya Handball Federation
K.I.C.D	-Kenya Institute of Curriculum Development
K.S.S.S.A	-Kenya Secondary Schools Sports Association
M.O.E.S.T	-Ministry of Education, Science and Technology
N.B.A	-National Basketball Association
P.E	-Physical Education
S.F.L	-Systemic Functional Grammar

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study is concerned with the Socio-semiotic multimodal analysis of the register used by basketball and handball players in Trans Nzoia County. This chapter will provide detailed information on the background of the study, background to sports language, statement of the research problem, research questions, objectives of the study, hypotheses, significance of the study, scope and limitations of the study and summary.

1.1 Background to the study.

The term sport can be given various definitions. Australian Sports Commission (ASC) defines sport as “a human activity capable of achieving a result requiring physical exertion and/or physical skill, which, by its nature and organization, is competitive and is generally accepted as being a sport”. Cojakley (1990) said that a sport is “an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors”. Snyder and Spreitzer, (1983:13) approaches a sport as “a human activity that involves specific administrative organization and a historical background of rules which define the objective and limit the pattern of human behavior, it involves competition and/or challenge and a definite outcome primarily determined by physical skills”.

Based on the above definitions, a sport therefore must have three important characteristics. Firstly, a sport is an activity done by human beings which involves physical abilities and physical effort, secondly it is controlled by laid down rules or regulations and lastly it is performed competitively in a way that will achieve certain targeted end results.

There are different forms of sports namely: basketball, handball, football, netball, rugby, hockey, table tennis, lawn tennis, boxing, athletics, golf, horse racing, skiing, martial arts,

baseball, cricket, cycling, swimming, rock climbing, aerobics, boat-racing, chess, cards among many others.

Sports can be categorized as individual sports such as athletics, group or team sports such as rugby, football, regional sports (played in certain regions only), traditional sports (sports played from ancient times), new sport (sports invented recently), extinct sports (no longer played), unusual sports such as bungee jumping, beach sports such as beach volleyball, handball, water sports such as skiing, skating, surfing, wake boarding, blood sports for instance bull fighting, cock fighting, hunting sports, multi-sports (two or more sports played consecutively), underwater sports, shooting sports such as darts, rifle shooting, summer sports such as boxing, Olympic sports for example basketball and handball, winter sports such as ice skiing, snowboarding, Olympics sports, indoor and outdoor sports for instance table and lawn tennis, Paralympics sports (participants are people who are disabled), mind sports, air sports such as aerobatics, air racing, contact sports such as boxing, judo, wrestling, rugby and card games. Some sports may fit in more than one category.

The discipline of sports sociology studies the structure and patterns of social organizations and the dynamics of groups participating in sports. On the general level, it can deal with the effects of sports on a particular culture or the development of sport within a culture, while in a more restricted setting; it might involve spectator violence, crowd behavior, ethnic or gender discrimination, or social benefits of regular physical activity. A sport is also connected to religion, politics, education, the economy, mass media, and opportunities for girls and women in sports as participants, coaches and administrators (Buck, M. 1983, 158)

Sports are among many popular activities undertaken by many people across the modern world cutting across people of all ages, different gender, diverse abilities and all races (Mwisukha, 2005). It is vital in promoting positive development and providing norms and values and knowledge to all persons, (Women 2000 and Beyond, 2007). In a school setting every subject in the curriculum has a unique contribution to make to the developments of each student and thus to the society. Physical Education and sports is

one subject that enhances the development of an individual through carefully selected physical activities such as exercise, plays, games, leisure, recreation and sports. (Mwathi and Kamenju, 2006:16)

Katiambo (2005) studied the depiction of female athletes in daily newspapers in Kenya where women are under-reported in the media as compared to their male counterparts using the gate keeping theory. This study is relevant to us because it provides crucial information on female sports coverage in the media and was a good contribution in the area of sports register and provided a clue on the under representation of female coaches and referees. Kariuki (2015), in “Gender Representation in Sports Participation and Leadership in Teacher Training Colleges in the Eastern Zone Kenya” presents statistics on female underrepresentation in sports and provides factors affecting equal representation of female in sports such as social, political and economic. This study was important in our research because it provided some light on why there were fewer girls’ basketball and handball teams and fewer numbers of basketball and handball coaches and referees in the entire championship as compared to boys’ teams and male coaches and referees.

Gitonga (1998) carried out a study on the “Effects of Participation in Competitive Sports and Academic Performance of Secondary School Students in Nairobi” which revealed that athletes performed better than non athlete in academic performance. Sports provide an environment for recreation, health, social relationships, biological development, freedom of expression, testing of self among others. He therefore recommended that interscholastic competition sports should be emphasized among students at all levels of education as engagement in them is not detrimental to academic achievement. This study and its findings were important in our study because it highlighted the importance of sports in school as a social event.

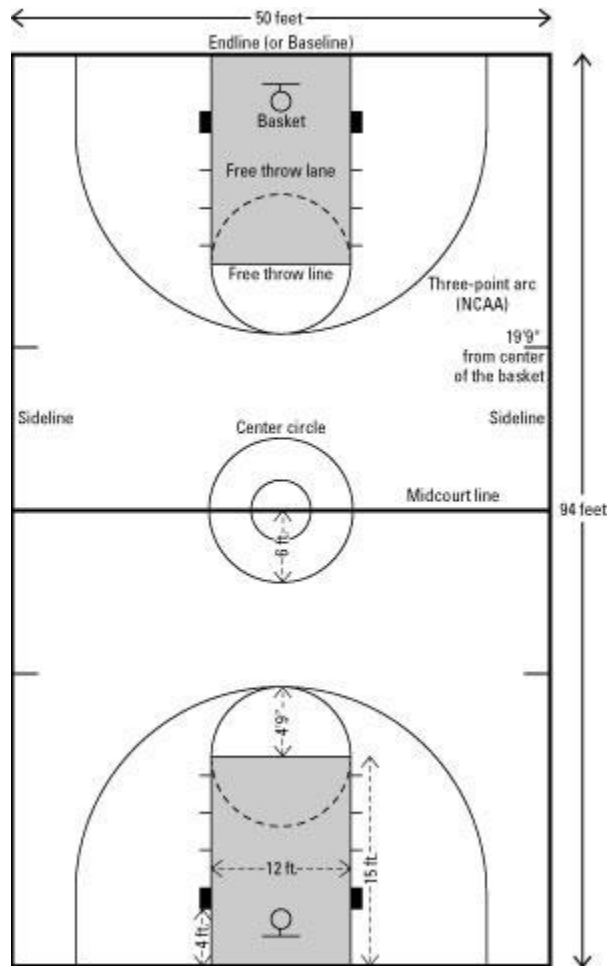
Mwathi and Kamenju (2006) studied “The Contribution of Physical Education to the Overall Development of each Student”. This study was important to our study because it provided crucial information on the role of physical education classes in schools. Mmbaha (2003) on the “Relationship between Participation in Sports and Social

Mobility” observes that games and sports can be used to guide deviant students in the slums of Mathare to excel in life. She emphasized on the use of games and sports to counsel the less advantaged and diligent youths to move upwards and stop stealing, fighting, teasing others and disobeying authorities among other problems. She recommended on the introduction of sports by the government as a way of productive leisure. This study was relevant to our study because it emphasized the role and importance of games and sports in schools and in society at large.

1.1.1 Basketball

Basketball as a sport is played by both men and women in many parts of the world and in most secondary schools, tertiary institutions, colleges and universities in Kenya. It is a favorite pastime activity for the urban youths of the age between thirteen and thirty five years of age. It is played either indoors or outdoors on a court measuring 28 meters long and 15 meters wide (approximately 92ft long by 49ft wide) and a basket hook at a height of 3.05 meters (10ft) at each end of the court. A basketball court is made up of two symmetrical halves; each half of the playing court is a replica image of the other half. Each half-court has painted lines with specific measurements that indicate the free throw line, no charge semi-circle, and the three-point arc. (www.dummies.com).

Figure 1 basketball court



(www.dummies.com/how-to/.../the-lines-and-dimensions-of-a-basketball-court.html)

Basketball is played by strictly using hands to throw (shooting) the basketball ball through a hoop tied with a net called ‘the goal’ or ‘the basket’ of the opponent team and the team scoring the most points wins, no wonder basketball language is also called the language of “hoops”. A goal scored by either jumping or standing inside the three-point line earns two points and a basket scored from outside the three point line deserves three points. Goals from free throw area warrant one point each. Basketball is played between two competing teams, with only five players per team allowed to participate in the court. A team is made up of a maximum of twelve players, but only five can be on court at one time. National Basketball Association (NBA) games are played in four quarters of twelve minutes each with an interval of one minute break as a time out. Each team is allowed a maximum of six time outs in the entire match. A coach is allowed to substitute players at

his/her discretion as long as he /she inform the table officials and referee before doing so. Selected officials supervise each game. The officials includes three on-court referees responsible for calling fouls and their penalties and one table official responsible for keeping scores, running the game, shutting the clock, and keeping track of all fouls and substitutions (Livestrong, 2014).

Several variants of basketball exist namely: street basketball, water (beach) basketball, wheelchair basketball, unicycle basketball, indoor basketball and outdoor basketball. Basketball is a sport activity which is rule governed and well regulated by certain national and international bodies. For example basketball in Kenya is run by Kenya Basketball Association (K.B.A) and International Basketball Federation (F.I.B.A) from its French name Federation internationale de basketball, an international association of all national organizations which oversees international competitions across the world.

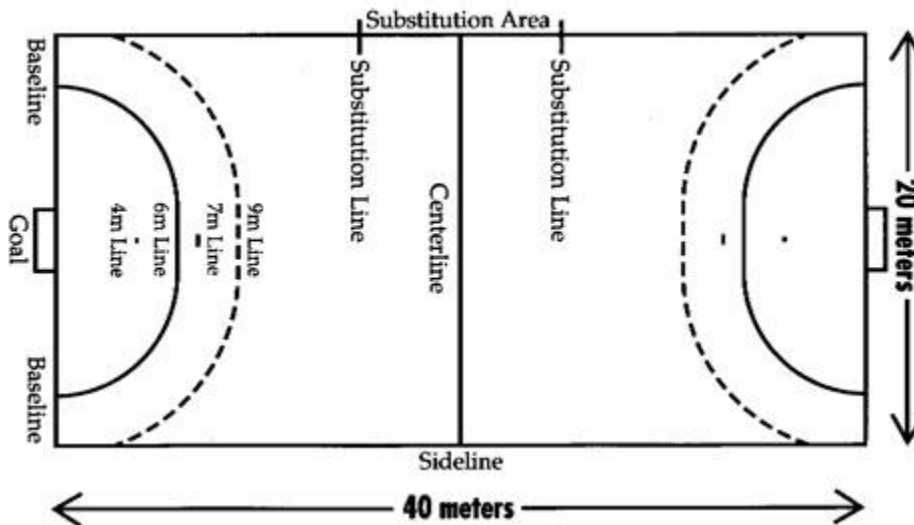
1.1.2 Handball

Handball also known as Borden ball is a seven player team sport (six field players and one goalkeeper) played by passing a handball ball using hands with the sole aim of throwing the ball into the goal of the opponent team. Normally a standard match is made up of two equal periods of 30 minutes. Each score is counted as one goal and the team that manages to scores more goals are declared the winner. Handball was first played in the late 19th century in Germany and Scandinavian countries that are Denmark, Sweden and Norway.

Handball as a sport is played on either an indoor or outdoor symmetrical court measuring 40 meters long and 20 meters wide approximately (131ft long and 66 ft wide). Each half court is equipped with a goal at the centre of the end of each half. Each half is clearly marked for substitution area, 9 meter line (free throw line), 7 meter line (penalty line), 6 meter line (goal area line), 4 meter line and center line midway the two baselines. The goals are covered by a 6- meter line zone where only the defending goalkeeper of each teams are allowed. It is considered illegal play if a player collects a ball inside the 6mter line. It is equally a foul if the goalkeeper leaves the 6metre line and attacks a player. Valid scores must be scored by throwing the handball ball from outside the 6- meter zone

or while jumping into it. A player must release the ball before stepping inside the 6 meter line in order to earn a legitimate goal.

Figure 2 handball court



(www.sportsknowhow.com/...handball/dimensions/team-handball-court-dimensions.ht...)

Normally handball is supposed to be played in an indoor court; however outdoor variants is also seen in most competitions such as secondary schools term two championships, inter colleges and open tournaments. Handball has many categories namely: Field handball, beach handball (sand handball), Prison handball, Chinese handball, American handball, Gaelic handball or Irish handball and Street handball. Apart from explaining what the game consists of, the on-line encyclopedia also provides the synonyms of “team handball” as “field handball”, “European handball”, “Olympic handball”, and, simply, “handball” (Schrodt, 2011).

Handball is played by both men and women in various championships from primary schools competitions, secondary schools competitions, colleges, tertiary institutions, universities, east African games, all African games, Olympics, pan American games, Asian and Mediterranean games. The game has it rules codified and many revisions of these rules have been revised many times to keep in tandem with the changing nature of the game. In Kenya, handball is run by Kenya Handball Federation (K.H.F) and

International Handball Federation (I.H.F) the highest handball management body worldwide formed in 1946.

1.2 Statement of the Research Problem

Despite the fact that basketball and handball are played by many people around the world, there are a lot of people who cannot fully understand the meaning of many signs and words as used in basketball and handball context. Furthermore these signs and words can be misinterpreted to mean different things if taken out of the basketball and handball contexts. There are numerous terms, catch phrases, idioms, metaphors, slang and signs used within the basketball and handball courts that can confuse a person who is not accustomed to the register used by basketball and handball players thus hindering his or her enjoyment of the game. It is important to state here that there are a few studies conducted on the register associated with sports and the few ones done, have not addressed adequately the aspect of register used by basketball and handball players and this therefore has motivated the researcher to pursue it a step further. Notable among them is Njimu (2010) in her study on Lexical Adjustments of Sports Language in Three Kenyan Newspapers. The researcher using lexical pragmatics focused on the function of the media in reporting sports news especially in print media. This study was relevant to our study because it sought to establish a sports register as a form of sports reporting and sports casting. However, our study is different because it seeks to find out the register used by basketball and handball players in communication in the playing court. This study sought to find out if signs comprise the register used by basketball and handball players and the role of context in understanding the communicative value of these signs, words and phrases as used by basketball and handball players.

1.3 Research Questions

This study was directed by three research questions:

- i. Do signs comprise a register used by basketball and handball players in Trans Nzoia County?
- ii. What is the role of context in interpreting the meaning of words and phrases as used by basketball and handball players in Trans Nzoia County?

- iii. How functional is socio-semiotic multimodal theory in analyzing the register used by basketball and handball players in Trans Nzoia County?

1.4 Objectives of the Study

The study took a multimodal approach to address the following research objectives:

- i. To find out whether or not signs comprise the register used by basketball and handball players in Trans Nzoia County.
- ii. To determine the role of context in interpreting the meaning of words and phrases as used by basketball and handball players in Trans Nzoia County.
- iii. To ascertain the functionality of the socio-semiotic multimodal theory in analyzing the register used by basketball and handball players in Trans Nzoia County.

1.5 Significance of the Study

The secondary school curriculum emphasizes the importance of physical education and sports in schools. It is a lifelong process of helping an individual to develop in all aspects of life such as socially, morally, emotionally and physically (Gitonga, 1998). As much as it is taught as a subject, physical education and sports however is not examined in primary and secondary level but it is studied as subject and examined in some universities.

Like in any profession or sport in the world, basketball and handball has its own language. Any person could listen to two players, two fans, two referees, two coaches or a coach talking to a player and not understand what they are talking about. This language has undergone an evolutionary process whereby everyday players, fans, coaches and even referees coin new terms, phrases and sentences denoting certain actions, ideas or objects on the playing court and it becomes part of the game's 'vernacular'.

This study is important because it will help new coaches, players, referees and anyone interested in knowing basketball and handball to understand its register including vocabulary, tactical and technical terms faster and better thus motivating him/her to learn the rules of basketball and handball and therefore enjoy the game. Knowing the language

of basketball and handball will also help coaches, players and referees communicate easily with each other.

1.6 The Scope and Limitations within the Study

This study dealt with the register associated with basketball and handball players. For this reason, therefore, our study was not able to provide examples covering other sports such as volleyball, football or rugby. Sports language comprises also of sports reporting (sports casting and commentary) but this study was limited to basketball and handball register used by players, coaches, fans and referees within the playing court context.

This study focused on the language used by basketball and handball players within the playing court context specifically during secondary schools term one and two ball games competitions and not in any other environment. It is also important to note that there are several variants of basketball namely wheelchair basketball, water (beach) basketball, mini basketball, junior basketball, street basketball and seniors basketball. Handball variants include field handball and beach handball. Beach handball is now recognized by I.H.F and has formal rules. This study relied heavily on outdoor basketball and field handball for collection of its data.

The study also focused on secondary schools championships as stipulated in the secondary schools' sports calendar of events targeting secondary schools basketball and handball players and not college, technical or university basketball and handball players. The study also concentrated on the analysis of register used by basketball and handball players even though there were other areas like sociological, economical, cultural and political factors that are related to basketball and handball which can be investigated.

1.7 Theoretical Framework

The theoretical framework used in this study was derived from social semiotic multimodal theory by Van Leeuwen and Kress (2005). Semiotics is the science of how people use signs and symbols to generate meaning. Social-semiotic, on the other hand, is the study of how meaning is derived from social institutions and relationships in society. Human beings use symbols and signs that they have learnt from the depository within

their culture in order to communicate their views about life. Socio-semiotics multimodal theory therefore will provide us with a tool for approaching, analyzing, interpreting and characterizing the register used by basketball and handball players in Trans Nzoia.

The term “Multimodality” has received many interpretations from many linguists and semioticians. Theo van Leeuwen observes multimodality as, “the combination of different semiotic modes such as language and music or language and signs in a communicative artifact or event” (Van Leeuwen, 2005). Put differently, multimodality may also refer to the various ways in which different semiotic resource systems are combined and integrated within a certain context in order to derive a specific meaning.

Many social semioticians have attempted to find out how these semiotic resources are manipulated in certain specific historical, cultural, social and institutional contexts and how people make meaning from these contexts. Leeuwen’s view of “semiotic resource” borrows a lot from Halliday’s (1978). According to Halliday, “A language is a social semiotic resource whose meaning making potential keeps on changing and is shaped by the social contexts in which it is employed”.

Social semiotics multimodal emphasizes on the social meaning making efforts involving all semiotic modes such as speech, writing, images. Semiotic modes is also made up of visual, written, gestural and musical resources for communication as well as various ‘multimodal’ ensembles of any of these modes (Kress and Leeuwen, 2005:78). ‘Modes’ are semiotic resources that are culturally and socially shaped for representation and communication, for example, language, image and gesture (Kress 2006). In social semiotics, all modes are seen as possessing particular meaning making potentials. As Kress observes, “semiotic modes have different potentials, so that they afford different kinds of possibilities of human expression and engagement with the world, and through this differential engagement with the world they facilitate different possibilities of development: bodily, cognitively, and affectively” (Kress, 2000: 157).

A Swiss linguist Ferdinand de Saussure originally defines semiotics as the “science of the life of signs in society”. Social-semiotics looks at semiotics from a broader perspective by attempting to analyze the involvement of various semiotic modes and resources in

language and communication being shaped by social processes including participating in social events such as sports.

“Semiotic resources” are common everywhere. They include ways of communicating such as language, gestures, images, signs, symbols and music. These resources transmit cultural value and significance in the society they are used. According to Van Leeuwen, “‘Semiotic resources’ have a meaning potential, based on their past uses and a set of affordances based on their possible uses, and these will be actualized in concrete social contexts where their use is subject to some form of semiotic regime” (Van Leeuwen, 2005, p.285).

The term social, has two important dimensions. The first one, the term social is used in the sense of the social systems, which can be taken as the culture of the people concerned for example culture of music, dressing, marriage negotiations, circumcision, sports and so on. Two to give the term social a specific interpretation, social is especially involved with the connections between language and social arrangement within the social system. Language must be understood in its relationship to social structure (Kress, 2006). Games and sports is a social process taking place in a social institution, with clearly defined social structures within the school system or even educational process as perceived by our society.

1.7.1 A Social Semiotic Approach to Multimodality

The main task for social semiotic approaches to multimodality is to extend the role of language as a semiotic resource and interpretation of the meaning derived from a certain language to the whole set of semiotic modes of representation and communication employed within a particular culture. A social semiotic multimodality assumes that for one to get to the meaning of a semiotic resource, the representation and communication of the multiplicity of modes must have a meaningful interaction and that all semiotic modes, just like language, have been influenced by the cultural, institutional, historical and social uses. It also assumes that for meaning to be realized it must be interwoven with meanings derived from other modes sharing the communicative context and that this interaction is crucial in producing meaning.

A social semiotic multimodal approach emphasizes on the role of interaction of all modes in meaning making within a semiotic resource. There are multiple modes used in basketball and handball courts which include language (spoken and written), signs, direction of gaze, facial expressions, eye contact, pitch of the whistle, intensity of the whistle, body posture, pose, movements and gestures all of which have meaning making potential.

1.8 Research Methodology

This research study exploited a descriptive survey design and case study design to investigate the register associated with basketball and handball players in Trans Nzoia County. Creswell (2002) observes, “A descriptive survey method will be used when data is collected to describe persons, organizations, settings, or phenomena”. This study aimed at observing, gathering accurate information and describing the register used by basketball and handball players in Trans Nzoia County. According to Kumar (2005), “a case study is an approach to studying a social phenomenon through a thorough analysis of an individual case. The case can be a person, a group, an episode, a process, a community, a society or any other unit of social life. The approach rests on the assumption that the case being studied is typical of cases of a certain type so that, through intensive analysis, generalizations may be made that can be applicable to other cases of the same nature”. This approach suits our study because the “case” here involve the basketball and handball players in Trans Nzoia County and through thorough intensive analysis of their register a generalization could be made that can be applicable to other cases such as volleyball, rugby, football and cricket players.

1.8.1 Target Population to the Study

According to Mugenda & Mugenda (2003), “A population is the entire group of individuals, events or objects with some common observable characteristics”. Kombo and Trump (2006) define a population as “a group of individual objects or items from which samples are taken for measurements”. The study targeted two disciplines of sports namely: basketball and handball in secondary schools. This is because the two sports

have received little attention in terms of research and more so because the two disciplines mainly uses signs and symbols as its form of communication.

Out of 172 public and private secondary schools in Trans Nzoia county only 18 schools (11%) have boys’ basketball teams and 10 (6%) girls’ schools basketball teams while 20 (12%) boys’ school handball teams and 15 (9%) girls’ handball teams which are active in basketball and handball competitions and participate up to sub county championship level. In total 28 secondary schools (16%) consisting of the male and female basketball teams and 35 secondary schools (20%) consisting of the total male and female handball secondary schools teams from Trans Nzoia were targeted. A basketball team is made up of 1 coach and 12 players while a handball team consists of 1 handball coach and 14 players. A basketball match is manned by a minimum of 3 and maximum of 5 referees that is court referee, centre referee, trail referee, scorekeeper and a timekeeper. At least one referee was interviewed per match. The number of matches depended on the mode of play and the number of teams present. The handball match is officiated by a minimum of 2 referees and maximum of 4 handball referees that is centre referee, goal line referee, timekeeper and scorer.

It therefore followed that the target population was 8 basketball coaches, 60 basketball players and 44 basketball referees and 32 basketball fans. In handball, the researcher intended to interview 9 handball coaches, 70 handball players and 54 handball referees and 37 handball fans. This would give us a confidence level of 95%.

Table 1: Representation of Target Population of Coaches, Players, Referees and fans

Representations	Coaches	Players	Referees	Fans
Basketball	8	60	44	32
Handball	9	70	54	37
Total	17	130	98	69

1.8.2 Sample and Sampling Procedure

According to Mugenda & Mugenda (2003), “Sampling is a research technique used for selecting a given number of subjects from a target population”. This study drew a sample of 12 boys basketball teams and 8 girls basketball and 15 boys handball teams and 10 girls handball teams from the total population of 28 public and private secondary schools (day and boarding) in Trans Nzoia County which is a representation of 66% boys basketball teams and 80% girls basketball team respectively and 75% boys handball team and 66% girls handball team of total schools playing handball and basketball in Trans Nzoia County. This is considered representative since a representative study should be at least 10% of the target population (Kothari, 2002; cooper and Schindler, 2003). The sampled schools had either boys or girls basketball or handball team or both boys’ and girls’ basketball and handball teams which were actively participating from zonal levels to at least county level in the championship.

The study also used census sampling to sample the coaches and referees. A total of 55 coaches consisting of 25 basketball coaches and 30 handball coaches were sampled. Similarly 60 basketball players, 70 handball players and 44 basketball referees and 54 handball referees were sampled. Through random sampling, 32 basketball and 37 handball fans were sampled. An interview guide was used to interview at least 2 fans from each team during the championships. A representation of total sampled size is as analyzed in the table below.

Table: 2 Representation of Sample Size from Target Population

Respondents	Event				Percentage (%)				Technique
	Basketball		Handball		Basketball		Handball		
	Male	Female	Male	Female	M	F	M	F	
Coaches	20	5	24	6	80	20	80	20	Census sampling
Players	38	22	40	30	63	36	57	43	Random sampling

Referees	36	8	49	6	75	25	80	20	Purposive sampling
Fans	22	12	25	12	70	30	64	36	Interview guide

1.8.3 Research Instruments

Data collection methods included: interviews, participant observation and focused group discussions. The researcher with the aid of an interview guide schedule conducted one on one interview with players, coaches, referees and fans to establish their awareness and knowledge of the registers used in basketball and handball courts. The interview guides had a list of predetermined semi-structured questions which were mostly open ended to allow for in-depth probing. The researcher found these instruments adequate for this study because they were exhaustive in nature and would capture the data correctly and easily.

The interview guide for referees sought to find out how they were communicating while in the pitch that was different from communication in other contexts, the signs that referees used inside the pitch while refereeing basketball and handball matches, how often they used those signs and if they thought that players, coaches and fans understood and interpreted the signs correctly. The interview guide for coaches sought to find the register the coaches found useful in passing information during the match, if the language included signs and if the players understood them and communicated using similar signs. The interview guide for players checked the player's awareness of the register used in the court that was different from the register used in other forum such as classroom, if the language was easily understood by their peers, coaches and referees and if they understood the signs used by referees in the court. Interview guide for players attempted to establish how players communicate to fellow players, coaches and referees that was different from other form of communication, the signs they use or witness being used in the court and their frequency of usage. A predetermined list of words and phrases was

presented to all the respondents who were asked to identify their meaning as used in basketball and handball court and their equivalent ordinary usage meaning.

Interview proved a successful tool in eliciting information about signs, words and phrases used in basketball and handball courts because it provided an opportunity for probing further information which was equally important but not captured in the predetermined set of questions. Permission was sought from the interviewees before recording the interview session. The researcher used a digital voice recorder and a camera to record the responses of the interviewees. As Merriam (1998) posits, audio recording ensures that everything said is preserved for analysis. The recorded interview was later transcribed for ease of analysis.

Through participant observation, the researcher attended the secondary schools term one and two championships of the sampled teams from zonal, sub-county, county, regional and national championships. He actively and passively interacted with the respondents taking keen note of the manner in which they were communicating in the basketball and handball courts. He observed the referees communications while refereeing the match and during short breaks (time outs). Sometimes the researcher would join the players in warming up and practice before the match began or during exchange of half times.

Focus group discussion was also used to supplement in-depth interview where coaches, referees, players and fans were organized in groups of five to ten members and the researcher engaged them in meaningful discussions in identifying and analyzing the register used by basketball and handball players. A note book was used to record all the relevant information that came up during the observation, discussions and interviews. This was to enable the researcher to record visual data that might otherwise be lost or unavailable if the researcher relied on the audio recorder alone. Field notes can fill in some relevant information that audio recording might miss (Merriam 1998).

1.9 Data Analysis

Orodho (2004) observes that “data is the backbone and conduct wire of a research”. The researcher analyzed all responses from the coaches, referees, players and fans from the

interview guide and examined them against the tenets of the socio-semiotic multimodal theory.

The researcher used both qualitative and quantitative procedures in analyzing the data from the responses. Quantitative data found in the study was analyzed by use of descriptive statistics which included frequency counts and percentages. Qualitative data gathered from the study was used to compare responses from different respondents. Qualitative data was analyzed according to the five steps proposed by Miles and Huberman (1994). They are cleaning the data, condensing the data, interpreting the data, making sense of the data and presenting it in narrative and interpretive forms. As Hendricks (2006) said “The general purpose for qualitative research was to understand and interpret phenomena as they occurred in natural settings”. Qualitative analysis was based on interview schedules, observant participation and focus group discussions. Both qualitative and quantitative data was presented in tandem with the objectives found in the study.

1.10 Conclusion

In conclusion, it is clear that even though a sport has been given different interpretation by different authors it still has similar characteristics which all interpretations share. It is also important to note that sports plays an important role in society and that the language of sports has its own unique features made up of phonological, syntactic, morphological, semantic and pragmatic aspects which therefore constitutes a register of sport. Lastly, little attention has been devoted to the studies concerning the language of sports in general and the register associated with basketball and handball players in particular and this is a motivation enough to pursue this study further.

CHAPTER TWO

SPORTS SEMIOTICS

2.0 Introduction

In this chapter, we will focus on sports semiotics. The understanding of the term semiotics goes beyond usage of signs but also interpretation of those signs. This chapter will also provide the literature of signs and symbols and sports semiotics in the context of basketball and handball courts. It will also present the signs occurring as an effect of integrating sport in the social realm and the representation of semiotic signs of sports regulating sports activity.

2.1 Signs and Symbols

There are a multiple interpretations of what constitutes a sign and what constitutes a symbol. American philosopher Charles Sanders Peirce categorizes signs as, “an icon, which resembles its referent (such as a road sign for Zebra crossing), an index, which is associated with its referent such as a smoke is a sign of fire and a symbol which is related to its referent only by convention such as with words or traffic signals”. He presented a sign as “an event, an action, a fact that shows that something exists, is happening or may happen in the future while a symbol as a person, object or event that represents a more general quality or situation”. Peirce further describes a sign as “an indicator, a clue, hint, reminder, gesture or a cue and a symbol as a sign, emblem or an image, a person or a concept that represents, stands for or suggests another idea, visual image, belief, action or material entity”.

Symbols are known to assume the form of words, actions, sounds, gestures, ideas or visual images meant to transmit ideas and beliefs. For example the sign of the cross symbolizes Christianity, the Kenyan flag symbolizes independence, and a red flower symbolizes love. Symbols are also perceived as a complex means of communication that can result to ambiguous and sometimes multiple interpretations.

Signs and symbols are two different “semiotic modes” sometimes used interchangeably. The main difference between the two is that signs are assumed to possess only a single meaning while symbols are subject to multiple meanings emanating from ambiguous or varied interpretations. Another notable difference is that a sign relates to pointed objects in a more direct way by showing something or indicating something which stands for something else such as an action, a number, an emotion or a feeling. A symbol on the other hand is something that represents something else through association or resemblance having universal truths. Semioticians approach a sign as something or anything that can replace something other than itself.

According to Van Leeuwen (2005), “Semiotics is the study of signs, symbols and signification as communicative behavior”. A semiotic approach to any study accounts for the relationships between “signifier” (a sign) and the “signified” (its referent) and the interpretation of visual cues, gestures, sounds and other contextual clues. It explores how words and other signs make meaning. Researchers in Semiotics therefore study the implications of signs and their meaning and how that meaning is shaped from society and context.

The meaning of symbols is derived either by denotation or connotation. Symbols are culturally dependent, varying from one community to another. Symbols, just like signs, carry meaning based on an individual cultural background. This means that signs have to be agreed and shared by members of a discourse community and individuals have to learn the rules in order to use them properly. Therefore, from a semiotic perspective, individuals can be seen as passive users of a rigid system. In Kress’s words, individuals are seen as users, more or less competently, of an existing, stable, static system of elements and rules (Kress, 2000).

Social semiotics is set on the notion that the sign is a social system of meaning (Hodge and Kress 1988). This means that contrary to semiotics which views the sign as arbitrary, social semiotics sees the sign as always socially motivated. As Kress et al write, “the relation between form and meaning, signifier and signified, is never arbitrary but ...always motivated by the interests of the maker of the sign to find the best possible, the

most plausible form for the expression of the meaning that (s)he wishes to express” (Kress, 2001). This means that a signifier is chosen for representation because of its aptness in expressing that which the individual wishes to mean rather than for arbitrary reasons (Kress 2000, 2003).

According to Kress (2000), “The use of particular signs to express a particular meaning is an effect both of the demands of particular occasions of interaction and of the social and cultural characteristics of the individual maker of signs”. This shows that the sign is partly motivated by two factors. First, the interest of the sign-maker in representing a phenomenon in a particular context and secondly, the socio-cultural trends associated with using particular signs (Kress 2000). From this perspective, signs are not a system of ‘codes’ but rather a system of ‘resources’ which an individual uses for expression. The idea of signs as ‘resources’ rather than ‘codes’ is what makes the difference between social semiotics and semiotics (Jewitt and Oyama 2001).

In social semiotics, the sign is seen as a social system of meanings. Meanings are made through semiotic resources that are grounded in their context of use. Systemic functional linguistics (SFL), as proposed by Halliday, is a social semiotic account to the study of texts. This theory is laid in the notion that texts are structured to perform certain functions in a given social context. SFL is a model of grammar that is structured to investigate “the organization of meaning according to the communicative functions that semiotic systems have evolved to fulfill” (Stenglin, 2009).

Multimodality relies on social semiotics in theorizing modes of communication. In semiotics, the sign is the basic unit of meaning (Kress et al 2001). While semiotics sees the sign as “an isolate, as a thing in itself, which exists first of all in and of itself before it comes to be related to other signs” (Halliday and Hassan 1985), social semiotics, on the other hand, looks at the sign as socially oriented. According to Halliday, social semiotics is “a social system, or a culture, as a system of meanings” (Halliday and Hassan 1985). To explain this move from semiotics as ‘the science of signs’ to semiotics as ‘a social system’, it is important to revisit the basic component of the sign as presented by Peirce.

In basketball and handball there are numerous signs and symbols used by players, coaches and referees. These signs may be used to indicate direction of play, movement, numbers used by players, offences and fouls committed by players and generally mode of play.

2.2 Sports Semiotics

According to Ferdinand de Saussure, “a sign consists of two parts signifier (the form which the sign takes) and the signified (the concept it represent)”. A sport is a social activity with certain specific “semiotic systems”, which express its aims, values and goals. Identifying the semiotic systems of sport relations will greatly assist us in understanding and analyzing the role of sport culture in the society.

M. J. Saraf, (1977), in his study of Semiotic Signs in Sports Activity observes that “There are two levels of semiotic sport activity; depending on what roles the semiotic systems undertake The first level is the semiotic sign which is found in every sport activity. They regulate the activity of the sport movement and express its goals. The second is the semiotic signs emanating from the integration of the sport in the general system of social relations and which properly define its real value status”.

M. J. Saraf (1977) also provides two semiotic perspectives from which sport activity can be distinguished. The first level is the symbols that control sport activities such as instructions to the participants, power and mandate given to sport officials overseeing the matches, color of sport attire to be used in competitions and the implementations of the rules and regulations of the competitions. The second level is the signs occurring as the effect of integrating sports into social realm such as sports trophies, souvenirs and prizes.

A sports competition is all about relationships and the outcome of these relations. As Saraf (1977) observes “Semiotic signs in one way or another shows the structure of relations, which make their appearance during sport activity.” He goes a step further and present semiotic signs which show the structure of relations. The first structure of relations stems from the outcome of play for example the relationship between rival teams and their behavior during and after the match. A case in point back home is the demonstration by Gor Mahia football fans including stoning of motorists along Jogoo

road by football fans of the losing team. The relationship between participants in the match and the referees manning the game for example the beating of the referee after the football matches between Gor-Mahia and A F C Leopards or the shaking of hands between players and referee after a peaceful match. Another relationship is between participants and the fans or spectators which could be either cordial or hostile and the expectations the spectators have on their teams for example the racists' outburst of some football clubs fans in European league towards a certain black player of the opposing team.

The second structure of relations is the one present outside the game. This relation develops during the process of shared activities in different types sports for example the athletes training camps in Rift-valleys where athletes form a bond by training together. Another kind of relation can form between spectators and players outside the environment of direct play situations such as the villagers from rift-valley who turns up on the roadside to cheer athletes during training. A relationship can also develop between different groups of sport fans for example the fans of Gor-mahia and A.F.C Leopards fighting every time there is a match between the two teams.

The last structure of relations is between the domain of sport and other areas of social activity. This is seen through relations of representations for example world 800 meters champion David Rudisha is used in advertising Blue Band, David Yego (the Yu Tube man) used in Orange Airtime advertisement and Kenya rugby seven aside teams used in Kenya Airways adverts. There is also a relation that forms as a result of certain rites associated with particular game for examples the fans of a football club composing a song in honor of one of their best players, players of A.F.C Leopards slaughtering a cock to appease their dead heroes so that they can win that match. Singing of national anthem before the match begins is also part of fulfilling rites of respective teams.

The table below presents the summary of all semiotic signs in sports and its corresponding values.

Table 3: Representation of Semiotic Signs Regulating Sports Activity

<p>First level During sport competitions between participants</p>	<p>Semiotic signs</p> <ol style="list-style-type: none"> 1. Color of dress (clubs) such as Chelsea football club (the blues), Manchester (red devils). 2. Signs of behavioral situation (gestures, countenances, poses, dances) 3. Signs of attitude towards result for example a football player saluting the fans after scoring a goal.
<p>Players-referees</p>	<ol style="list-style-type: none"> 1. Club colors for example Gor-Mahia fans putting on green attire in solidarity with the players 2. Signs defining the principle of the game 3. Signs defining the principles of behavior during the game
<p>Players-referees-spectators</p>	<ol style="list-style-type: none"> 1. Club colors such as Chelsea (the blues), Manchester united (the red devils) 2. Signs of approval, dissatisfaction of the situation during the game, regarding behavior, the result for example Gor-mahia fans beating up referee and stoning motorists. 3. Signs indicating the result for instance players weeping after defeat, others celebrating, others engaging in a specific form of dance.
<p>2nd level Outside the competitions Player-coaches-players</p>	<ol style="list-style-type: none"> 1. Qualifying signs denoting the pattern of a certain game 2. Signs indicating potential technical

Players-spectators Spectators-spectators	possibilities, signs of solidarity, participation, signs of manifestation for example a thumbs up sign.
Sport-other social institutions	<ol style="list-style-type: none"> 1. Signs of representation such as carrying placard banners. 2. Signs of triumph, rites such as A.F.C Leopards fans carrying a cock, Gor-Mahia fans carrying a fish 3. Signs meaning remembering signs with monumental features and advertisement sign for example the Kenya rugby seven aside team advertising Kenya airways.

Table 4: Semiotic Signs Occurring from Integration of Sports into Social Realm

Aims	Values
Level one Aims stemming from play	Value-sport in itself, in its functional content <ol style="list-style-type: none"> A) Technical result such as winning or losing a match. B) Satisfaction obtained from the process of the game such as proving to the opponent that one team is superior to the other. C) Physical values for example strength, speed, skills.
Level two Existing outside the sphere of play	Values that can be achieved through sport <ol style="list-style-type: none"> A) Physical development such as strong teams, powerful muscular. B) Possibilities to communicate with

	<p>people such as negotiation skills turn taking, understanding other people's culture.</p> <p>C) Development of intellectual features such as will power and endurance.</p> <p>D) Opportunities for self-affirmation for example being declared world or regional champions.</p> <p>E) Material goods such as prizes, money, trophies or medals.</p>
General social aims	<p>A) Model of physical development</p> <p>B) Form of socialization, means for aesthetical and ethical education</p> <p>C) Form of social appreciation</p> <p>D) Form of representation of social activity such as bull fighting.</p> <p>E) Spectator aspect for instance villagers from Ikolomani village turns up in large numbers to cheer the bulls when fighting.</p>

2.3 Semiotic structuralism

Semiotic structuralism strives to get the meaning of “semiotic resources” within the social context in which they occur. Semiotics structuralism takes into account the views of post structuralism theories together with social interaction yielding to social semiotics. Post structuralism insists on the linkage between “signifier and signified”, between one sign and the other, between two varied contexts – while at the same time underscoring that meaning is fundamentally situated and specific to a certain semiotic context which can be either situational context, cultural context, socio-historical context, institutional context, socio-cultural context or even political context and above all how people derive

meaning within these contexts. Post structuralism also seeks to analyze semiotic modes “units” on the premise of contexts rather than text itself.

A sport is a social event whose socio-let has a semiotic potential (Saraf, 2009). Different contexts of sports participation and watching reflect the many different reasons one might have for participating in or watching sport. All games and sports across all times, places and contexts are always played for one reason or the other. For example, a football match in the stadium might have little to do with the fact that it is football or any event and a great deal to do with companionship, socialization, good health and physical fitness (Burk, 1897). The same applies to the football match between Gor-mahia and A.F.C Leopards where participants engage in for the sake of politics and tribal stereotypes associated with the certain tribes in Kenya.

Games and sports have a social dimension. Knowledge and wisdom is passed through social contexts, by way of relationships, for example from a parent to child, or a teacher to a student, a coach to a player, as it is stipulated in a social setting systems and ideology of the concerned culture. The conversation taking place in these contexts derives their meaning as the result of these engagements which they are associated with.

According to Fergusson (1983), “the variation of language structure in this particular case is based on social context, in other words on its occasion of use. He claimed that in order to locate a register of a certain linguistic activity, one must determine its specific purpose and participants, “the body of knowledge and values the participants share,” and also its specific form, which it does not share with other registers. These modes of communication: language, gestures, images and signs can yield multiple meanings depending on the context in which they are produced. Context (the environment in which a text unfolds) enables the listener to make a bridge between the text and the situation in which texts actually occurs. The emphasis is on the context of the situation, as the context in which texts occurs determines a lot on how the meaning of the utterances will be interpreted” (Fergusson, 1983).

As a Systemic Functional Grammar (S.F.L), Halliday (1978) highlights “the unity of the text (language), context (linguistic or non-linguistic) and social structure in which he sees

language as a unique system of signs with a social function, capable of expressing meanings which all other sign systems can make". Halliday refers to a text as "a sociological event, a semiotic encounter through which the meanings that constitute the social system are exchanged". According to Halliday, "a text can be recognized as a semantic unit but at the same time represents a choice, 'what is meant' selected from total set of options that constitute what is meant". In other words, "a text can be defined as actualized meaning potential, and the meaning potential can be represented as the range of options that belong to a specific situation type" (Halliday, 1978:108).

A text is also shown to be an "interactive event or a social exchange of meanings". Put differently, a text is a medium of exchange and the critical element of a text in every language is meaningful because it can be connected to conversation among participants of that language, and eventually to everyday ordinary discourses. Consequently, a text becomes an end product of social meaning in a specific context of situation.

Bronislaw Malinowski (1923) came up with a theory of the "context of situation". By "context of situation", he meant "the environment of the text". Malinowski argued that in any successful description of a conversation and correct interpretation of the meaning in a context it was important to give information on what was happening at that time as well as total cultural background of the participants. By formulating "context of situation" and "context of culture", Malinowski considered these two contexts key in successful interpretation and understanding of a conversational discourse.

Firth (1935) expanded Malinowski ideas of the "context of situation" and built it into another linguistic theory. In Firth's view, "all linguistics was the study of meaning and all meaning was function in a context. Firth's described the "context of situation" as follows; "the participants in the situation": what Firth called "persons and personalities". In our study the participants are players, coaches, referees and fans.

The verbal and non-verbal action of the participants also plays a critical role in interpreting and understanding a text. In our study action refers to the context specific vocabularies, terminologies, catch phrases, sentences and signs used within the basketball and handball playing courts. It also refers to the two events of basketball and handball.

Of paramount importance here is the specific context of the culture which is as varied as there are many different cultures around the world. People engage in different activities in different places using different languages but all these languages must be understood in its “context of situation”. In other words texts cannot be looked independently without referring to the “context of the situation” as well as “context of culture”. Halliday repeatedly stresses the constraints upon discourse placed by contextual variables by social relations. From the context can be predicted a great deal about the language that will occur (Halliday, 1978: 32).

He presented the three concepts of field, tenor and the mode to help interpret “the social context of the text, which is the environment in which meanings are being understood”. “The field of discourse refers to what is happening or the nature of the social action that is taking place; what is it that the participants are engaged in, in which the languages figure as some important component?” In our study this refers to the two activities of basketball and handball.

“The tenor of discourse refers to who is taking part, to the nature of participants, their statuses and roles; what kinds of role relationship obtain among the participants including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved”. In our study this refers to the basketball and handball players, coaches, referees and fans.

“The mode of discourse refers to what it is that participants are expecting the language to do for them in that situation; the status that it has and its function in the context, including the channel whether spoken or written or some combination of the two, and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like”. In our study this refers to register used within the basketball and handball court context including catching phrases, terminologies signs and purpose of the engagement within the court such as to inform, to persuade, to convince and to motivate.

According to Widdowson (2007), “A context is the situations in which we find ourselves, the actual circumstances of time and place the here and now of the home, the school, the workplace and so on”. As they interact, people naturally make reference to what is present in such situations. According to critical discourse analysis, Context is not what is perceived in a particular situation but what is conceived as relevant.

Although there can be no appeal to a common situation, there must be an appeal to a common context of shared knowledge or otherwise no communication will take place at all. Some of this context will be created by means of the text itself. Context can be thought of as “knowledge of the world that the text is used to refer to but of the world as it is known by particular groups of people”. This involves what these different groups know about as matters of fact and their distinctive ways of thinking about these things. Context is a mental construct (Widdowson, 2007).

One of the theoretical assumptions of socio-semiotic multimodality theory proposed by Leeuwen (2005) is that, “people create meaning through their selection and configuration of modes, emphasizing the importance of the interaction between modes. Thus all communicational acts are shaped by the norms and rules operating at the moment of sign making and influenced by the motivations and interests of people in specific social context”.

2.4 Conclusion

To conclude it is important to re-emphasize that a sign and a symbol are two different semiotic modes which are used in sports and therefore constitutes sports semiotics. Socio semiotic multimodality theory approaches a sign as mode of communication and as a basic unit of meaning which when combined with another mode, say word or phrase, can make communication meaningful and effective. It is also important to say that a sport is a social activity which has its own specific “semiotic systems” that carries its values and goals and identifying these systems will enable us appreciate the role of sports culture in the society.

CHAPTER THREE

SPORTS REGISTER

3.0 Introduction

The researcher accessed some books, journals, published and unpublished thesis while researching for the important and relevant facts and findings that are concerned to this present study. The materials were presented for a better understanding and justification of the study. This chapter is structured into four sections. The first section deals with the general information on the concept of register, the second section focuses on sports register, the third section dealt with style as distinguished from registers and lastly the fourth section looked at contextual words and phrases as part of sports register.

3.1 Register

“To speak at all is to choose a register which will index the moment,” (Havilland, 1979). In one way or another, in every word, phrase or sentence we utter we consciously or unconsciously made a choice register. Choice of register is part and parcel of our daily communication. As Wardhaugh (2002) said, “Registers are sets of language items associated with discrete occupational or social groups. Surgeons, airline pilots and air hostess, bank managers, sale clerks, Jazz fans employ different registers” (Wardhaugh, 2002).

Agha (2004) defines register as, “A register is a linguistic repertoire that is associated, culture-internally, with particular social practices and with persons who engage in such practices and that its aim is to offer a stereotypical way of carrying out social acts” (Agha, 2004). Agha goes a step further and provides another perspective on the formation of register, paying significant attention on the function and role of the listeners. Agha insisted that a listener’s recognition of a speech as a register is what defines what a register is. “The listener forms a “metalinguistic behavior” through their experience and then associates certain kind of speech with a certain social context” (Agha, 2007). This explains the dynamic characteristic of register and its connection to the social context in which a certain register is used and the fundamental function the participants play in its formation.

The concept of register was introduced into linguistic discourse by Halliday (1978), who made a distinction between dialect and register, calling the former “a variety according to the user” and the latter “a variety according to the use” (Halliday 1978). “A register is a variety defined by reference to the social context and it is a function of what you are doing at the time” (Halliday, 1978). Simply put a register is a language variety which is based on the use. One of the claims of SFL (systemic functional grammar) is that language is a social semiotic. In other words language is a meaning making system.

Halliday (1978) said that, “a particular register is determined by three controlling variables: field (the subject matter and the activity of the speakers and participants, tenor (the relationship between the participants) and mode (the channel of communication: spoken or written)”. According to Halliday, “the semantic stratum is where language interfaces with the eco-social environment and at this interface register is ‘the necessary mediating concept that enables us to establish the continuity between a text and its socio-semiotic environment” (Halliday, 2002). Wales (2001) approaches register in terms of communicative competence: it is natural for every speaker to change their language depending on the type of activity in which they are engaged in by selecting linguistic features of phonology, grammar and lexis that serve a specific communicative purposes.

Broadly speaking, a register can be seen as a variety of language which is used in a specific communicative setting. Yule, (2007) looked at a register as “a conventional way of using language that is appropriate in a specific context, which may be identified as situational such as in church, occupational for instance among lawyers or topical for example talking about language” (Yule, 2007). Harold (1997) defines register as, “a set of specialized vocabulary which includes syntactic and rhetorical devices or structures, used by specific socio-professional groups for special purposes”. It is important to show the difference between a dialect and a register.

According to Biber and Conrad (2009), “register analysis is composed of three stages. Firstly, it entails describing the situational characteristics of the register, secondly it involves analyzing the typical linguistic characteristics of the register and lastly

identifying the functional forces that help to explain why those linguistic features tend to be associated with those situational characteristics” (Biber and Conrad, 2009).

The different registers or language styles that we use are sometimes called codes. Gregory, (1967) said, “The term “diatype” is used to describe language variation which is determined by its social purpose ‘Diatype’ is usually analyzed in terms of field, the subject matter or setting: tenor, the participants and their relationships: and mode, the channel of communication, such as spoken, written or signed” (Gregory, 1967).

A register differs greatly with a dialect. Crystal, (1997) defines a dialect, “as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features. Dialects are rule governed systems, with systematic deviations from other dialects of the same language” (Crystal, 1997). The distinction between a dialect and a register is that a dialect refers to “a variation of a language that is characteristic of the users of that specific language”, while a register on the other hand, refers to “a variation of a language that is determined by use” which depends on a situation or context. As Halliday (1978) puts it, “Dialects are different ways of saying the same thing and they also reflect social structure such as class, gender, and origin. Registers are divergent ways of saying different things and they reflect social processes such as division of labor, specialty, contexts, content areas, and specific activities” (Halliday, 1978).

“A register has a meaning potential that is accessible in a given social context. Both the situation and the register associated with that register can be described to varying degrees of specificity; but the existence of registers is a fact of everyday experience” (Halliday, 1978). “Dialect and registers are considered to be subordinate categories of a language in the sense that there are many dialects of the same language and many registers within the same language” (Wardhaugh, 2002).

According to Fergusson (1983), “A register is the variation of language structure based on social context, in other words on its occasion of use”. He stated that “in order for one to locate a register of a particular linguistic activity, one must find out its specific purpose and participants, “the body of knowledge and values the participants share” and also its

specific form, which is not common with other registers”. “There is also a specific ‘body of knowledge’ that the participants share, a large amount of context specific technical vocabulary, phrases, structures and game situations that both players and audience or the social group are familiar with” (Fergusson, 1983).

3.2 Sports Register

Many activities worldwide have a specialized language characterized by specialized vocabulary. Trudgil (1983) describes a register as, “linguistic varieties that are linked to occupations, professions or topics. The register of law, for example, is different from the register of medicine, which in turn is different from the register of engineering. Registers are usually characterized by vocabulary differences: either by the use of particular words, or by the use of words in particular sense”.

“People who work at a particular trade or occupation develop new terms for new concepts in order to adapt to the changing world. Register is especially marked by a special set of vocabulary (technical terms and terminologies) associated with a profession or occupation or other defined social group and forming part of its jargon or in-group variety. A specialized jargon serves to label new and needed concepts and to establish bonds between members of the in-group and enforce boundaries for outsiders” (Spolsky, 1998). Wardhaugh, (2002) view registers as, “sets of language items associated with discrete occupational or social groups. Surgeons, airline pilots, bank managers, sales clerks and jazz fans employ different registers” (Wardhaugh, 2002).

Sports register is marked by technical terminology, vocabulary, idioms, metaphors, catch phrases, jargon and slang that differentiate it from other registers. Appropriate language register choice relies upon the audience (who), the topic (what), purpose (why) and location (where) (Wardhaugh, 2002).

The scope of registers can also be expounded to include the perceived attitude with a variety of language (Mukhwana, 2008). Different situations and people call for different registers for examples most urban youths prefer to use Sheng and Engsh when conversing with their peers as a sign of belonging. Registers can be frozen, static, formal, informal,

consultative, casual and intimate. It is one of the many styles or varieties of language. The different registers or language styles that we use are sometimes called codes.

3.3 Style

Style is the way in which language is used (Leech & Short 1981). Style relates to the dimensions of formality governed by context of use. “At times, we are more careful, and at times, we are more relaxed, in other kinds of behavior like how to dress or eat” (Spolsky, 1998). One can choose to converse in a formal or informal way depending with the circumstance or context one find him or herself in. “A speaker will carefully choose the level of formality to be used depending on a number of factors such as the type of occasion on finds him or herself in, diverse ages, differences that exist between participants, the particular task that is involved for example writing or speaking and the emotional involvement of one or more of the participants, kind of occasion, the various, social, age and other differences that exist between participants. All these levels help define the appropriateness and the inappropriateness of how we say things (Wardhaugh, 2002).

Style is a necessary part of any utterance because, for each context, one chooses the way one speaks. In the sports context, a player uses different vocabulary and probably different syntax when talking to his/her coach or referee compared to when talking to his/her fellow players. In both basketball and handball, a penalty is issued to a player for abusive language or unsportsmanlike conduct to a referee or a fellow player. In basketball, a technical foul is given and in handball a player can receive a yellow card or two minutes out of the field (dustbin) for inappropriate use of language either to an opponent team player or referee. Style therefore plays a vital role in sports. The language of a player towards a referee or his/her coach is thus formal and respectful. The language of a player to a player or of a player to a fan is very informal, casual and sometimes intimate depending on many factors such as age, how they relate to each other and context.

Register is variations of language according to use while style refers to dimensions of formality governed by circumstances. The choice of words used in the basketball and handball courts comprise a register but the way a player says it or presents it refers to his or her style.

Azuike (2006) provides, “six broad theoretical sub-headings under which the concept of style has been characterized namely: a deviation from a norm; a manifestation of the individual; content and/or form; choice between alternative ways of expressing the same idea; product of context; and simply as good or beautiful writing. Style is a product of context”. Hudson (1980) posits that, “tenor (tone or style) is usually altered with the realization that an effective style of communication is achieved through a conscious selection of appropriate contextual features in accordance with the speech event”.

Romaine (2006) observes that, “ style is a “notion related to Register...” which can range from formal to informal depending on social context, relationship of the participants, social class, sex, age, physical environment and topic”. Style, seen from this angle, is a “related notion” to register. Meyers (1974) said that “style of language as “levels of usage” – the different ways of speaking or writing that each individual has apart from regional or social dialects. These levels of usage in his opinion may be informed by subject matter, age or status of the intended audience or the occasion”.

Wales (1989) characterizes style as, “manner of expression, differences in expression according to differences in communication situations, distinctiveness, choice and deviation from a norm”. As manner of expression, she observes that, “style is usually evaluative and as a choice entails a conscious selection of particular linguistic features from the available repertoire”. Her contribution of style “as a manner of expression and differences in expression according to differences in communication situations” clearly shows the distinction between register and style.

Azuike (2006) observes that, “Style is deemed to be conditioned by the sociocultural factors which influence the making of an utterance, whether written or spoken. The “sociocultural factors” are what constitute register or sociolinguistic context. Register and style are the major constituents of sociolinguistic context and determine how language users employ the linguistic items at their disposal, whether in consideration of the subject

matter, the constitution of the audience, the means of presentation or the manner of expression. These sociolinguistic varieties of language do not however overlap in terms of definition. Different styles or registers are therefore considered 'functional' varieties of language since they are informed by sociolinguistic 'necessities'.

3.4 Conclusion

The term register has been given many interpretations by many scholars but it is critical to note that all of them agreed that register is a variety of a language that is associated with people of a particular social group who shares a common culture within a common context and used in a certain communicative setting.

CHAPTER FOUR

SIGNS, WORDS AND PHRASES AS USED IN BASKETBALL AND HANDBALL COURTS.

4.0 Introduction

In this chapter we will discuss in details about the analysis of the data collected in relation to the register used by basketball and handball secondary school players in Trans Nzoia County. It sought to establish the extent to which signs used in basketball and handball context forms part of the wider sports register and the register used by basketball and handball players and how it differs from ordinary usage of signs. This chapter also attempted to show how words and phrases used in basketball and handball court are context dependant and if taken out of basketball and handball context they can yield into multiple meaning.

4.1 Return Rate

The researcher intended to interview 25 basketball coaches but managed to interview 22 coaches. This was caused by less number of basketball female coaches even in purely girls' secondary schools. It was difficult to get all the male coaches because some coaches were very busy preparing for next matches, directing and counseling players. The researcher intended to interview 30 handball coaches but managed to interview 25 handball coaches.

The researcher intended to interview a total of 60 basketball players (both male and female) and 70 handball players (both male and female) but managed to interview 48 basketball players and 54 handball players. This was considered a representative enough of the number of the total population. The researcher also intended to interview 44 basketball referees (both male and female) and 54 (both male and female) handball referees but managed to interview 36 basketball referees and 38 handball referees.

The summary of the respondents' demographic information in terms of gender, experience and training is recorded below.

Table 5: Gender Representations among the Respondents

Respondents	Basketball				Handball			
	Male		Female		Male		Female	
	F	%	F	%	F	%	F	%
Coaches	16	72	6	28	20	80	5	20
Players	32	66	16	34	35	65	19	34
Referees	30	83	6	17	28	74	10	26
Fans	22	68	10	32	24	64	13	36

From the table above, 72% of male basketball coaches and 28% of female basketball coaches were represented while 80% of male handball and 20% female handball coaches were captured. 66% of male basketball players and 34% female basketball ball players and 65% of male handball and 34% of female handball players were represented. 83% of male basketball referees and 17% of female basketball referees and 74% of male handball referees as well as 26% of female handball referees were represented in the sample. Despite the low percentage of female referees of basketball and handball, the sample provided was representative. According to Kothari, 2002; Cooper and Schindler, 2003, the sample of 10% is considered representative since a representative study should be at least 10% of the target population.

Table 6: Representation of Respondents' Experience of in Terms of Years

Respondents	Basketball						Handball					
	1-3 years		4-6 years		Over 6 years		1-3 years		4-6 years		Over 6 years	
	F	%	F	%	F	%	F	%	F	%	F	%
Coaches	10	45	10	45	2	10	13	52	8	32	4	16
Players	30	63	10	21	8	16	28	58	10	21	10	21
Referees	16	44	12	33	8	22	14	37	20	53	4	11
Fans	5	16	22	68	5	16	9	24	15	41	13	35

In terms of experience 45% of basketball coaches, 21% of basketball players, 33% of basketball referees and 68% of basketball fans had 4-6 years experience in participation of basketball. This is considered sufficient enough to have mastered the register used by basketball players while 32% of handball coaches, 21% of handball players, 53% of handball referees and 41% of handball fans had an experience four to six years of the register used by handball players. This rating gave the research a higher confidence knowing that the respondents had sufficient experience required to master the register used by basketball and handball players.

Table 7: Representation of the Coaches’ and Referee’s Levels of Training

Respondents	Basketball								Handball							
	No cert		County cert		National		F.I.B.A		No cert		County cert		National		I.H.F	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Coaches	1	5	10	45	10	45	1	5	2	8	18	72	5	20	0	0
Referees	2	6	19	53	12	33	3	8	1	3	22	58	16	42	0	0

45% of coaches in basketball and 72% of handball coaches had undergone training of basketball or handball up to the county level while 53% of basketball referees and 58% of handball referees had exposure in training up to county level. 45% of basketball and 20% of handball coaches had training up to national level. 33% of basketball and 42% of handball referees had exposure in terms of training up to national levels. 5% of basketball coaches and 8% of basketball referees had training of F.I.B.A, considered to be the highest level of training in basketball. No handball coach or referee had I.H.F qualifications. This confidence level is sufficient to enable us conclude that the respondents had a certain level of exposure to understand well the register used by basketball and handball players.

Table 8: Representation of Basketball Players and Fans Levels of Participation

Respondents	Zonal		Sub county		County		Regional		National		E. African	
	F	%	F	%	F	%	F	%	F	%	F	%
Players	8	17	12	25	16	33	9	19	3	6	0	0
Fans	5	16	5	16	12	38	8	25	2	6	0	0

Table 9: Representation of Handball Players and Fans Levels of Participation

Respondents	Zonal		Sub county		County		Regional		National		E. African	
	F	%	F	%	F	%	F	%	F	%	F	%
Players	5	9	17	31	21	39	5	9	6	11	0	0
Fans	4	11	7	19	16	43	8	22	2	5	0	0

33% of basketball players and 38% of basketball fans had participated in basketball championships up to county level whereas 39% of handball players and 43% of handball fans had attended handball championship up to county level. 19% of basketball players and 25% of basketball fans had participated up to regional level while 9% of handball players and 22% of handball fans attended the match up to regional level. No player or fan of basketball or handball had attended either basketball or handball championship to East African level. This was due to the fact that these events are held outside the country and it was expensive to attend. This confidence level was considered adequate to prove the respondent's knowledge of the register associated with basketball and handball players.

4.2 Signs as a Register of Basketball and Hand ball

The researcher sought to identify the signs used in basketball and handball court and how often they were used in basketball and handball court. He asked the respondents what form of communication they used in basketball and handball court how often they

communicated while inside the pitch that was different from other forms of communication outside the basketball and handball context.

Table 10: Evidence on the Usage of Signs in Basketball and Handball Courts

Respondents	Signs		Words		Both signs and words	
	F	%	F	%	F	%
Coaches	9	19	10	21	28	60
Players	30	23	32	25	68	52
Referees	17	23	23	31	34	46

During the National term 2 A ball games held in Friends School Kamusinga 60% of basketball and handball coaches observed that, using both signs and words together is more effective compared to use of words or signs alone. However they identified that signs are specific to basketball and handball and was effective in passing specific messages and if taken out of basketball and handball courts they could yield to multiple ambiguous interpretation. They further revealed that signs are important because they pass messages across in very short time and very fast. They also added that combinations of these signs and words make communication easier and faster.

52% of basketball and handball players said use of both signs and words are effective ways of communication in the pitch and 46% of basketball and handball referees confirmed that both signs and words are used in the basketball and handball courts. When probed further most of the coaches and referees said that it was time consuming and almost impossible to communicate without combining signs and words. They further revealed that signs are used to indicate directions of play, numbers of players and offences committed by players.

By observant participation the researcher observed that 80% of players were able to decode signs and symbols correctly. A case in point was during sub county basketball championship held in St. Barnabas Sabwani Secondary School between Andersen High School and Mubere Secondary School where a player in Mubere Secondary School was given a technical foul for unsportsmanlike conduct and the player responded by going out of the field immediately. Correct interpretation of signs was also observed during nationals' basketball competition held in Friends School Kamusinga when a female player from Kaya Tiwi Secondary School from Mombasa was able to interpret a charging foul sign correctly. She responded by turning and lifting her fist up indicating that she has accepted her offence of charging (running into another player's position). In handball games during County championship held in Maridadi Secondary School the researcher observed that a male player from Goseta Secondary School decoded the running/jumping into an opponent foul correctly and responded accordingly. Similarly a handball female player from St. Francis Kolongolo Girls' got a direction for free throw sign correctly.

The researcher observed that the coach from St. Brigids Girls' Secondary School used hand gestures to signify to the player what to do during the national basketball championship held in Friends School Kamusinga. His verbal comment "screen" was only meaningful in relation to those hand gestures. His use of the word "screen" became more precise describing an action and a direction while a pointing gesture indicated which position the player was supposed to give the "screen". The player responded quickly demonstrating that she had understood what was required of her to do in that context. Similarly in handball matches coaches and referees used different modes in different contexts to make explicit what needed to be done. For instance during the sub county championship in St Monica's Girls' High School a handball coach from St Anthony Boys' High School called a player's name and shouted "pistons" then using gestures he showed with his hands signifying the movements of moving forwards and backwards. The player changed immediately and adopted the coach's suggestion. It was also observed that two handball referees gave each other a thumbs up sign after they had spotted and called a charge offence simultaneously.

The researcher also asked the respondents how often they used or witnessed the usage of signs and symbols in communication inside the basketball and handball courts. He provided some examples of the signs and symbols to make the question clearer to the respondents and to elicit accurate response.

Table 11: A representation of the Frequency on the Usage of Signs in Basketball and Handball Courts

Respondents	Quite often		Often		Sometimes		Rarely	
	F	%	F	%	F	%	F	%
Coaches	30	59	10	20	9	18	2	4
Players	45	44	12	27	8	18	5	11
Referees	30	33	10	33	8	27	3	10
Fans	36	64	10	28	2	6	1	3

During term 1 ball games County championship held in Kitale Technical 30 out of 51 (59%) of the coaches said quite often, 10 (20%) said often, 9 (18%) said sometimes and 2 (4%) said rarely. 20 out of 45 (44%) basketball and handball players said quite often, 12 (27%) said often, 8 (18%) said sometimes and 5 (11%) said rarely. 10 out of 30 (33%) referees said quite often, 10 (33%) said often, 8 (27%) said sometimes and 3 (10%) said rarely. 23 out of 36 (64%) fans said quite often, 10 (28%) said often, 2 (6%) said sometimes and 1 (3%) said rarely.

59% of basketball and handball coaches, 44% of basketball and handball players, 33% of basketball and handball referees and 64% of basketball and handball fans said that they use or have witnessed the usage of signs and symbols in basketball and handball courts quite often. This is a prove enough to confirm that signs and symbols are indeed part of a register used by basketball and handball players.

The researcher observed that the referees in basketball would lift a right hand with a clenched fist to indicate that a foul has been committed. He or she then pointed to the player who had committed that foul and gave the table referee his or her singlet number. When the referee blew the whistle held his hands akimbo it meant that it was a block foul. When he blew the whistle and struck his fist against his palm it meant that it was a charge foul. Signs are also used to indicate numbers. The referees used reverse hand to show number for the decade digit for example 20,30 or 40 and then open hand to show number for the units digit for example 2,3 or 4.

In handball whenever a referee lifted his right hand with two fingers and the left hand pointing to a player it meant that a player has been penalized and sent out of the court for two minutes. Striking his or her right hand against his or her left palm meant that a player had committed a foul of running or jumping into another player. Crossed hands lifted up in the air indicated exclusion while a lifted left hand with a right hand index finger shows time out.



A handball sign indicating a charge foul.



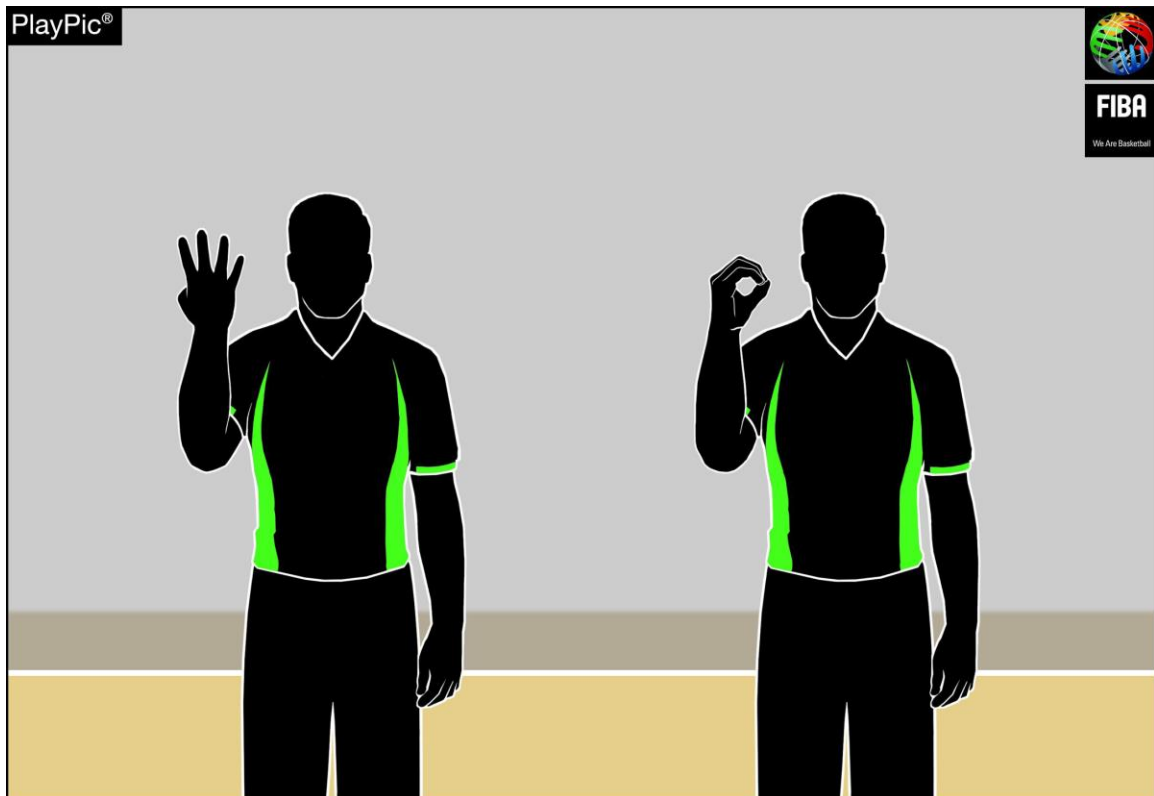
A basketball sign for block foul



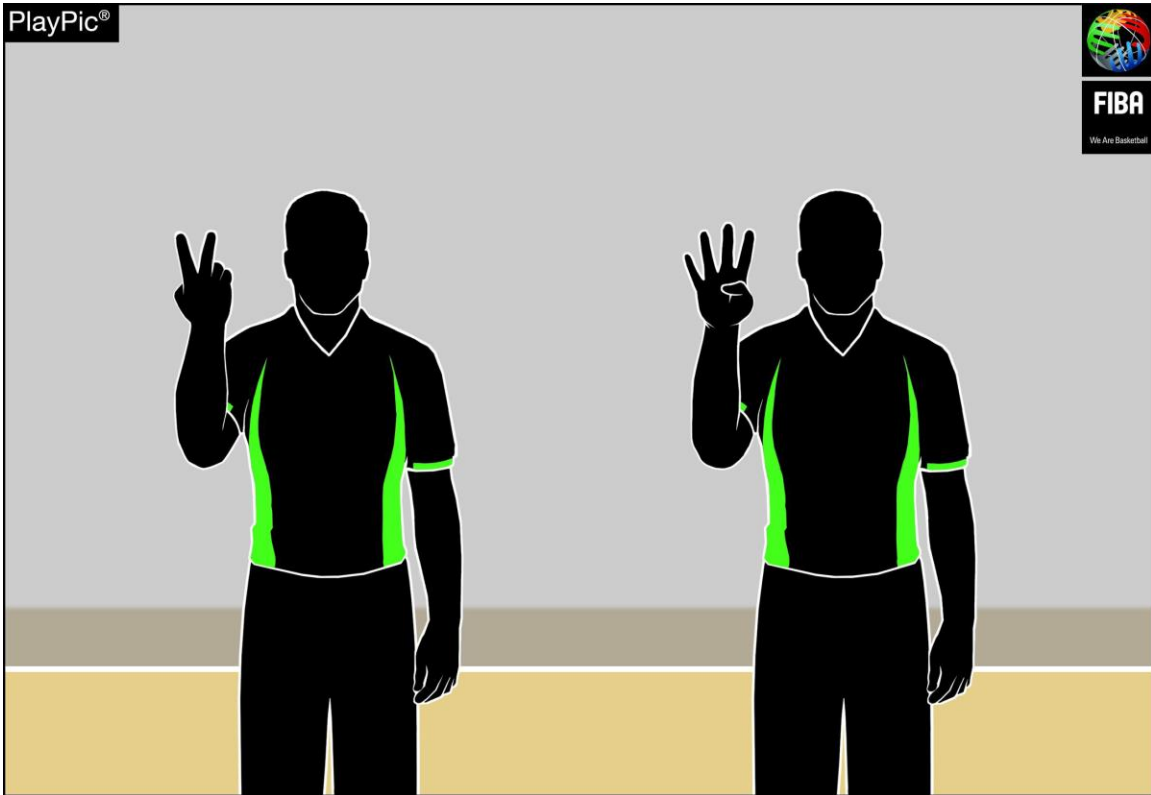
A handball sign showing two minutes suspension



A handball sign for a time out



A basketball sign for number 40



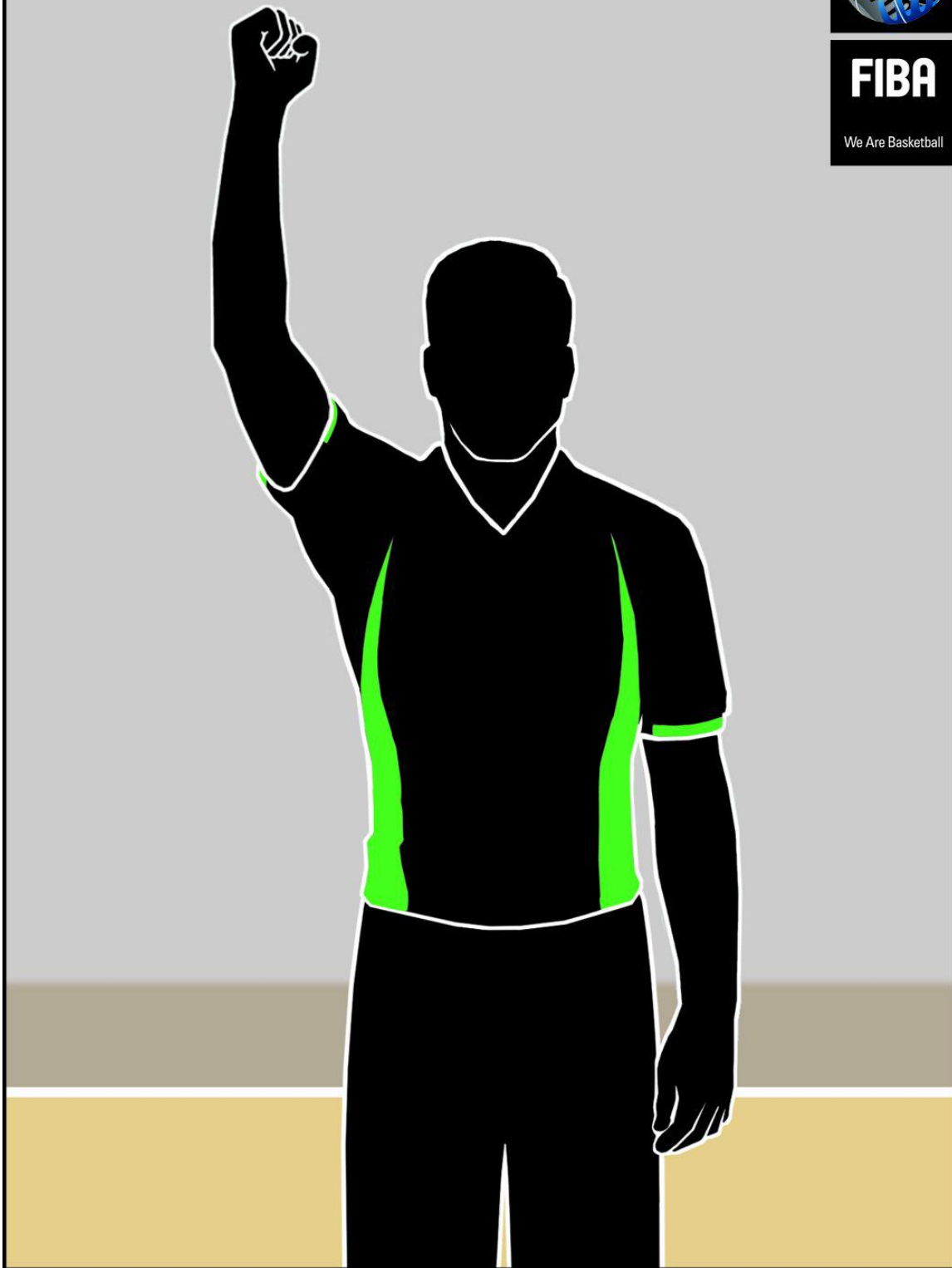
A basketball sign for Number 24

PlayPic®



FIBA

We Are Basketball



A basketball sign for a foul

The researcher also sought to find out to what extent the respondents thought other people watching the two games understood the meaning of these signs used by players, coaches and referees.

Table 12: Spectators Understanding of Signs as used in Basketball and Handball Courts

Respondents	To a higher extent		To some extent		To a lower extent		Hardly	
	F	%	F	%	F	%	F	%
Coaches	13	25	17	33	10	20	11	22
Players	10	22	14	31	15	33	6	13
Referees	9	30	7	23	8	27	6	20
Fans	6	17	15	38	12	33	7	18

In St. Monica's Girls' High School during Sub county Term 2 A ball games championship 13 out of 51 basketball and handball coaches (25%) reported to a higher extent, 17 (33%) to some extent, 10 (20%) to a lower extent and 11 (22%) said hardly. 10 out of 45 (22%) basketball and handball players reported to a higher extent, 14 (31%) to some extent, 15 (33%) to a lower extent and 6 (13%) hardly. 9 out of 30 (30%) basketball and handball referees said to a higher extent, 7 (23%) said to some extent, 8 (27%) to a lower extent and 6 (20%) said hardly. 6 out 36 basketball and handball fans (17%) observed that spectators to a higher extent understood the meaning of those signs, 15 (38%) said to some extent, 12 (33%) said to a lower extent, and 7 (18%) said hardly.

25% of basketball and handball coaches, 22% of players, 30% of referees and 18% of fans believed that many spectators were able to decode accurately the use of signs in basketball and handball courts and their chances of understanding it better and easily increases if the spectator had attended the matches for a long time or if he or she was a retired coach, player, referee or fan with many years of experience in basketball or handball.

Through focus group discussion, 87% of basketball and handball coaches, 89% of referees, 67% of players and 84% of fans added that these signs share a lot of similarities

with other signs in the ordinary usage and they can be misunderstood if taken out of the basketball or handball context to mean totally different things. Consider the example of passive play sign in handball, (holding one hand up in the air). Taken out of handball context it might mean someone is saying ‘Hi’/ ‘hallo’ it can also mean ‘stop’.

The two minutes penalty sign in handball can be misinterpreted to mean ‘nimechill’ a slogan for abstinence among the Kenyan youths, in politics it could as well mean multi-party democracy, it is also a sign for peace. In basketball the charge sign (clenched fist pointed at the direction of the player) could be misinterpreted to mean I will beat you up, in politics it is a party symbol for Democratic Party (DP). Stop clock for jump ball sign in basketball can also mean thumbs up for job well done or congratulations. Start or stop clock sign in basketball may be misunderstood to mean ‘Hi’ or ‘stop’. The official basketball and handball signs recognized by F.I.B.A, N.B.A. and I.H.F are attached in appendix (fs.ncaa.org)

4.3 Application of Semiotic structuralism in basketball and handball

The researcher sought to establish whether or not words and phrases used in basketball and handball courts were context specific and if taken out of these contexts what were the other possible meaning they could produce. He asked the respondents in section B of the interview guide if they thought someone who has never been exposed to basketball and handball will understand the provided words and phrases as used in basketball and handball courts.

Table 13: Meaning of Words and Phrases as used in Basketball and Handball Courts

Respondents	To a higher extent		To some extent		To a lower extent		Never	
	F	%	F	%	F	%	F	%
Coaches	1	2	5	9	25	49	20	39
Players	2	4	8	17	15	33	20	44

Referees	2	6	4	13	10	33	14	47
Fans	3	8	4	11	12	33	17	47

1 out of 51 basketball and handball coaches (2%) said to a higher extent, 5 (9%) said to some extent, 25 (49%) said to a lower extent and 20 (39%) said never. From the interviewed basketball and handball players 2 out of 45 (4%) said to a higher extent, 8 (17%) to some extent, 15 (33%) to a lower extent and 20 (44%) said never. The referees 2 (6%) said to a higher extent, 4 (13%) to some extent, 10 (33%) to a lower extent and 14 (47%) said never. The fans 3 (8%) said to a higher extent, 4 (11%) said to some extent, 12 (33%) said to a lower extent and 17 (47%) said never. 39% of the basketball and handball coaches, 44% of the basketball and handball players and 47% of the basketball and handball referees and 47% of basketball and handball fans said that someone who has never been exposed to basketball and handball will not understand the contextual meaning of these words and phrases thereby attesting to the fact that words and phrases used in basketball and handball courts are context dependant.

This finding correlates with Theo Van Leeuwen’s and Gunther Kress’s (2005) assertions, “ that semiotic resources have a meaning potential, based on their past uses and a set of affordances based on their possible uses, and these will be actualized in concrete social contexts where their use is subject to some form of semiotic regime or rules”. This finding also agrees to Firth’s (1935) findings that, “all linguistics was the study of meaning and all meaning was function in a context”.

Emphasizing on the role “context of situation”, Firth states “.....translation problems can be saved in the mutual assimilation of the languages in similar contexts of situation and in common human experience”. Brassac and Trognun (1995) said “analyzing the meaning of an utterance should follow two steps: The first step aims at analyzing the linguistic meaning of this utterance and the second one its meaning in context”. Adegbite (2000) found out that, “context is simply a place where a communicative or a semiotic event occurs or a term used to provide links between linguistic items and the social and situational factors of communication”.

Dash (2005) describes context as “an immediate linguistic environment (rarely detached or isolated) in which a particular word occurs. Since it is not always explicit, it may be hidden within the neighboring members of a word used in a piece of a text. If we cannot extract the information relevant to the meaning of a word from its immediate linguistic environment we need to take into account the topic of discussion as a sphere of necessary information”.

According to Widdowson (2007), “Context are the situations in which we find ourselves, the actual circumstances of time and place the here and now of the home, the school, the workplace and so on”. As they interact, people naturally make reference to what is present in such situations. Context is not what is perceived in a particular situation but what is conceived as relevant (Widdowson, 2007).

Although there can be no appeal to a common situation, there must be an appeal to a common context of shared knowledge or otherwise no communication will take place at all. Some of this context will be created by means of the text itself. Context can be thought of as “knowledge of the world that the text is used to refer to but of the world as it is known by particular groups of people”. This involves what these different groups know about as matters of fact and their distinctive ways of thinking about these things. Context is also perceived as a mental construct.

One of the theoretical assumptions of socio-semiotic multimodality theory is that “people create meaning through their selection and configuration of modes, emphasizing the importance of the interaction between modes. Thus all communicational acts are shaped by the norms and rules operating at the moment of sign making and influenced by the motivations and interests of people in specific social context”. Our study has shown that an effective communication in basketball and handball courts occurs by interaction between two semiotic modes, (signs and words).

There are numerous words and phrases used in basketball and handball court context which if taken out of the playing court context will yield to multiple meaning. From the study the researcher established that such words include:

Table 14: Contextual Words and Phrases as Used in Basketball Court and their Contemporary Meaning

Word/phrases	Context Meaning	Contemporary Meaning
Basket (shot)	A point that is scored throwing the basketball ball through the net in a basketball field.	A container for holding or carrying things such as shopping basket, picnic basket.
Shot	The action of throwing the ball in order to score a point either a one, two or three points.	Act of firing a gun, a remark or an action aimed at somebody, a scene in a film/movie, a small amount of drug or drink especially a strong alcoholic one.
Screen	An attempt to stop a defender from actively guarding by blocking the defender's way. Also "pick".	TV/Computer, Cinema /movie screen, piece of furniture, on windows /door, a wood or a stone structure in a church.
Drive	A fast dribbling movement towards the basket in an effort to score in a very short time.	Operate a vehicle, to take somebody somewhere with a car, to make somebody angry or crazy, strong desire/energy, part of a computer.
Carry	A penalty in which an offensive player holds the ball without dribbling while walking.(also	Take something with you, spread disease, remember something, support weight,

	palming or double dribble).	and accept responsibility.
BEEF- Balance, Eyes, Elbow, and Follow through	An act of proper shooting the basketball ball used to teach proper shooting skills	Meat from a cow, verb to complain a lot about something or somebody, to make something bigger, better or more interesting.
Block or Box out	a player's attempt to position his body between his opponents and the basket	Is a solid material, tall building that contains flats, a group of buildings with streets, and a large area of land, something that stops progress.
Brick	A poor attempt at shooting that hits the rim or the backboard and bounces off	Baked clay used for building walls, or a friend you can rely on when you need help.
Bricklayer	One who repeatedly shoots bricks	A person whose job is to build walls with bricks.
Dish or an assist	A quick and efficient pass to a player who converts a basket immediately after one dribble.	A flat shallow container for cooking food in or serving it from, plates, bowls, cups, food prepared in a particular way, sexually attractive person.

Charge	An offensive foul involving the attacking player who rushes into a non-moving defender's cylinder	Money, of crime /something wrong, a statement, responsibility/control over something, amount of electricity, a sudden rush/ a violent attack, strong feeling.
Walk	A penalty when a player makes more than two steps without dribbling or passing the ball	A journey on foot, a path or route for walking, a way or style of walking, a person's job or position in society
Fast break (Secondary break)	A quick and effective tactic in which a team attempts to advance the ball and gains advantage over the defending team thereby scoring as quickly as possible	End of fasting period.
Down town	A position well outside the three point line.	In or towards the centre of a city, especially its main business area.
Baby shot (foetus)	an unsuccessful attempt at shooting but the ball does not reach the rim or the backboard	A shot taken by a baby, unborn baby.
Layup	A close range attempt at shooting using one hand to hit the ball off the backboard and into the hoop.	Doing something that will cause you problems later, to stop using a ship or other vehicle while it is being repaired.
Granny shot	An poor underhand attempt at shooting using both hands usually as a free throw	A shot taken by a granny/old person.

Prayer	A desperate attempt at shooting which has very little chance of becoming a basket.	Words said to God giving or asking for help, the act or habit of praying
Banana cut	A wide, curving cut movement made by offensive players in a bid to gain a quick chance of scoring.	A sweet dish made from a banana that is cut in half and filled with ice cream, nuts.
Rainbow	A long shot attempt at shooting making perfect high shot arch that goes directly into the basket.	“A curved band of different colors that appears in the sky when the sun shines through the rain”. A nation made up of people of different colors.
pressure	Attack an opponent aggressively and deny him an opportunity to score	The force of the atmosphere on the earth’s surface, the force or weight with which something presses against something else.
goodnight	The beginning of the last quarter (fourth quarter)	Saying goodbye to somebody late in the evening, or when they are going to bed.
Pack (a sweep)	Roughly hit a ball after the opponent has just released it	Put clothes into a bag, store something into a container, to carry a gun
Making him dance	Crossing an opponent with such ferocity that he ends up spinning around	Playing a good music to someone, that will make him/her dance
Shooting a hail Mary	Attempting to make a shot which has a very little chance of	A form of prayer especially in catholic church

	becoming a basket	
Cylinder	A players legal defense position	“A solid or hollow figure with round ends and long straight sides”
Swat	Hitting the ball immediately a player releases it, stopping him from making a basket.	To hit something, especially an insect, using your hand or a flat object.

Table 15: Contextual Words and Phrases as Used in Handball Court and their Contemporary Meaning

Word/Phrase	Contextual Meaning	Contemporary Meaning
Throw off	A way of starting the match from the centre of the court after the opposing team scores a goal or before the game starts.	To manage to get rid of something or somebody that is making you suffer (idiom), take off a piece of clothing quickly and carelessly.
Throw in	A throw in is taken when the ball goes out of control on the sideline. It is taken from the place where the ball crossed the sideline.	To include something with what you are selling or offering, without increasing the price (idiom in business), to add a remark to a conversation.
Free throw	A free throw is used to begin the match after an interruption by the referees. It is the same as free-kicks in association football.	In basketball it is to attempt to shoot a basket without a player trying to stop you after a foul.

Seven-meter throw	A seven meter throw is awarded when an offensive player is denied a clear chance of scoring. It is called a penalty kick in association football.	Throwing something from a seven meter.
Passive play	When an attacking team delays releasing the ball (more than one minute) in the defender's backcourt the referee will give a passive warning by holding one hand up in the air signaling that the attacking team should release a shot soon.	Not being part of an action or an activity
Two minutes penalty(dustbin)	A penalty given to a player for gross misconduct. To be out of play for two minutes for misconduct before being allowed in the field	A large container with a lid, used for putting rubbish/garbage in.
Hand ball	This is a game for two teams each having seven players played indoors or outdoors, where players score goals by throwing a ball with their hand into the goal.	The illegal use of hands while playing football (soccer) (football context) and it punishable by a penalty for the opponent team.
Playmaker	This is a center backcourt player responsible for directing the attacking team and makes effort to penetrate the defense of the opposing team to score	Someone who makes plays.
Period	Time of play or a length of time. Normally a match is played in two periods of 30 minutes each, and the team scoring many goals wins	Lesson, in a school, college for study, full stop, division of an era.
Flow	Street handball is about flow: let the game "flo" , avoid interruptions (e.g.	Continuous production and supply (business),

	you may ignore a player touching the line of the goal area, 4 steps)	continuous talk by somebody, the movement of the sea towards land, to hang loosely and freely of clothes /hair.
Centre back (CB)	A player positioned largely around the midcourt that initiates the offensive play, shoots to tries to penetrate the defense; also called the “playmaker”.	In football (soccer) a player or position in the middle of the back line of players.
Handling (the ball)	Dribbling, catching or passing the ball	The cost of dealing with an order, delivering goods, booking tickets, it also means the way in which a vehicle can be controlled by a driver.
Left wing (LW)	A player located on the left side of the court who makes frantic efforts to score from the left side of the court. In most cases they are left handed players.	Part of a political party whose members are most in favor of social change or strongly supporting the ideas of socialism.
Left winger	A person who plays on the left side of the field	A person on the left wing of a political party.
Pivot player	The most important player e.g. the best shooter	The central point, pin or column on which something turns or balances.

Right wing	A person who plays on the right side of the field,	Part of a political party whose members are least in favor of social change, strongly supporting the capitalist system.
Piston	Basic attacking movements by moving continuously forwards and backwards	“Part of an engine that consists of a short cylinder that fits inside a tube and moves up and down or backwards and forwards to make other parts of engine move”.
Rebound	Ball bouncing back after hitting the back board	Prices rising again after they have fallen, a positive reaction that happens after something negative.
Side step	Attacker’s technical and tactical skill. It involves basic movement performed by continuously moving sideways.	To avoid answering a question or dealing with a problem, to avoid being hit by stepping to one side.
Overtime	When a match ends in a draw, an overtime period may follow	To spent time working at a job besides normal hours, also the money somebody earns for working extra hours.
Sanction	Form of penalization by the referee	An official order that limits

		trade, contact with a particular country, official permission or approval for action or a change.
Figure “8”	Basic attacking movement which three players advance towards the opponent’s court crisscrossing each other’s back in pattern resembling number eight	Number 8. A woman with a very nice body shape. A famous gospel singer “size 8”

4.4 Functionality of Socio-Semiotic Multimodality Theory in Basketball and Handball Courts

Van Leeuwen and Kress (2005), approaches socio-semiotic multimodality theory as “an interdisciplinary approach that understands communication and representation to be more than about language”. This theory has been systematically built to incorporate issues that deal with changes in society. Multimodality allows the “combinations of different “semiotic modes” such as language and sign, language and music in a communicative event (Leeuwen & Kress 2005)”. It focuses on the study of the “interrelationships between various meaning making activities that have undergone rapid changes in the contemporary social context”.

A multimodal view of genre is one that is interested in understanding “what is it that we want to mean, and what modes and genres are best for realizing that meaning” (Kress 2003: 107). As an approach to pedagogy, multimodal pedagogies foreground the affordances of various modes and seek to understand how different modes function to produce different forms of meanings in particular contexts (Kress et al 2001; Archer 2006b).

Our study has shown that 61% of the respondents (53% of the coaches, 64% of the players and 67% of the referees) have confirmed that using both signs and words in basketball and handball courts is more effective compared to the use of signs or words

alone. This goes a step further to reveal that signs and words are indeed the register used by basketball and handball players. Socio-semiotic multimodality theory accounts for the usage of combination of both signs and utterances in basketball and handball courts. Similarly our study has revealed that 39% of basketball and handball coaches, 44% of basketball and handball players, 47% of the basketball and handball referees and 47% of basketball and handball fans have confirmed that words and phrases used in basketball and handball courts are context dependant. In socio-semiotic analysis, context (semiotic phenomena) and signs and symbols (semiotic modes) words and phrases (semiotic modes) must engage in an inter-semiotic relationship to create meaning.

4.5 Conclusion

To conclude it is clear from our study that signs comprise the register of basketball and handball players and context plays a meaningful role in interpretation of the meaning of signs, words and phrases as used in basketball and handball courts. When taken out of basketball or handball courts these signs, words and phrases would results in different meaning.

CHAPTER FIVE

THE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter provides the conclusions to our study which covered the socio-semiotic analysis of sports register used by basketball and handball players in Trans Nzoia County. The chapter will present the summary of the results, followed by the findings in the study, conclusions of the study and finally suggestions for further study.

5.1 Summary of the Findings

The study sought to establish the register used by basketball and handball players in Trans Nzoia County. The social-semiotic multimodality theory enabled us to identify and analyze the signs as used in basketball and handball courts and how context comes into play in recovering the meaning of these signs, words and phrases as used in basketball and handball courts.

The researcher identified 67 schools out of 172 public and private secondary schools (43%) which were active in basketball and handball games and participated in secondary schools championships up to at least sub county level. He sampled 55 male and female basketball and handball coaches, 130 male and female basketball and handball players, 98 basketball and handball referees and 69 male and female basketball and handball fans of the respective schools and interviewed them on the usage of signs and words as used by basketball and handball players in the courts. The researcher also sought to find out the contextual meaning of signs, words and phrases as used in basketball and handball courts.

53% of basketball and handball coaches, 64% of basketball and handball players, 67% of basketball and handball referees and 64% of basketball and handball fans confirmed that indeed signs used in basketball and handball courts form the register used by basketball and handball players. 69% of basketball and handball coaches, 74% of basketball and handball players, 72% of basketball and handball referees and 70% of basketball and

handball fans said that one need to be familiar with basketball and handball environment for one to understand fully the meaning of the signs, words and phrases as used in these contexts. They revealed that the meaning of these words is context dependent and if used outside this environment the signs, words and phrases could be misinterpreted to mean different things. We also found out that socio-semiotic multimodality theory accounts for the identification, analyzing and interpretation of the register used by basketball and handball players in Trans Nzoia County. It follows then that the research questions posed earlier in the study have therefore been adequately addressed.

5.2 Conclusions of the Study

The following conclusions were made out of the findings from this study. The conclusions were made in line with the topic and research objectives. The first objective was to find out whether or not signs comprise the register used by basketball and handball players in Trans Nzoia County. 72% of the respondents said that signs are part of the register used by basketball and handball players in Trans Nzoia County. The second objective was to determine the role of context in interpreting the meaning of words and phrases as used by basketball and handball players in Trans Nzoia County. 64% of the respondents asserted that words and phrases used in basketball and handball courts are context specific and that one need to be familiar with basketball and handball environment for one to understand fully the meaning of these words and phrases as used in handball and basketball context. The third objective was to ascertain the functionality of the socio semiotic multimodal theory in analyzing the register used by basketball and handball players in Trans Nzoia County. Based on the findings, the study has revealed that socio semiotic multimodal theory accounts greatly in identification, analyzing and interpretation of the register used by basketball and handball players in Trans Nzoia County.

5.3 Recommendations of the Study

It is recommended that more teachers who mostly double up as coaches and referees should attend frequent trainings, workshops and clinics so that they may familiarize themselves more with the register used in basketball and handball courts including signs, words and phrases as this register keeps on changing. From the study it was observed that

only 28 secondary schools in Trans Nzoia County participate in basketball and 35 secondary schools participate in handball. It therefore follows that The Ministry of Sports, Gender and Culture together with Ministry of Education, Science and Technology should form a policy making participation in all games compulsory in all schools because this will enable students to have a variety of sports to engage in. It was also observed that female coaches and referees are grossly underrepresented in both basketball and handball. It is recommended that female teachers should be motivated and encouraged to engage in the two events.

5.4 Suggestions for Further Study

The following are the recommendations from the study.

- i. The study focused on the use of socio-semiotic theory in analyzing the register used by basketball and handball players in Trans Nzoia. It would be interesting to see the results of another approach such as Critical Discourse Analysis theory.
- ii. The study dealt with the register used by basketball and handball players as a small fraction of the representation of wider sports register. Further studies should be done on other sports such as volleyball, football, rugby and cricket to establish whether or not they have a register.
- iii. The researcher sought to find out if the signs comprise the register used by basketball and handball players. Further study should be conducted on other semiotic modes used in basketball and handball context such as the intensity of the whistle, the duration of the whistle blown and use of gestures to establish if they too comprise the register used by basketball and handball players.

REFERENCES

- Ayub, M. (2008). *Language Attitudes in Urban Kenya: A Case Study of Nairobi, Kisumu and Mombasa*. Unpublished P.h.D Thesis of the University of Nairobi.
- Armour, K. (2012). *Research Methods in Physical Education and Youth Sport*. London: Routledge Press.
- Blommaert, J. (2005). *Discourse, Key topics in Sociolinguistics*. London: Sage Publications.
- Boyle, R. (2006). *Sports journalism: Context and issues*. London: Sage Publications.
- Buck, M. (1983). *Introduction to Physical Education and Sport: Foundations and Trends*. New York: Brooks Learning Publications.
- Coakley, J. J. (1990). *Sport in Society: Issues and Controversies*. Missouri: Mosby College Publishing.
- Coulmas, F. (2005). *Sociolinguistics: the Study of Speakers' Choices*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed Method approaches*. Thousand Oaks: Sage Publications.
- Dash, N. (2005). *Role of Context in Word Sense Disambiguation*. Unpublished Master's Thesis. Indiana University.
- Eco, U. A (1976). *A Theory of Semiotics*. Cambridge: Cambridge University Press.
- Gelfard, L.I. (1969). *Modern sports writing*. Iowa: Iowa State University Press.
- Gitonga, E. (1998). *Effects of Participation in Competitive Sports and Academic Performance of Secondary schools students in Nairobi Province*. Unpublished Master's Thesis. Kenyatta University.
- Hodge B. and Kress G. (1988). *Social Semiotics*. Cambridge: Cambridge University Press.

- Kariuki, J .W. (2015). *Gender representation in sports participation and leadership in Teacher Training Colleges in the Eastern Zone-Kenya*. Unpublished Master's Thesis. Kenyatta University.
- Katiambo, M. J. D. (2005). *Depiction of Female Athletes in the Mass Media: The Case of Daily Newspapers in Kenya*. Unpublished Master's Thesis of the University of Nairobi.
- Kress, Gunther & Theo van Leeuwen (2006). *Reading Images: The Grammar of Visual Design*. Second edition. London: Routledge Falmer Press.
- Kress, G. (2009), *Multimodality: A social semiotic approach to communication*. London: Routledge Falmer Press.
- Kothari, C. R. (2004). *Research methodology; Methods and techniques*. New Delhi: New age Publications (Academic), India.
- Kothari, C. R. (2002). *Research Methodology, Methods and Techniques*. New Delhi: New Age International (P) Ltd.
- M. A .K. Halliday and Raqaiya Hassan (1978). *Language, Context and Text: Aspects of Language in a Social Semiotic Perspective*. Oxford: Oxford University Press.
- M. A .K. Halliday (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. Oxford: University Park Press.
- McPherson, B. and Curtis, J.E. (1989). *The Social Significance of Sport: An Introduction to the Sociology of Sport Champions*. Illinois: Oxford University Press.
- Mugenda, A., & Mugenda, O. (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- Mugenda, O. and Mugenda, G. (1999). *Research Methods Quantitative & Approaches*. Nairobi: Acts Press.

Njimu, P. N. (2010). *Lexical Adjustments of Sports Language in Three Kenyan Newspapers*. Unpublished Master's Thesis of the University of Nairobi.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Fourth Edition. Boston: Worth Publishers.

Orodho, A. J. (2009). *Elements of Education and Science Research Methods*. Harlow: Sole Publishers.

Paton, M. Q. (2002). "*Qualitative Research and Evaluation Methods (3rd Edition)*." London: Sage Publications.

Rintaugu, E. G. (2005). *Socialization of Secondary School Athletes into Sports in Kenya*. Unpublished P. h. D Thesis of Kenyatta University. Nairobi, Kenya.

Saaed, J. (1997). *Semantics*. Oxford: Blackwell Publishing.

Saraf, M. (1979). *Semiotic Signs in Sports Activity*. New York: Macmillan Publishers.

Snyde, E. and Spreitzer, E. (1983). *Social Aspects of Sport*. New Jersey: Prentice Hall Publishing.

Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford University Press.

Wardhaugh, R. (2002). *An Introduction to Sociolinguistics*. Oxford: Blackwell publishing.

Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.

Websites:

www.dummies.com/how-to/.../the-lines-and-dimensions-of-a-basketball-court.html

Fs.ncaa.org/Docs/rules/signals/basketball.pdf

<http://www.livestrong.com/article/430186-what-are-the-different-types-of-basketball-surfaces>.

www.sportsknowhow.com/...handball/dimensions/team-handball-court-dimensions.ht...

APPENDICES

Appendix I: interview schedule

REFEREE'S INTERVIEW

SECTION A: General information about referees

- 1) Gender of the referee?
Male [] Female []
- 2) In terms of years, for how long have you participated as a referee in either basketball or handball?
1-3yrs [] 4-6yrs [] over 6yrs []
- 3) What is your level of training as a referee?
No certification [] county certificate [] National certificate []
F.I.B.A/H.I.F certificate []

SECTION B: Signs

1. A. What is the most common form of communication among referees while in the field?

Signs and symbols [] Words [] both []

-
- B. What are the signs associated with communication among referees?

Sign	Response	Meaning

-
-
- C. How often do referees use signs in officiating basketball and handball matches?

Sign	Quite often	Often	Sometimes	Rarely

D. To what extent do you think other people in and out of the court understand the signs used by the referees?

Sign	To a higher extent	Some extent	Lower extent	Hardly

SECTION C: Context specific words

A. What do you think the following words and phrases mean as used in basketball or handball contexts and their meaning in ordinary usage?

Basketball

Word	Meaning in context	Contemporary meaning
Court		
Basket		
shot		
Screen		
Drive		
Carry		
BEEF		
Block		
Brick		
Dish		
Charge		
Lay up		

Slum dunk		
-----------	--	--

Handball

Word	Meaning in context	Contemporary meaning
Handball		
Passive play		
Throw off		
Throw in		
Free throw		
Two minutes penalty (dustbin)		
Period		
Flow		
Play maker		

B. Do you think someone who has never played this game will understand these words and signs as used in basketball or handball court?

To a higher extent []

To some extent []

To a lower extent []

Never []

THANK YOU

COACHES' INTERVIEW

SECTION A: General information about coaches

1. What is the gender of the coach?

Male [] Female []

2. In terms of years, for how long have you participated as a Coach in either basketball or handball?

1-3yrs [] 4-6yrs [] over 6yrs []

3. What is your level of training as a coach?

No certification [] county certificate [] National certificate []
F.I.B.A/H.I.F certificate []

SECTION B: Signs

1). what is the most common form of communication used by coaches in communication to players while in the field?

Signs and symbols [] Words [] both []

2). what are the signs associated with communication between a coach and a player?

Sign	Response	Meaning

3). How often do coaches use sign in communication while in basketball or handball courts?

Sign	Quite often	Often	Sometimes	Rarely

4). To what extent do you think other people in and out of the court understand the signs used by the coaches, players or referees?

Sign	To a higher extent	Some extent	Lower extent	Hardly

SECTION C: Context specific words

- 1) What do you think the following words mean as used in basketball or handball contexts and their meaning in ordinary usage?

Basketball

Word	Contextual meaning	Contemporary meaning
Court		
Basket		
shot		
Screen		
Drive		
Carry		
BEEF		
Block		
Brick		
Dish		
Charge		
Lay up		
Slum dunk		

Handball

Word	Contextual meaning	Contemporary meaning
Handball		
Passive play		
Throw off		
Throw in		
Free throw		
Two minutes penalty (dustbin)		
Period		
Flow		
Play maker		

2). Do you think someone who has never played this game will understand these words and signs as used in basketball or handball court?

To a higher extent []

To some extent []

To a lower extent []

Never []

THANK YOU

PLAYERS' INTERVIEW

SECTION A: General information about players

1. What is your gender of the player?

Male [] Female []

2. In what forms are you in?

1- [] 2- [] 3- [] 4- []

3. What is your highest level of participation as a player of either basketball or handball?

Zonal [] Sub-county [] County [] Regional [] National []

East African []

SECTION B: Signs

1). what form of communication do players, coaches and referees use while in the field?

Signs and symbols [] Words [] both []

2). what are the signs associated with communication between a player and a player, coach and player or referee and a player?

Sign	Response	Meaning

3). How often do players use sign in communication while in basketball or handball courts?

Sign	Quite often	Often	Sometimes	Rarely

4). To what extent do you think other people in and out of the court understand the signs used by the players, coaches and referees?

Sign	To a higher ext	Some extent	Lower extent	Hardly

SECTION C: Context specific words

1. What do you think the following words and phrases mean as used in basketball and handball context and their meaning in ordinary usage?

Basketball

Word	Meaning in context	Contemporary meaning
Court		
Basket		
shot		
Screen		
Drive		
Carry		
BEEF		
Block		
Brick		
Dish		
Charge		
Lay up		
Slum dunk		

Handball

Word	Meaning in context	Contemporary meaning
Handball		
Passive play		
Throw off		
Throw in		
Free throw		
Two minutes penalty (dustbin)		
Period		
Flow		
Play maker		

2). Do you think someone who has never played this game will understand these words and signs as used in basketball or handball court?

To a higher extent []

To some extent []

To a lower extent []

Never []

THANK YOU

FANS' INTERVIEW

SECTION A: General information about fans

1. What is your gender of the fan?
Male [] Female []
2. Kindly provide your highest educational level?
Class 8- [] Form 4- [] Diploma - [] Degree-[] others [specify]
3. What is your highest level of participation as a fan?
Zonal [] Sub-county [] County [] Regional [] National []
East African []
4. Have you ever played this game? (basketball /handball)
Yes [] NO []
5. If yes, at what level?
Primary school level []
Secondary level []
College level []
University level []

SECTION B: Signs

1. What form of communication have you witnessed being used by players, coaches and referees while in the field?
Signs [] Words [] both []
2. What are the signs associated with communication between a player and a player, coach and player?

Sign	Response	Meaning

3. Have you ever witnessed the usage of signs by players, coaches or referees while in basketball or handball courts?

Sign	Quite often	Often	Sometimes	Rarely

4. To what extent do you think other people in and out of the court understand the signs used by the players, coaches or referees?

Sign	To a higher extent	Some extent	Lower extent	Hardly

SECTION C: Context specific words

1. What do you think the following words and phrases mean?

Basketball

Word	Meaning in context	Contemporary meaning
Court		
Basket		
shot		
Screen		
Drive		
Carry		
BEEF		

Block		
Brick		
Dish		
Charge		
Lay up		
Slum dunk		

Handball

Word	Meaning in context	Contemporary meaning
Handball		
Passive play		
Throw off		
Throw in		
Free throw		
Two minutes penalty (dustbin)		
Period		
Flow		
Play maker		

2. Do you think someone who has never played this game will understand these words and signs as used in basketball or handball court?

To a higher extent []

To some extent []

To a lower extent []

Never []

Appendix II: Observation schedule

Basketball

Word	Meaning in context	Contemporary meaning
Court		
Basket		
shot		
Screen		
Drive		
Carry		
BEEF		
Block		
Brick		
Dish		
Charge		

Handball

Word	Meaning in context	Contemporary meaning
Handball		
Passive play		
Throw off		
Throw in		
Free throw		
Two minutes penalty (dustbin)		
Period		
Flow		
Play maker		

Appendix III: Official basketball and handball signs as recognized by F.I.B.A and I.H.F

(Fs.ncaa.org/Docs/rules/signals/basketball.pdf)



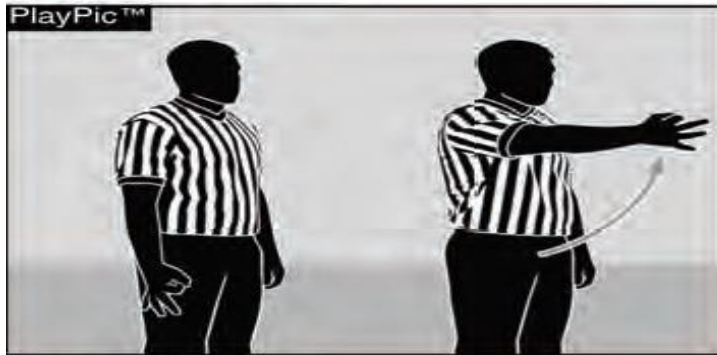
Throw-in Spot or Designated Spot Violation



5-second Violation



10-second Violation



Three-second Violation



Kicking Violation



Holding Foul



Pushing or Charging Foul



Hand-checking Foul



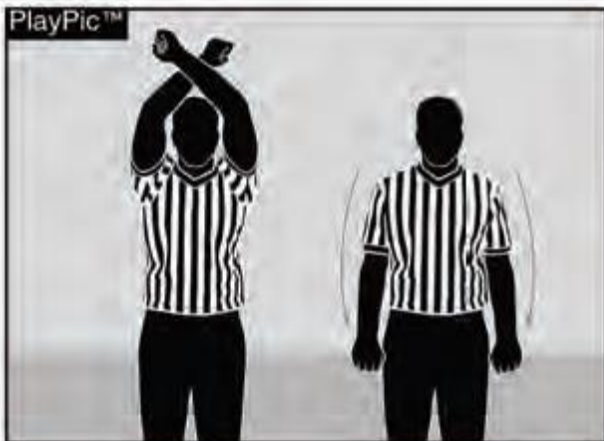
Player Control Foul



Technical Foul



Illegal Use of Hands Foul



Intentional Foul

Intentional Foul: Excessive Contact



Blocking Foul



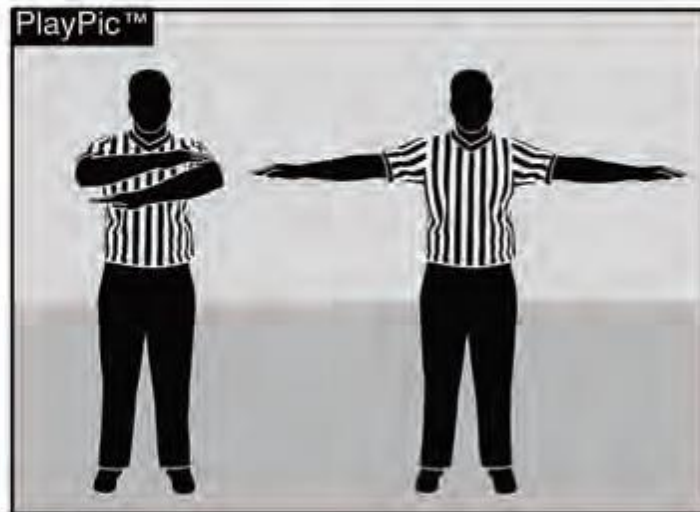
Foul: Optional 'Bird Dog'



Beckon Substitute



Tipping the Ball



No Score



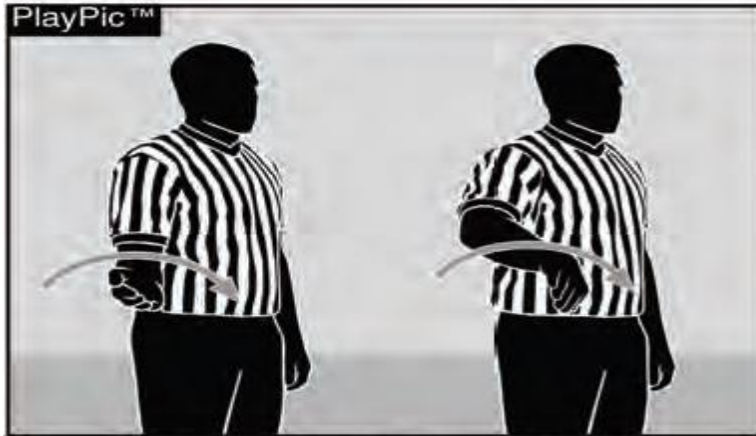
Excessive Swinging of Elbows



Traveling Violation



Illegal Dribble Violation



Over and Back or Palming/Carrying Violation



Shot Clock Violation



Start Clock



Stop Clock



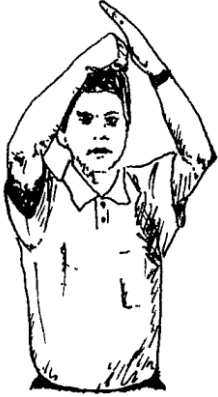











Stop Clock for



**Stop Clock for
Jump Ball**

Official Refereeing Handball signals as recognized by International Handball Federation (I.H.F) (Fs.ncaa.org/Docs/rules/signals/handball.pdf)

<p>Striking the opponents arm</p>	<p>Holding the opponent</p>	<p>Running / Jumping into</p>
		
<p>Exclusion</p>	<p>Time Out</p>	<p>Goal</p>
		
<p>Direction of Free Throw</p>	<p>Maintain distance from Free Throw</p>	<p>Permission to enter the court, during Time Out</p>
		

Referee's Throw	Yellow/Red Card – Caution/Disqualification	Suspension – Two minutes
		
Illegal Entry into the Goal Area	Double - Dribble	Too many steps, holding the ball too long
