



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATE (VOCATIONAL)**

## **SUBJECT GUIDELINES**

### **ENGLISH FIRST ADDITIONAL LANGUAGE NQF Level 4**

September 2007



# **ENGLISH FIRST ADDITIONAL LANGUAGE- LEVEL 4**

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## INTRODUCTION

### **A. What is English First Additional Language?**

English First Additional Language is the science of sharing and receiving ideas, facts, emotions and concepts successfully using different media. This subject develops skills to communicate effectively in both a socio-personal context and a vocational-work environment. The following modalities of learning and language will be addressed:

- Listening and Speaking
- Writing and Presenting
- Reading and Viewing
- Language as a tool for communication and learning

### **B. Why is English First Additional Language important as a Fundamental?**

Students should study English First Additional Language as it:

- Sets a foundation for learning and is a life skill.
- Promotes literacy and comprehension, both verbally and non-verbally.
- Contributes to a holistic approach to learning and personal development.
- Develops critical thinking skills and higher level cognitive skills.
- Empowers students to communicate confidently and effectively in social and workplace contexts.
- Contributes to forming and maintaining healthy and positive relationships.

### **C. The link between the Learning Outcomes for English First Additional Language and the Critical and Developmental Outcomes**

- Identify and solve problems using context, individually and in groups, to decode and give meaning to oral, reading and written activities.
- Work effectively with others and in teams using interactive speech in activities, discussion and research projects.
- Organise and manage oneself and one's activities responsibly and effectively using language.
- Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language proficiency across language applications and fields of study.
- Communicate effectively using visual, mathematical and/or language skills in formal and informal communications.
- Use science and technology effectively and critically to access and present texts.
- Understand the world as a set of interrelated parts of a system using language to explore and express links and investigate a global range of contexts and texts.
- Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

### **D. Factors that contribute to achieving English First Additional Language Learning Outcomes**

- Language and computer laboratories and communication simulation centres should be established.
- A variety of media must be used to facilitate learning.
- A communicative approach should be adopted to facilitate learning in language and grammar.
- Different assessment tools, other than written examinations, must be incorporated.
- Lecturers must contextualise generic knowledge, skills, values and attitudes to direct learning towards specific vocational fields.

## 1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided all of the assessment requirements set out hereunder are adhered to.

Students with special education needs (LSEN) must be catered for in a way that eliminates the barriers to learning.

## 2 SUBJECT LEVEL FOCUS

- **Listen and respond critically and speak sensitively in diverse contexts for a variety of purposes.**
  - Listening and speaking strategies are analysed and used for a wide range of purposes.  
*Range: Purposes refer to persuasion and developing arguments, expressing opinions and assertiveness, marketing, group communication, negotiation, conflict resolution, interviewing techniques, public speaking and maintaining conversation.*
  - Different forms of oral communication are distinguished and used appropriately in diverse contexts.
  - Oral presentations are researched, planned and delivered in diverse contexts.
  - Oral presentations are evaluated using appropriate speaking and listening techniques.
  - A critical awareness of language usage is applied in diverse oral situations.
- **Critically read and view texts in order to infer meaning and make meaningful responses appropriately.**
  - A variety of reading and viewing strategies are applied to comprehend, analyse, synthesise and appreciate language and information.
  - Written and visual texts are investigated to explain meaning, values and attitudes.
  - The structure and key features of texts are examined and reflected on in order to show how they shape meaning.  
*Range: Texts include literary and non-literary texts, reference material, visual and multi-media texts.  
Comment: Literary texts should constitute 20 percent of the number of texts read and viewed.*
  - Stylistic devices are analysed to illustrate and motivate how these devices achieve particular effects.
  - Different forms of non-verbal communication are examined and interpreted to explain meaning, values and attitudes.  
*Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations and diagrams, proxemics and cultural forms.*
- **Write and present texts for a wide range of purposes and audiences using language conventions and formats appropriate to diverse contexts.**
  - Writing tasks are planned for a specific purposes, audiences and contexts.  
*Range: Tasks include formal reports, meeting documentation, proposals and other persuasive documentation, documentation for the media and personal and workplace correspondence.*
  - Writing strategies and techniques are applied for first drafts.
  - Language conventions and structures are used to create and write texts that are appropriate, logical, and stylistically and grammatically correct.
  - Feedback from others is analysed and incorporated where necessary into written texts.
  - Own writing is proofread and edited to produce final texts.
  - Final texts are presented using the conventions and formats required by the context.

- **Use language structures and conventions to promote learning and communicate in diverse contexts.**

- Various resources are accessed and managed to improve learning and communication strategies.
- Language structures and conventions are analysed and used for effective learning and communication.

*Range: Language structures and conventions refer to syntax and grammar, diction, meaning and idiomatic language.*

- Oral and written texts are produced to demonstrate a critical awareness of language usage.

### 3 ASSESSMENT REQUIREMENTS

#### 3.1 Internal assessment (25 percent)

##### 3.1.1 Theoretical Component

The theoretical component will constitute 75 percent of the internal assessment.

It is advised that a written examination should be conducted in June, comprising two papers. Paper One should comprise assessment on Listening and Speaking, Reading and Viewing, and Language and Grammar. Paper Two should comprise assessment on Writing and Presenting.

Three formal theory tests should be written per semester.

##### 3.1.2 Practical Component

The practical component will constitute 25 percent of the internal assessment.

All practical components must be indicated in a Portfolio of Evidence (PoE).

Assessment must take place on a continual basis. All exercises and activities, projects and assignments on all components included in the syllabus (listening and speaking activities; reading and comprehension activities; writing activities, and language and grammar activities) could be regarded as practical work.

It is compulsory that students at this level spend at least 65 hours in a simulated vocational environment and in computer rooms in order to be exposed to real life situations and gain experience in using language as a communicative tool.

- **Some examples of practical assessments include, but are not limited to:**

- Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, self activity, judging and evaluation)
- Use of aids
- Exhibitions
- Visits
- Guest speaker presentations
- Research
- Structured environment

- **Definition of the term “Structured Environment”**

For the purposes of assessment “structured environment” refers to an actual or simulated workplace, or a computer or language laboratory.

Evidence of this practical component must be provided in the form of a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Competency level for practical sessions executed and observed in a simulated communication centre and/ or computer room.
- Competency level for language proficiency and reading competencies achieved in a language laboratory.

For the logbook to be regarded as valid evidence it must be signed off by an officially assigned supervisor.

• **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the portfolio.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for Further Education and Training College Programmes*.

**3.2 External assessment (75 percent)**

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally.

External assessment details are set out in the *Assessment Guidelines: English First Additional Language Level 4*.

**4 WEIGHTED VALUES OF THE TOPICS**

TOPICS/TOPICS	WEIGHTED VALUE
1. Listening and Speaking	20%
2. Reading and Viewing	35%
3. Writing and Presenting	35%
4. Language in Practice	10%
<b>TOTAL</b>	<b>100</b>

**5 CALCULATION OF FINAL MARK**

Continuous Assessment: Student's mark/100 x 25/1 = a mark out of 25 (a)

Theoretical Examination Mark: Student's mark/100 x 75/1 = a mark out of 75 (b)

**Final Mark: (a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification.

**6 PASS REQUIREMENTS**

The student must obtain at least 40 percent to achieve a pass in this subject.

**7 SUBJECT AND LEARNING OUTCOMES**

On completion of English First Additional Language Level 4 the student should have covered the following topics:

Topic 1: Listening and speaking

Topic 2: Reading and viewing

Topic 3: Writing and presenting

Topic 4: Language in practice

## 7.1 Topic 1: Listening and speaking

**7.1.1 Subject Outcome:** Analyse and adjust own messages and responses to spoken texts to sustain conversation and dialogue

### Learning Outcome:

- Use different strategies to exchange information, ideas and opinions for personal, social and work-related purposes.

*Range: Personal, social and work-related contexts and purposes include but are not limited to persuasion and developing arguments, expressing opinions and assertiveness, marketing, group communication, negotiation, conflict resolution, interviewing techniques, public speaking and maintaining conversation.*

Students are required to:

- Discuss and express views.
- Maintain conversation and dialogue appropriately in different social and work-related contexts by taking turns and filling in gaps.
- Use different forms of address and introductions and adapt degree of formality.
- Give complex directions and instructions accurately.
- Make and answer requests, express a vote of thanks and other relational communication as the situation requires.
- Present and defend arguments.
- Express viewpoints and opinions assertively.
- Conduct a variety of interviews for various purposes and be interviewed.
- Demonstrate the skill of speaking in public.
- Use negotiation skills to reach consensus.
- Participate in panel discussions, debates, forums and formal meetings, following the correct procedures.
- Demonstrate the ability to persuade for a variety of marketing and sales purposes.

### Learning Outcome:

- Evaluate and adjust approach, tone and style to suit the context and purpose when formulating messages and responses

### Students are required to:

- Explain how the speaker's style (degree of formality, narrative voice), tone, diction and non-verbal cues influence the listener's understanding.
- Explain how the audience and purpose influence the formulation of messages and responses.
- Use the appropriate style, tone, diction and non-verbal cues when formulating messages and responses for personal, social and work-related contexts.

*Range: Non-verbal cues include pronunciation and dialect, intonation, volume, pitch, stress/emphasis, tempo/pace, repetition, articulation and resonance, intensity of emotion, pause, projection, body language and gestures, and signing.*

### Learning Outcome:

- Demonstrate cultural and contextual sensitivity when speaking to clarify meaning, remove bias and sustain interaction.

### Students are required to:

- Evaluate arguments and assumptions, and distinguish between facts and opinions.
- Defend viewpoints using facts and opinions.
- Distinguish meaning accurately in subtexts and assumptions to clarify, challenge or to respond appropriately.
- Recognise and challenge emotive and manipulative language, bias, prejudice and stereotyping in spoken discourse, propaganda and advertising to sustain open and positive dialogue.

*Range: Bias as expressed in attitudes towards culture, religion, peers, race, gender, social status, and age.*

- Explain how meaning may be distorted by the deliberate inclusion and exclusion of information.
  - Recognise barriers to communication and adopt strategies to eliminate them or lessen their impact.
- Range: Barriers refer to physical (external), physiological, psychological, perceptual (background, education, intelligence, occupation, interests/hobbies, needs, personality, attitude, age, sex, culture, religion, stereotyping), ethnocentric, and semantic barriers.*

- Evaluate the relationship between language and culture and language and power.

**Learning Outcome:**

- Use assertive and persuasive strategies to manage discussions and conflict situations sensitively so as to resolve deadlocks and disagreements.

**Students are required to:**

- Distinguish between fact and opinion, subjective and objective language.
- Demonstrate different roles and responsibilities in groups by taking turns to speak, filling in gaps, contributing to group discussion, encouragement of other speakers and taking the lead.
- Identify the cause of the conflict or problem, existing bias and prejudice and prevent personal attacks.
- Show respect for others' views in language usage and accommodating group oral strategies.
- Resolve deadlocks and disagreements by avoiding aggressive responses and emotive and/or pedantic language to negotiate a win-win situation.
- Demonstrate understanding of feelings, emotions and views of speaker.
- Express own views logically and coherently, avoiding subjective, emotive statements and the use of pedantic language.

**7.1.2 Subject Outcome 2:** Recall, infer and evaluate information in an oral text to listen critically yet sensitively.

**Learning Outcome:**

- Identify and analyse details, main and supporting ideas, and explicitly stated statements correctly in a variety of oral texts.

*Range: Oral texts include queries, requests, complaints, presentations, debates, discussions, narratives, discourses, speeches and multi-media texts.*

Students are required to:

- Record main and supporting ideas.
- Make notes, checklists, paraphrases and summaries.
- Retell and explain what was heard and understood.
- Carry out instructions and follow directions.
- Express appreciation and encouragement.
- Listen and respond to questions for clarification.

**Learning Outcome:**

- Use strategies to check and clarify the intended meaning of the spoken message.

*Range: Strategies include asking questions, putting events in sequence, identifying similarities and differences, identifying cause and effect, using prompts, summarising and identifying the main gist of what is said, paraphrasing and repetition.*

Students are required to:

- Formulate relevant questions for different purposes.
- Respond appropriately to questions.
- Organise events or details in chronological and linear order or an appropriate logical sequence.
- Describe similarities and differences.
- Use prompts such as nodding, filler sounds, eye-contact, facial expressions, touch and tone to promote understanding.
- Summarise and/or paraphrase the main gist of what is said.
- Repeat and retell arguments, viewpoints, and main ideas to demonstrate understanding.

### 7.1.3 Subject Outcome 3: Use strategies to speak and evaluate spoken texts in a variety of contexts.

#### Learning Outcome:

- Analyse the characteristics of a speaker's style, approach and tone, explain the effect on audiences and use effectively to elicit response.

*Range: Rhetorical devices refer to literal and figurative language; imagery and symbolism; sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm; persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words), humour, irony, satire and sarcasm.*

Students are required to:

- Choose the correct style, register and rhetorical devices for different purposes and presentations.
- Explain and defend choice of style, register and devices used for oral presentation.
- Show an awareness of cultural and context sensitivity by avoiding communication barriers, bias and prejudices.
- Provide constructive feedback on other speakers' choices.
- Provide feedback to speakers that demonstrate respect for difference of opinions and views.

#### Learning Outcome:

- Evaluate and use non-verbal cues and body language appropriately to suit the purpose and context.

*Range: Non-verbal cues and body language include dialect and pronunciation, articulation and projection, intonation, stress, volume, tempo, pitch, pause, eye contact, gestures, stance, and signs.*

Students are required to:

- Explain the influence of non-verbal forms in an oral presentation.
- Demonstrate the effective use of non-verbal cues in oral presentations

#### Learning Outcome:

- Plan and prepare for speech delivery and oral presentations by using research techniques.

Students are required to:

- Conduct adequate research using a range of resources, for example reference works, Internet and web browsing, interviews and consultation.
- Organise and structure information in suitable format for delivery.
- Prepare oral presentations and speeches with appropriate introductions, expositions and conclusions.

#### Learning Outcome:

- Evaluate and demonstrate effective use of speaking techniques to speak in a variety of contexts and to deliver intended messages.

*Range: Techniques include structure and organisation of content and point of view; identification of purpose, audience and register; diction and language; choosing an appropriate style and approach; incorporation of rhetorical and literary devices; use of humour and illustrative aids; using non-verbal cues and overall presentation.*

*Range: Illustrative aids include charts, posters, transparencies, slides, photographs, images, props or models, electronic presentations, music sound and sound effects, graphs and other representations.*

Students are required to:

- Plan, prepare and deliver oral presentations and speeches demonstrating the techniques mentioned in the Range

**7.1.4. Subject Outcome 4:** Evaluate language usage for grammatical correctness in oral interactions.

**Learning Outcome:**

- Use grammar structures correctly when formulating messages or responses.

*Range: Grammar structures include*

- *Syntax –characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence variations; reduction of sentences, phrases*
- *Parts of Speech- nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles*
- *Tenses- past, present, future forms*
- *Concord*
- *Active and Passive Voice*
- *Direct and Reported Speech*
- *Word order*
- *Conditional phrases.*

Students are required to:

- Formulate logical coherent sentences and correct wrongly used sentences and phrases.
- Use sentences and spoken phrases in a grammatically correct manner.

**Learning Outcome:**

- Develop and extend vocabulary by inferring meaning from contextual clues.

Students are required to:

- Use word attack skills such as knowledge of grammar and syntax, roots, prefixes and suffixes to infer meaning.
- Identify and analyse how languages borrow words from one another, how words change meaning over time, and how neologisms are coined.
- Explain how textual markers depict logical patterns and relationships and infer meaning.  
*Range: Sentence patterns and logical relationships include cause and effect, fact and opinion, argument and supporting facts, sequence, comparison and contrasts, questions and answers, summaries and conclusions, emphasis, and listing.*
- Distinguish between and explain denotative and connotative meaning.
- Listen critically and extensively to a variety of oral texts.

**Learning Outcome:**

- Judge diction and vocabulary for appropriate use.

*Range: Diction and vocabulary include dialect, new and borrowed words, proverbs and idioms, slang and colloquialisms, acronyms, technical terms, jargon, emotive and 'politically correct' language, and literal and figurative language.*

Students are required to:

- Judge and explain the choice of words (diction) for a context and purpose.
- Analyse the choice of diction to explain the meaning and impact.
- Explain how meaning may be distorted by the deliberate inclusion or exclusion of information

## 7.2 Topic 2: Reading and viewing

**7.2.1 Subject Outcome 1:** Use reading and viewing strategies to analyse meaning in written, visual, multi-media texts and non-verbal forms of communication.

### Learning Outcome:

- Demonstrate and employ various reading and viewing strategies to critically read and view written, visual and multi-media texts.

*Range: Strategies include skimming, scanning, pre-reading, re-reading, predicting and sifting techniques, intensive comprehensive reading, using reference materials, and knowledge of grammar and syntax, formatting and typography, genres, text types and textual features.*

*Note: Multi-media texts include audio and audio-visual texts, and visuals such as cartoons and web page texts.*

Students are required to:

- Skim texts to obtain an overview of the text.
- Scan texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences.
- Scan texts for specific information and supporting details.
- Pre-read texts to establish a general understanding of the content.
- Re-read texts to confirm information, facts and opinions, points of view and purpose.
- Predict content by asking questions.
- Sift through texts to examine them thoroughly for purpose and task.
- Read texts intensively to answer comprehension questions.
- Use reference works and word attack skills such as knowledge of grammar and syntax, roots, prefixes and suffixes to infer meaning.
- Use knowledge of formatting and typography, genres, text types and textual features to demonstrate comprehension.
- Use a range of questions to obtain information and clarify meaning.

### Learning Outcome:

- Analyse and explain non-verbal cues and their impact on meaning.

*Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations and diagrams, proxemics, cultural forms, lip reading and sign language.*

Students are required to:

- Analyse the impact of non-verbal cues on meaning.
- Explain explicit and implicit messages conveyed by non-verbal cues.
- Describe and explain the cultural relativity of non-verbal cues.

### Learning Outcome:

- Interrogate how textual features clarify and support meaning and can be used effectively.

*Range: Textual features include titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, table of contents, glossary, hyper-links, layout/typography, tables, graphics and graphical representations, font size and type, colour, photographs and other visuals, captions, audio-visual and cinematographic techniques.*

Students are required to:

- Identify the textual features in the Range and explain their function and use.
- Discuss how textual features clarify and support meaning in texts.

### **Learning Outcome:**

- Analyse the key features of texts and the use of stylistic and literary devices to explain as how they support understanding/comprehension.

*Range: Devices refer to literal and figurative language; imagery and symbolism (simile, metaphor, personification, and antonomasia); sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm; persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words); and the use of humour, irony, satire and sarcasm.*

*Literary and cinematographic techniques refer to different genres, background and setting, plot and themes, characterisation, and camera techniques.*

### Transactional and Creative Texts

Students are required to:

- Identify and explain the purpose, structure and language usage in texts such as reports, procedures, explanations, expositions and descriptions.
- Identify and evaluate the impact of stylistic and literary devices.

### Novel/ Short story/ Folklore or folktales/ Short essays

Students are required to:

- Analyse the development of plot, subplot, conflict, character and role of narrator where relevant.
- Analyse the use of stylistic and literary devices (as identified in the range) and explain their effect on meaning.
- Identify and explain themes and ideas.
- Evaluate how background and setting relate to character and/or theme.
- Interpret and describe mood, time-line, irony and conclusions.

### Poetry

Students are required to:

- Analyse how word choices, imagery and sound devices affect mood, meaning and theme.
- Analyse how verse and stanza forms, rhyme, rhythm and punctuation shape meaning.

### Drama

Students are required to:

- Analyse dialogue and action, and the relation to character and theme.
- Evaluate plot, subplot, character portrayal, conflict, dramatic purpose and dramatic irony.
- Interpret dramatic structure and stage directions.

### Visual and Multi-media Texts

Students are required to:

- Identify cinematographic techniques and explain their effect on meaning.
- Cinematographic techniques include the use of colour, dialogue, music sound and sound effects, camera angles, camera shots, camera movement, lighting, framing, composition, foregrounding and backgrounding, and editing.
- Identify and analyse how message and theme are woven into all aspects of the texts.
- Suggestion: Cinematographic texts could include television advertisements, documentaries, film studies, television debates and panel discussions, news programmes and interviews, expository and actuality programmes.

### **Learning Outcome:**

- Analyse the socio-cultural values, beliefs, bias and points of view of the author to explain the impact on meaning, reader audience and purpose.

Students are required to:

- Analyse and describe the socio-cultural background of texts.
- Recognise and explain socio-cultural and political values, beliefs, points of view such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues.
- Analyse the nature of bias, prejudice and discrimination expressed in the text in terms of how they affect meaning and comprehension of reader.

**7.2.2. Subject Outcome 2:** Respond critically and sensitively to written, visual, multi-media texts and non-verbal forms of communication for a variety of purposes.

**Learning Outcome:**

- Reflect on and present points of view and comprehension of implicit and explicit meaning, ambiguity and nuance for a variety of texts and media.

Students are required to:

- Determine and explain the points of view and the purpose of the texts and media used.
- Find relevant information and details from the texts.
- Answer a variety of questions to demonstrate comprehension.
- Explain meaning, ambiguity and nuances in texts by determining the techniques and devices used to create these.
- Analyse the effect of a wide range of stylistic and literary devices such as metaphor, simile, symbol, puns, understatement, wit, hyperbole, contrast, sarcasm, caricature, irony, satire, paradox, antithesis and anticlimax on the meaning of texts.

**Learning Outcome:**

- Use structures to present information and meaning in a logical and coherent manner.  
*Range: Structures include summaries, notes, time-lines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling, illustrations, essays, reviews, electronic presentations, articles, reports, and answers to questions.*

Students are required to:

- Read/view texts intensively and critically for meaning, purpose and structure.
- Recognise and record relevant information for the purpose of the task.
- Use structures as identified in the Range to record information according to the purpose of the task

**Learning Outcome:**

- Distinguish and explain facts and opinions, viewpoints, bias, and main and supporting ideas and details by citing from or referring to evidence in texts and non-verbal forms of communication.

Students are required to:

- Find relevant information and details in texts.
- Analyse how selections and omissions in texts shape meaning.
- Distinguish between fact and opinion and motivate own response.
- Analyse the writer's and/or character's viewpoint and give convincing supporting evidence from texts.
- Evaluate the writer's inferences and conclusions and compare with own.
- Interpret and evaluate a range of graphics and other visual texts.
- Give and motivate personal responses to texts convincingly.

**7.2.3 Subject Outcome 3:** Evaluate and criticise how language structures and usage impact on meaning and comprehension.

**Learning Outcome:**

- Evaluate writing techniques and explain in terms of the impact on reader perspective.  
*Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style, and use of irony/ humour/ satire/ sarcasm/ legalese.*

Students are required to:

- Analyse and discuss the use of the techniques specified in the Range.
- Describe the impact of these techniques on reader perspective and motivate personal responses.

**Learning Outcome:**

- Analyse specific language structures and techniques to explain how they support purpose, meaning and enjoyment.  
*Range: Language structures refer to grammar structures and sentence patterns and logical relationships such as cause and effect, fact and opinion, argument and supporting facts, sequence, comparison and contrasts, questions and answers, summaries and conclusions, emphasis, and listing.*

Students are required to:

- Judge and motivate how the structures referred to in the Range impact on meaning, purpose and enjoyment.

### 7.3 Topic 3: Writing and presenting

**7.3.1 Subject Outcome 1:** Use and evaluate strategies to write effectively and creatively for a range of audiences, purposes and contexts.

#### Learning Outcome:

- Note the requirements of and plan writing tasks to suit purpose and audience.  
*Range: Writing tasks include creative writing, formal and informal reports, meeting documentation, proposals and other persuasive texts, texts for the media, personal and workplace correspondence.*  
*Range: Planning includes but is not limited to mind maps, diagrams, spider webs, outlines, charts, flow diagrams, and notes.*

Students are required to:

- Plan and write letters from a personal perspective.  
*Range: Letters refer to letters of acknowledgement, enquiries and responses, complaints and responses, letters for public relations, employment correspondence (cover letter, CV, letter of appointment, letter of acceptance, letter of resignation).*
- Plan and write for meetings.  
*Range: Meeting documentation refers to taking core notes and extension thereof, notices, agendas and action minutes (minutes of a general and a special meeting).*
- Plan and write for persuasive purposes.  
*Range: Persuasive purposes include writing proposals, advertisements (notices, classified and display advertisements), argumentative and discursive essays.*
- Plan and write reports.  
*Range: Reports include completing accident feedback forms, feedback on events and happenings in memorandum format, reports after research or an investigation is conducted.*
- Plan and write texts for the media:  
*Range: Texts include letters to the press, articles for a newsletter, magazine or newspaper, scripts for drama and narratives.*
- Plan and write creatively.  
*Range: Creative writing tasks include essays or other forms for descriptive, narrative, discursive and factual or expository purposes.*
- Plan and write for a certain purpose.  
*Range: Purposes include memos; faxes; convert a wide range of information from one form to another, such as graphs to paragraphs; sms and e-mails.*

#### Learning Outcome:

- Research main and supporting ideas and information to write comprehensively for a specific function.

Students are required to:

- Use research techniques to collect information, which is integrated, from a variety of sources.
- Brainstorm ideas and jot them down in a structure.
- Determine topic sentences for text.
- Write topic sentences with main ideas.
- Extend main ideas into paragraphs, adding supportive ideas, major and minor details

#### Learning Outcome:

- Distinguish and demonstrate cultural and contextual sensitivity in the style of writing and word choice.

Students are required to:

- Use the required degree of formality, tone (emotion) and approach for the purpose of writing.
- Use the required register (diction and style) for the purpose of writing.
- Remove biases and other offensive language in the writing and edit the text.
- Decide which information to include and/or exclude and explain the impact of that.
- Refine word choice and language usage to eliminate ambiguity, verbosity, redundant words, slang, unnecessary jargon and malapropisms.
- Demonstrate sensitivity in viewpoints and writing to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyle, ethnic origin, religion, HIV/AIDS and other diseases, and globalisation.
- Select a layout and format that is appropriate for the purpose and context of the writing task

### Learning Outcome:

- Evaluate and choose writing conventions to suit the purpose and context.

Students are required to:

- Construct meaningful and coherent sentences.
- Use main and supporting ideas effectively from planning process.
- Construct topic sentences and extend them into paragraphs.
- Choose the appropriate format and style for creative purposes.
- Identify and use a wide range and stylistic and literary devices.

*Range: Devices refer to literal and figurative language; imagery and symbolism (simile, metaphor, personification, and onomatopoeia); sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm; persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words); and the use of humour, irony, satire and sarcasm.*

- Use link devices such as conjunctions, pronouns, adverbs, prepositions and clauses to link sentences and ensure cohesion.
- Apply paragraph conventions correctly to ensure coherence by using topic sentences, introduction and conclusion, logical progression and exposition, cause and effect, and comparison and contrasts.

**7.3.2 Subject Outcome 2:** Choose language structures and features critically to produce writing that is grammatically correct and suit a variety of communicative purposes.

### Learning Outcome:

- Apply grammar structures correctly when writing and presenting texts.

*Range: Grammar structures include*

- *Syntax –characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence variations; reduction of sentences, phrases*
- *Parts of Speech- nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles*
- *Tenses- past, present, future forms*
- *Concord*
- *Active and Passive Voice*
- *Direct and Reported Speech*
- *Word order*
- *Conditional phrases.*
- *Punctuation*
- *Spelling.*

Students are required to:

- Formulate logical coherent sentences and correct wrongly used sentences and phrases.
- Write in a grammatically correct manner.

**7.3.3 Subject Outcome 3:** Edit, proofread and evaluate own and others' writing critically to adapt drafts and produce texts that are grammatically correct, logical and coherent.

### Learning Outcome:

- Check and edit written text against criteria in checklist and adapt written draft accordingly.

*Range: Checklist includes:*

- *Layout and format is checked for suitability for the context and purpose.*
- *Formatting is checked for suitability for the context, purpose and presentation.*
- *Diction (Word choice) is checked for cultural and context sensitivity and appropriateness.*
- *Stylistic and literary devices are checked for their suitability for the task.*
- *Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task or learning activity.*
- *Grammar and spelling are checked for accuracy and correct usage.*
- *Content is checked for factual correctness, appropriateness, sufficiency and logical coherence.*
- *Writing is carefully checked for any unnecessary information.*

Students are required to:

- Draft and use the checklist to edit writing.
- Edit own and others' writing, express appreciation and make value judgements.
- Adapt own writing for final presentation.

**7.3.4 Subject Outcome 4:** Organise and critically present texts in a manner appropriate to the context and for a communication function.

**Learning Outcome:**

- Check and evaluate final text critically to ensure that the message is clear, focused and coherent.

Students are required to:

- Produce written texts that make sense, are effectively written, edited and adapted according to the requirements of the task and using checklist criteria.
- Give and incorporate feedback on presentations.

**Learning Outcome:**

- Evaluate that the purpose of the writing task to ensure that it relates to the audience and context.

Students are required to:

- Check the requirements of the writing task for the purpose.
- Check whether all instructions have been adhered to.
- Choose a presentation format, write and present final text for the audience and context.

**Learning Outcome:**

- Evaluate and use suitable and effective presentation techniques.

*Range: Presentation techniques include formats and layout, formatting, choice of medium, use of visuals and graphic representations, choice of structure and non-verbal cues.*

Students are required to:

- Check the requirements of the writing task for the presentation.
- Check whether all instructions have been adhered to.
- Presentation final draft in the format required.
- Compare and evaluate the use of different media for presentation, such as written and electronic presentations, the inclusion of visual and design elements, and oral presentations of written texts.

## **7.4 Topic 4: Language in practice**

**7.4.1 Subject Outcome 1:** Access, use and manage suitable resources to advance learning and communication

**Learning Outcome:**

- Access and use various resources effectively for learning and communication.

*Range: Learning resources include experts, mentors and tutors, dictionaries and thesaurus, textbooks and literature, webpage information, reference works, manuals, study guides, marketing and sales documentation, business statements and multi-media texts.*

Students are required to:

- Evaluate the effectiveness of these resources and determine the suitable resources to use for own learning and communication.
- Access these resources and use them effectively for learning and communication.
- Use oral and listening, writing and reading competencies to demonstrate and present learning acquired or information that needs to be communicated.
- Cross-reference and record resources and information adhering to legal requirements.
- Compile and evaluate portfolios of evidence to advance learning and career/employment planning.

**Learning Outcome:**

- Organise, cross-reference and present information and data in an appropriate structure to communicate learning effectively in a logical and coherent manner.

Students are required to:

- Give structure to and organise research in a format as required by the task and purpose.
- Present information in a format as required by the context.

*Range: Formats include but are not limited to reports, reviews, paragraphs, essays, graphs and diagrams, schemes and tables, assignments, projects, and portfolios of evidence.*

**7.4.2 Subject Outcome 2:** Critically evaluate language usage in oral and written communication.

**Learning Outcome:**

- Interpret and use technical language and other terminology for meaning and to extend vocabulary.

Students are required to:

- Demonstrate an understanding of vocabulary and terms used in education and training currently.
- Use common abbreviations and acronyms.
- Distinguish between commonly confused polysemes, homophones and homonyms, and use them correctly in texts.
- Use one word for a phrase and a wide range of synonyms, antonyms and paronyms correctly.
- Use a wide range of idiomatic expressions and proverbs appropriately.

**Learning Outcome:**

- Judge the use of grammar structures for grammatical correctness and logical structure in oral and written texts.

*Range: Grammar structures include syntax, parts of speech, tenses, concord, active and passive voice, direct and reported speech, word order, conditional phrases, punctuation and spelling.*

Students are required to:

- Apply knowledge of a range of spelling patterns, rules and conventions.
- Use gender, plurals and diminutives correctly.
- Use the comparative and superlative degrees of comparison correctly.
- Identify parts of speech and use them correctly and meaningfully in sentences.
- Use object, subject and predicate correctly and analyse their functions.
- Produce a range of sentence types.
- Create cohesion by using conjunctions, pronouns, phrases and clauses.
- Use active and passive appropriately in texts and analyse the function in texts.
- Use direct and reported speech correctly and for required effect.
- Use negative forms correctly.
- Use acceptable concord.
- Use correct word order and discuss how word order can influence meaning.
- Use conditional phrases correctly.
- Use punctuation correctly and for specific purposes such as to clarify meaning, show grammatical relationships and for emphasis.

## **8 RESOURCE NEEDS FOR THE TEACHING OF ENGLISH FIRST ADDITIONAL LANGUAGE LEVEL 4**

### **8.1 Human Resources**

Degree or diploma level with specialisation in the Language designated for the Fundamental subject Language (NQF level 5 or 6), qualified assessor, competent in facilitating learning for Outcomes Based Education. Computer literacy would be an advantage.

### **8.2 Physical Resources**

Theory classrooms equipped with notice boards, language and reading laboratory (electronic and/or paper based), computer rooms, simulation centres (practical rooms, office hubs and/ or reception areas) and resource (media) centre.

### **8.3 Equipment**

Tape recorders with microphone, microphone and PA system, television monitors, video/ DVD machine, fax machine, electronic equipment such as computers and printers, white boards, flip chart (optional), overhead projector and screen, multi-media decoder/ proxima (optional), video or digital camera (optional).

### **8.4 Consumables**

Lever arch files for Portfolio of Evidence , log book, transparencies (for writing on and burning), computer discs and/ or CDs, printing paper, blank video cassettes, audio cassettes, earphones, cartridges for fax and printers, stationery such as pen, pencil, crayons, felt tip pens, Prestik/ magnets, cardboard, coloured paper.

### **8.5 Learning and Teaching Materials**

Student and facilitator guides, dictionaries, newspapers, magazines, posters, videos and DVDs, software programs for reading and language.

## ANNEXURE A: USED AND PRODUCED TEXTS

### 1 THE USE OF TEXTS FOR THE TEACHING OF LANGUAGE

When the word 'text' is used in the Subject Guidelines for Languages, it has the widest possible meaning, including all oral, written, visual, audio, audio-visual and multi-media forms. In all language teaching, texts should be used as a starting point, and certain types of texts will be produced as a product of the process. Through the production of texts that increase in complexity from Level 2 to Level 4, the relevant Assessment Standards show progression. Texts, both simple and complex, are the basis of progression in all languages. Texts are, therefore, the main source of 'content and context' in languages for integrated learning and teaching.

The full range of texts used and produced should expose the student to:

- rich and appropriate social, cultural and historical settings that develop understanding of the heritage of the language;
- challenging and stimulating themes that develop critical understanding of values and appreciation of the important socio-cultural and ethical issues which are relevant to the lives of South African students;
- a wide range of points of view;
- models of written and spoken language with a wide variety of structures to help the student develop correct and appropriate use of language;
- analysis of stereotypes, bias and generalisations to develop critical thinking;
- persuasive and manipulative language;
- power relations within and between languages;
- developing awareness of audience, purpose and context with appropriate mood, tone and register;
- features and elements of a wide range of texts, including literary texts;
- visual and audio-visual elements;
- varieties of style and stylistic devices, such as a wide range of figurative and creative language.

The **communicative approach** and the **text-based approach** are both dependent on the continuous use and production of texts.

A **text-based approach to language learning** explores how texts work. The purpose of a text-based approach is to enable students to become competent, confident and critical readers, writers, viewers and designers of texts.

It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, students develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

The **communicative approach to language teaching** means that when learning a language, a student should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/ viewing and writing/ presenting are learned in a 'natural' way – students read by doing a great deal of reading and learn to write by doing much writing.

### 2 UNDERSTANDING HOW TEXTS ARE CONSTRUCTED

Texts are produced in particular contexts with particular purposes and audiences in mind. Different categories of texts have different functions and follow particular conventions in terms of structure, style, grammar, vocabulary and content. These are referred to as **genres**. Students need to be able to understand and to produce a range of different genres.

Texts also reflect the cultural and political contexts in which they are created. The language used in texts carries messages regarding the cultural values and political standpoints of the persons who have written or designed them. Thus texts are not neutral. Students need to be able to interpret and respond to the values and attitudes in texts. Thus, in a text-based approach, language is always explored in texts, and texts are explored in relation to their contexts. The approach involves attention to formal aspects of language

(grammar and vocabulary) but as choices in texts and in terms of their effects, not in an isolated way. In order to talk about texts, students need a 'metalanguage' – they need to know the words that describe different aspects of grammar, vocabulary and style, and that talk about different genres.

Texts can be categorised as **texts used** and **texts produced**. The following detailed lists cannot cover all the possible text types – the lecturer should add texts that can be used in integrated language teaching. The intention of the lists is to give the lecturer a wide choice of what could be used or produced. Detail of what is required in terms of complexity of texts and relative formality of register is given in the Subject Guidelines.

**TEXTS USED:**

FUNCTIONAL TEXTS	REFERENCE TEXTS	VISUAL, AUDIO, AUDIO-VISUAL AND MULTIMEDIA TEXTS	CREATIVE TEXTS	LITERARY TEXTS
A wide selection of texts must be used in integrated teaching in the year				
Advertisements Brochures Dialogues (written) Diaries Editorials E-mail messages Faxes Flyers Invitations Letters Magazine articles Memoranda Minutes and agendas Newspaper articles Notes Notices Posters Reports Reviews	Dictionary Encyclopaedia Schedules Telephone directories Textbooks Thesaurus Timetables TV guides	Cartoons Charts Comic strips Engravings Graffiti Graphs, diagrams, tables Illustrations Jokes (illustrated, caricatures) Music videos Photographs Radio programmes Readings of dramas Readings of novels or short stories Recorded speeches Signs Slide shows Slides Symbols Transparencies TV programmes and documentaries	Creative texts created by students Dialogues Diaries Dramatisation Folk songs Folk tales Jokes Literary texts Music Myths and legends Riddles Songs Speeches Story telling	Drama Novel Poetry Folklore Short stories Film study Essays Biographies Autobiographies A wide selection of texts must be used in integrated teaching over the three-year period.

**TEXTS PRODUCED**

<b>FUNCTIONAL WRITING</b>	<b>CREATIVE RESPONSES</b>	<b>REFERENCE AND INFORMATIONAL TEXTS</b>	<b>ORAL, VISUAL AND MULTI-MEDIA TEXTS</b>	<b>NON-COMPULSORY TEXTS FOR ENRICHMENT</b>
Advertisements Brochures Curriculum Vitae Dialogues Editorials E-mail messages Faxes Formal and informal letters to the press Formal letters of application, request, complaint, sympathy, invitation Friendly letters and letters to build relations Invitation cards Magazine articles Memoranda Minutes and agendas Newspaper articles Postcards Reports (formal and informal) Reviews SMSs	Narrative, descriptive, reflective, discursive, expository and argumentative compositions in format required Responses to literature and comprehension questions	Directions Instructions Mind maps Notes Paraphrases Research projects Summaries	Advertisements Dialogues Flyers Formal and informal speeches Interviews Posters Presentations with graphic/ sound effects Research projects	Dramatisations Story telling Radio and television news Radio and television dramas Panel discussions Own short stories, poems, plays, cartoons, comic strips, jokes, signs, etc.

## GLOSSARY

**acronym** – a pronounceable word formed from the first letter or letters in a phrase or name (e.g. FET = Further Education and Training)

**additional language** (also see **home language**) – a language learned in addition to one's home language

**additive multilingualism** – when a person learns a language (or languages) in addition to his or her home language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching are taught alongside the home language but do not replace it).

**aesthetic** – sensitive to the beauty of language and thus sensitive to and appreciative of the lasting value of texts

**alliteration** – the repetition of similar, usually initial, consonant sounds

**ambiguity** – double meaning created by the way in which words are used. When used unintentionally, ambiguity obscures the meaning (e.g. 'General flies back to front' or 'Short children's stories are in demand').

**analogy** – finding similarities in things that are usually seen as different

**anecdotes** – narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

**animation** – the technique of using a series of still pictures to create an illusion of movement or life

**anticlimax** – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

**antithesis** – the expression of two opposed or different ideas in balanced contrast (e.g. 'more haste, less speed')

**antonym** – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

**appropriacy** – if language is appropriate it is suitable in terms of the context in which it is used (e.g. the greeting 'Good morning, Mr Jones' would be appropriate in a formal work situation whereas 'Hi, Jo' would be appropriate between friends)

**assessment** – a continuous structured process of gathering information on student competence in many different ways

**assessment standards** – criteria used to assess an outcome

**assonance** – repetition of (mostly) vowel sounds in two or more words (e.g. 'It is June and the world is all in tune'.)

**audience** – the intended reader(s), listener(s) or viewer(s) of a particular text. In planning a piece of writing speakers/ writers must take into the consideration the purpose and audience when choosing an appropriate form of writing.

**authentic texts** – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

**bias** – a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

**caption** – a title or comment attached above or below an article, a picture, a photo, etc.

**caricature** – an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

**cause** (see also **effect**) – that which gives rise to an action or condition

**cinematographic techniques** – devices used in the construction of a film (e.g. composition, lightning, type of shot)

**cliché** – an expression or an idea that has been used so often that it has lost its expressive power

**climax** – the most exciting, effective or important part of the story. This important part is not necessarily at the end.

**coherence** – the underlying logical relationship which links ideas together and gives a passage or paragraph unity

**cohesion** – the linking of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

**colloquialism** (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language

**comparative** (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. “long” [positive], “longer” [comparative], “longest” [superlative])

**compare** (see also **contrast**) – to assess the way in which things are similar

**conflict** – the struggle that arises between characters or between individuals and their fate or circumstances. Conflict in literature can also arise from opposing desires or values in a character’s own mind.

**conjunction** – a word used to join two clauses, words, phrases or sentences

**connotative meaning** (see also **denotative meaning**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

**context** – a text is always used and produced in a context. The context includes the broad and the immediate situation including aspects such as the social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning.

**contrast** (see also **compare**) – to consider the way in which things differ

**conventions** – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk).

**creative thinking** – the process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter or improve a concept or product.

**critical awareness** – the analysis of how meaning is constructed with understanding of power relations in and between languages. It empowers the student to resist manipulation and to use language sensitively.

**denotative meaning** (see also **connotative meaning**) – the literal or primary meaning of a word

**derivative** – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. ‘quickly’ from ‘quick’)

**dialect** – a form of a language adapted by a particular community. It is significantly different from other forms of the same language in terms of words, structures and/or pronunciation.

**dramatic irony** – occurs when the audience/ reader/ viewer knows more about the situation and its implications than the characters involved. It heightens the tension, enjoyment and audience participation.

**editing** – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure. In media, editing involves the construction, selection and lay-out of texts.

**effect** (see also **cause**) – the result or consequence of an action or condition

**emotive language** – language which arouses strong feelings

**euphemism** – a mild or vague expression substituted for a thought which is felt to be too harsh or direct

**explicit** (as opposed to **implicit**) – meaning which is clearly or directly stated

**figurative** (as opposed to **literal**) – words or phrases used in a non-literal way to create a desired effect. Literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor).

**fluency** – the word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural, easy to use and easy to interpret

**font** – the type and size of the letters used when writing, typing or printing (e.g. 12pt [size] Times New Roman [style of lettering])

**foregrounding** (as opposed to **backgrounding**) – used literally, it means the positioning of the subject in or near the front of the frame; used figuratively, it refers to emphasising or focusing on one point more than another

**genre** – the types or categories into which texts are grouped

**gesture** – a movement of the face or body which communicates meaning (e.g. nodding the head to indicate agreement)

**graphics** – products of the visual and technical arts (e.g. drawing, designing)

**home language** (see also **additional language**) – the language first acquired by children through immersion at home; the language in which they learn to think

**homonym** – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun ‘the bear’ and the verb ‘to bear’)

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. ‘one’ and ‘won’)

**hyperbole** – a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: ‘He gave me a mountainous plate of food.’)

**image** – a picture or visual representation of something

**imagery** – words, phrases and sentences which create images in our minds such as similes, metaphors, personification

**implicit** (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

**implied** (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

**inclusivity** – the principle that education should be accessible to all students whatever their learning styles, backgrounds and abilities

**infer** – to pick up the meaning behind what is stated and to deduce all the implications

**initiate** – to start (e.g. to initiate a conversation)

**innuendo** – something unpleasant which is hinted at rather than clearly stated

**intonation** – the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

**irony** – a statement or situation that has an underlying meaning different from its literal or surface meaning

**jargon** – special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a ‘CPU’, ‘RAM’ and so on). When jargon is used to exclude listeners/readers from an interaction it is potentially hurtful or even harmful.

**language varieties** – language varieties found when minor adaptations in terms of vocabulary, structures and/ or pronunciation have been made; can vary from one region or country to another

**literacies** – different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio-cultural)

**literacy** (see also **literacies**) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one’s world

**literal** (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

**litotes** – a deliberate understatement, a figure of speech in which an affirmative is expressed by its opposite accompanied by a negative (e.g. the use of ‘not bad’ to express that something is ‘good’)

**malapropism** – the mistaken and muddled use of long words to impress. Although these words sound almost right, they are incorrect enough to bring about humour.

**manipulative language** – language which is aimed at obtaining an unfair advantage or gaining influence over others

**meta-language** – the language used to talk about a language. It includes terminology such as ‘context’, ‘style’, ‘plot’ and ‘dialogue’.

**metaphor** – using one thing to describe another thing which has similar qualities (e.g. ‘Education is the key to success.’)

**mind map** – a representation of a theme or topic in which key words and ideas are organised graphically

**mode** – a method, a way or a manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode [which includes graphic forms such as charts]). Information can be changed from one mode to another (e.g. converting a graph into a passage).

**mood** – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual, audio or multi-media texts

**multi-media** – an integrated range of modes that could include written texts, visual material, sound, video, and so on

**narrative** – a spoken or written account of connected events in order of occurrence

**narrative voice** – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – ‘I’ – who is often a character in the story, or third person narrative in which the narrator refers to the characters as ‘he’, ‘she’ or ‘they’)

**obfuscation** – the use of language to purposefully obscure facts from the reader or listener

**onomatopoeia** – the use of words to recreate the sounds they describe

**oxymoron** – a combination of words with contradictory meanings, used deliberately for effect; usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

**paradox** – an apparently self-contradictory statement or one that seems in conflict with logic. Lying behind the superficial contradiction, there is logic or reason.

**paraphrase** – a restatement of an idea or text in one’s own words

**paronym** – word formed from a foreign word.

**personification** – attributing human characteristics to non-human things

**phonemes** – the separate sounds of a language

**plot** – the interrelatedness of the main events in a text. Plot involves more than a simple sequence of events as it suggests a pattern of relationships between events and a web of causation.

**point of view** – the perspective of a character in relation to issues

**polysemy** – the capacity of words to have several meanings (e.g. “bank” has a number of totally different meanings – financial institution, raised shelf of ground, the bank of a river, the way an aeroplane tilts when it turns)

**prejudice** – intolerance of or a prejudgement against an individual, a group, an idea or a cause

**pun** – a play on words which are identical or similar in sound in order to create humour (e.g. “Seven days without water makes one week/ weak.”)

**redundancy** – the use of words, phrases and sentences which can be omitted without any loss of meaning

**register** – the use of different words, style, grammar, pitch and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

**rhetorical device** – device such as pause and repetition, used by a speaker or writer to effectively persuade or convince

**rhetorical question** – a question asked not to get a reply but for emphasis or dramatic effect (e.g. “Do you know how lucky you are?”)

**rhyme** – words or lines of poetry that end with the same sound including a vowel

**rhythm** – a regular and repeated pattern of sounds

**sarcasm** – an ironic expression which is used in order to be unkind or offensive or to make fun of someone

**satire** – the use of ridicule, sarcasm and irony to comment critically on society

**scan** – to run one’s eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

**simile** – comparing one thing directly with another. A word such as “like” or “as” is used to draw attention to the comparison.

**skim** – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

**slang** – informal language often used by a group of people, such as teenagers, who use terms like “cool” and “awesome”. The difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. “Good show!”) have been.

**stereotype** – a fixed (and often biased) view about what role a particular person is expected to play

**strategy** – a certain procedure used to tackle a problem

**stress** (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

**subplot** – subsidiary action which runs parallel with the main plot of a play or a novel

**symbol** – something which stands for or represents something else

**synonym** (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language

**syntax** – the way in which words are arranged to form cohesive grammatical structures

**synthesis** – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

**text** - refers to any written, spoken or visual form of communication

**theme** – the central idea or ideas in texts; a text may contain several themes and these may not be explicit or obvious

**tone** – quality and timbre of the voice that conveys the emotional message of a text. In a written text, it is achieved through words. In film, tone can be created through music or the setting.

**transactional writing** – functional writing (e.g. letters, minutes of meetings, reports, faxes)

**turn-taking conventions** – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

**understatement** – expresses something in restrained terms rather than giving the true or full facts, usually for emphasis

**verbosity** – language using more words than are needed

**visual texts** – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawings, paintings)

**voice** – the author’s persona: who the author is. When reading or viewing, one gains an impression of the author and his/ her intentions.

**wit** – the unexpected, quick and humorous combining of contrasting ideas or expressions

**word-attack skills** – strategies used when reading an unknown word (e.g. breaking it up into syllables or looking at the meaning of the prefixes or suffixes)