



education

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SUBJECT GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE NQF Level 3

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ENGLISH FIRST ADDITIONAL LANGUAGE- LEVEL 3

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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 speak in workplace contexts for a variety of purposes and audiences.
- Read and assess verbal and non-verbal forms of communication in order to determine meaning and make appropriate responses to the intended message.
- Write and present for a limited range of purposes and audiences using language conventions and formats appropriate to workplace contexts.
- Use language structures and conventions in order to direct learning and to communicate appropriately in workplace contexts.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (25 percent)

All internal assessments must be finalised by an assessor with at least a certificate of competence.

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 Portfolio of Evidence (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 (75% as indicated above) and the practical component (25% as indicated above) 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 3*.

4 WEIGHTED VALUES OF THE TOPICS

TOPICS/TOPICS	WEIGHTED VALUE
1. Listening and Speaking	20%
2. Reading and Viewing	30%
3. Writing and Presenting	30%
4. Language in Practice	20%
TOTAL	100

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 Language Level 3 the student should have covered the following:

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: Use strategies to deliver messages and reply appropriately to sustain interaction and dialogue in a workplace context

Learning Outcome: Use techniques to formulate messages and responses that reflect purpose, cultural and contextual sensitivity.

Range: Purposes refer to presenting arguments, interpersonal work-related and group communication, public speaking, strategies and techniques for assertiveness and presentation techniques.

Range: Techniques include responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cues and cue cards, timing techniques, responsiveness to audience cues that contact is lost, and observing physical, social, psychological, and cultural barriers.

Students should be able to:

- Identify any barriers to communication that may impact on meaning.
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.
- Identify the needs and expectations of the audience.
- Identify the purpose of the message and response.
- Ask questions, reword what was understood or repeat to clarify meaning.
- Answer questions and queries comprehensively and meaningfully.
- Establish and maintain eye contact.
- Discuss and express views.
- Maintain conversation and dialogue appropriately in different 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.
- Present and defend arguments.
- Express viewpoints and opinions assertively.
- Conduct a variety of interviews for various purposes and be interviewed.
- Demonstrate the skills of speaking in public.
- Use negotiation skills to reach consensus.
- Participate in panel discussions, debates, forums and formal meetings following the correct procedures.

Learning Outcome: Use information relating to the context and the topic of discussion to clearly identify and express the main ideas.

Students should be able to:

- Distinguish between main and supporting ideas, major and minor details.
- Prepare and develop effective introductions, explanations or arguments and conclusions.

Learning Outcome: Examine and explain how non-verbal cues support and convey meaning.

Range: Non-verbal cues include body language, facial expressions, gestures, signs, tone, and rhetorical devices such as variation in dialect, pronunciation, intonation, volume, pitch, stress, tempo, pause, projection, and repetition.

Students should be able to:

- Identify and explain non-verbal cues.
- Determine and explain the impact on meaning of non-verbal cues.
- Apply knowledge of how non-verbal cues to support and convey meaning in own spoken discourse.

Learning Outcome: Demonstrate and develop participation in group discussion through verbal encouragement and responses, making assertive statements and reaching consensus.

Range: Group interaction includes teamwork discussions, interviews, formal meetings, debates and negotiations.

Students should be able to:

- Identify fact and opinion, and subjective and objective language.
- Demonstrate appropriate choice of register.
- Use negotiation skills to reach consensus.
- Give feedback that demonstrates cultural and contextual sensitivity.
- Express ideas logically and coherently using information relevant to the interaction.
- Demonstrate understanding of feelings, emotions and views of speaker.
- Negotiate a win-win situation.
- 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.

7.1.2 Subject Outcome 2: Use strategies to listen in order to capture information and determine meaning in a workplace context.

Learning Outcome: Examine and use appropriate questions to obtain information, interpret needs, clarify and examine meaning

Range: Questions include reported questions, yes/no questions, wh-questions, how questions, question tags, reply questions, indirect (embedded) questions.

Students should be able to:

- Formulate relevant questions for different purposes.
- Examine and respond appropriately to questions

Learning Outcome: Identify and examine main ideas and supporting information by listening for information related to the context and the topic of discussion.

Students are able to:

- Identify main ideas from supporting information.
- Identify and evaluate the speaker's use of rhetorical devices such as anecdotes, examples, quotes, rhetorical questions, pauses and repetition to support main ideas.
- Demonstrate comprehension by recording main ideas using techniques such as note taking, checklists, summaries, paraphrasing, retelling and explanation.

Learning Outcome: Identify and distinguish the impact of fact and opinion, subjective and objective language on meaning.

Students should be able to:

- Distinguish between fact and opinion.
- Examine the impact of the speaker's use of fact and opinion on the intended message.
- Distinguish between objective and subjective language.
- Examine the impact on meaning of the use of objective and subjective language.

Learning Outcome: Identify and examine speaking techniques in oral discourse to establish and describe impact on meaning.

Range: Techniques include structure and organisation of content and point of view; identification of purpose, audience and register; use of emotive and 'politically correct' 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.

Students should be able to:

- Identify the speaking techniques noted in the Range and respond appropriately.
- Assess the impact of speaking techniques, noted in the Range, on spoken discourse.
- Identify persuasive techniques and examine their impact on meaning.
- Examine arguments and assumptions and describe their impact on meaning.
- Make inferences and judgements and support with evidence.

Learning Outcome: Recognise and examine cultural and contextual cues and barriers for their impact on communication.

Range: Cues and barriers include emotive and manipulative language, bias, prejudice, stereotyping, verbal mannerisms, and 'politically correct' language.

Students should be able to:

- Identify barriers to communication and examine their impact on meaning
Range: Barriers refer to perceptual (background, education, intelligence, occupation, interests/hobbies, needs, personality, attitude, age, gender, religion, ethnicity and race), physical and psychological and semantic barriers.
- Distinguish between emotive and manipulative language.
Range: Emotive and manipulative language includes using 'politically correct' language, propaganda, advertising and sales strategies.
- Recognise and examine any evidence of bias, prejudice and stereotyping and their impact on meaning.
- Recognise verbal mannerisms such as signs and gestures, non-verbal cues and eye-contact and examine impact.

7.1.3 Subject Outcome 3: Use language structures and conventions to formulate grammatically correct messages in a formal workplace context.

Learning Outcome: Apply knowledge of grammar structures to formulate messages and responses that are grammatically correct.

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 should be able 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 examining unfamiliar words and expressions and constructing meaning from contextual cues.

Range: Vocabulary includes figurative language and idioms, slang and colloquialisms, acronyms, technical terms and jargon.

Students should be able 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.

- Distinguish between denotative and connotative meaning.
- Read newspapers and magazines and other resources to extend vocabulary.
- Use a dictionary and other reference works to promote understanding.
- Listen to a variety of communication media to expand vocabulary and listening skill.

7.1.4. Subject Outcome 4: Organise and present information and data in a focused and coherent manner in a workplace context.

Learning Outcome: Plan formal communications taking into consideration time allocation and content.

Students should be able to:

- Keep their presentation within the allocated time limit.
- Select relevant information and examples for the content.
- Structure the content in terms of an introduction, body and conclusion.
- Research topic by using a range of sources.
- Record information accurately.

Learning Outcome: Identify, examine and apply an appropriate register and style to suit the purpose and audience.

Range: Style refers to degree of formality, address, tone (emotion) expressed, approach for example descriptive, discursive, persuasive, argumentative, narrative, factual or scientific oral delivery.

Register refers to diction and style.

Students should be able to:

- Select and apply the appropriate style for the purpose and audience
- Select and apply appropriate register for the purpose and audience.

Learning Outcome: Research, structure and present data and information logically and coherently.

Students should be able to:

- Research data and information using a range of resources.
- Structure information in a logical and coherent format for delivery.
- Prepare information with an introduction, body/exposition and conclusion.

Learning Outcome: Select illustrative aids that are appropriate for the context and purpose to promote understanding.

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 should be able to:

- Recognise the effect of illustrative aids on an oral presentation.
- Apply knowledge of illustrative aids when selecting aids for a presentation.
- Use suitable aids for an oral presentation.
- Consider audience and purpose when using illustrative aids.

Learning Outcome: Interpret feedback and adapt speech strategy to suit the purpose and context.

Students should be able to:

- Interpret audience cues that contact may be lost or that message is misunderstood.
- Examine feedback received from others and adjust where necessary.
- Reflect on purpose and context when delivering presentation.

7.2 Topic 2: Reading and Viewing

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

Learning Outcome: Demonstrate various reading and viewing strategies to establish meaning and appreciation.

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, audio-visual, and visual texts such as cartoons and web page information.

Students should be able 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, point 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: Explore non-verbal forms of communication for 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 should be able to:

- Recognise non-verbal forms of communication.
- Identify and explain implicit and explicit messages conveyed by non-verbal cues.
- Examine non-verbal forms of communication for socio-cultural and political values, attitudes and beliefs.

Learning Outcome: Identify and describe how stylistic and literary devices contribute to how meaning is shaped.

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); humour, irony, satire and sarcasm.

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

Students should be able to:

- Identify stylistic and literary devices, as identified in the Range, and explore their impact on meaning.
 - Identify themes and ideas to establish meaning.
 - Identify and explore audio, audio-visual and cinematographic techniques for their impact on meaning.
- Range: Cinematographic techniques include camera angles, camera shots, lighting, music sound and sound effects, and editing.*

Learning Outcome: Explore and explain textual features to describe their use and effect on meaning.

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

Texts include creative texts, literary texts (20%), visual, audio and multi-media texts.

In each of the following specified categories of texts, students are required to:

Creative and Transactional Texts:

- Explain the purpose, structure and language use in a range of texts.
- Texts include reports, procedures, expositions and explanations, and case studies.
- Identify and evaluate the effect of textual features as identified in the Range.

Novel/ Short story/ Folklore or folktales/ Short essays

- 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

- 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

- 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

- Identify elementary 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.

Learning Outcome: Explore the impact of socio-cultural values, viewpoints and bias in texts for their impact on meaning.

Students should be able to:

- Identify the socio-cultural background of texts.
- Identify and explain the values, viewpoints and bias expressed in the texts.

7.2.2. Subject Outcome 2: Examine and respond creatively to written, visual and multi-media texts and non-verbal forms of communication for a variety of formal purposes.

Learning Outcome: Record and act upon information from written, visual and multi-media texts according to the purpose of the task and the audience.

Students should be able to:

- Determine the purpose and intention of texts.
- Identify relevant information and details from texts.
- Distinguish necessary from unnecessary information.
- Carry out the requirements of the task.
- Respond appropriately to comprehension questions.
- Apply knowledge of style, tone and register in order to respond appropriately.

Learning Outcome: Use structures to present information and meaning in a logical and coherent manner.

Range: Structures include different genres, essays, summaries, notes, timelines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling and illustrations, reports, and answers to questions.

Students should be able to:

- Read/ view texts attentively according to the purpose of the task
- Assess and record information according to the purpose of the task.
- Use structures identified in the Range to record information.

Learning Outcome: Examine and explain implicit and explicit messages and different points of view with reference to texts.

Students should be able to:

- Recognise the difference between implicit and explicit messages
- Recognise and explain different points of view expressed in the text.
- Use supporting evidence from the text to justify point of view.
- Identify and examine figurative and literal meanings.
- Identify and examine objective and subjective language.
- Explore how inclusions and omissions in a text may influence meaning.

Learning Outcome: Identify, examine and distinguish main and supporting ideas so as to promote understanding.

Students should be able to:

- Record main and supporting ideas as required.
- Distinguish between major and minor details.
- Separate facts from opinions.

Learning Outcome: Motivate enjoyment or non-enjoyment and justify point of view with reference to the text and context.

Students should be able to:

- Express their own reaction to the text in terms of enjoyment or non-enjoyment.
- Justify their reaction with reference to the text.

7.2.3 Subject Outcome 3: Explore and explain how language structures and features impact on meaning and comprehension.

Learning Outcome: Explore and describe the impact of writing techniques on the perspective of the reader.

Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style.

Students should be able to:

- Recognise the effect of writing techniques, as identified in the Range, on meaning
- Explain the effect of writing techniques, as identified in the Range, on meaning.

Learning Outcome: Examine sentence patterns and logical relationships and interpret their impact on meaning.

Range: 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.

Students should be able to:

- Recognise the effect of sentence patterns and logical relationships, as identified in the Range, on meaning.
- Identify and explain textual markers to demonstrate comprehension.

Learning Outcome: Identify and investigate the effectiveness of techniques used to create humour.

Range: Techniques include puns, use of irony and satire, climax, anti-climax, innuendo, hyperbole and litotes.

Students should be able to:

- Recognise the techniques used to create humour as identified in the Range.
- Determine the impact of the identified techniques on meaning.
- Motivate judgements on the effectiveness of the techniques in creating humour.

7.3 Topic 3: Writing and Presenting

7.3.1 Subject Outcome 1: Use and explore strategies to write for a range of audiences, purposes and workplace contexts

Learning Outcome: Examine and plan writing tasks for purpose and audience.

Range: Writing tasks include short reports, forms and questionnaires, proposals and other persuasive texts and workplace correspondence.

Persuasive texts include advertisements (classifieds and display), notices and posters, proposals, circulars, letter to the press, articles for a newsletter or press.

Workplace correspondence:

- *Letters include letters of complaint, letters of enquiry and reply; letters of invitation and acceptance/decline of an invitation, letters of reservation, letters of goodwill, letters for employment.*
- *Reports include feedback report and accident report.*
- *Concise correspondence includes memoranda, faxes, e-mails, telephone messages, formal third person invitation and reply; verbal requests in writing.*
- *Meeting correspondence includes making core notes, expansion of core notes; notices, agendas and action minutes.*

Other purposes include converting a wide range of information from one form to another, such as graphs to paragraphs, curriculum vitae, short descriptions and discursive paragraphs, and forms and questionnaires.

Students should be able to:

- Interpret the requirements of the writing tasks as identified in the Range.
- Identify the target audience and specific purpose of the task.
- Select an appropriate style and register for the task
- Brainstorm, research and plan for the writing task.

Range: Planning includes but is not limited to mind maps, diagrams, spider webs, outlines, charts, flow diagrams, and notes.

Learning Outcome: Formulate main ideas that are supported by information relating to purpose and context.

Students should be able to:

- Plan ideas and note them down in a structure.
- Determine the specific ideas to be used.
- Compose topic sentences with a main idea.
- Extend main ideas into paragraphs, adding supportive ideas, major and minor details.

Learning Outcome: Select a layout and format that is appropriate for the purpose and context of the writing task.

Students should be able to:

- Consider the requirements of the task and select an appropriate layout and format.

Learning Outcome: Explore writing conventions are explored and apply them to a range of writing tasks.

Students should be able to:

- Construct meaningful and coherent sentences.
- Use main and supporting ideas effectively from planning process.
- Construct topic sentences and extend them into paragraphs.
- Experiment with format and style for creative purposes and use appropriately.
- Identify and use a wide range and stylistic and rhetorical devices.
Rhetorical and stylistic 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.
- Use link devices such as conjunctions, pronouns, adverbs, prepositions and clauses to link sentences and ensure cohesion.

Learning Outcome: Demonstrate cultural and contextual sensitivity in the style of writing and word choice.

Range: Cultural and contextual sensitivity includes an awareness of tone, style, register, inclusion and exclusion of information, bias, emotional, persuasive and “politically correct” language.

Students should be able to:

- Assess the degree of formality, tone (emotion) and approach required for the writing task.
- Writing tasks could include scientific, factual, descriptive, narrative, argumentative, persuasive or discursive texts.
- Determine and use the register for the purpose of writing.
- Remove biases and other offensive language in the writing and edit the text.
- Examine the impact of including or excluding information.
- Refine word choice and language usage to use technical terminology such as for meetings, slang, colloquialisms, jargon, “politically correct” language correctly.

7.3.2 Subject Outcome 2: Examine and use grammatical structures to produce writing that is grammatically correct.

Learning Outcome: Apply knowledge of grammar structures to the writing task.

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 should be able to:

- Understand the rules of grammar
- Formulate logical coherent sentences and correct wrongly used sentences and phrases.
- Write in a grammatically correct manner.

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

Learning Outcome: Check and edit written text against criteria in a checklist and adapt written draft accordingly.

Range: Checklist includes:

- *Layout and format is checked for suitability to the context and purpose*
- *Formatting is checked for suitability for the context and the requirements of the presentation*
- *Language usage is checked for cultural and contextual sensitivity and appropriateness.*
- *Content is checked for factual correctness, appropriateness, sufficiency and logical coherence.*
- *Writing devices are checked for their suitability for the task and adherence to the degree of formality*
- *Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task*
- *Grammar and spelling are checked for accuracy and correct usage*
- *Feedback is noted and given for adjusting drafts where necessary.*

Students should be able to:

- Draft and implement 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 present texts in a manner appropriate to the context and for a specific communication function.

Learning Outcome: Check final text to ensure that the message is clear, focused and coherent.

Students should be able to:

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

Learning Outcome: Examine the purpose of the writing task to ensure that text relates to the audience and context.

Students should be able to:

- Check that final draft is appropriate for the audience and context.
- Check that selected format, tone, style and register, and content meet the requirements of the task.

Learning Outcome: Explore and use presentation techniques to present final text.

Range: Presentation techniques include layout and formats, choice of medium, formatting, inclusion of visual materials and graphic representations and non-verbal cues.

Students should be able to:

- Examine the requirements of the writing task for the presentation.
- Check that all instructions have been adhered to.
- Select a presentation format for the final draft
- Present and judge/ evaluate final drafts and presentations.
- Give and incorporate feedback on presentations.

7.4 Topic 4: Language in Practice

7.4.1 Subject Outcome 1: Access and use suitable resources to promote learning and communication.

Learning Outcome: Explore and access various resources for communication and learning purposes.

Range: Resources include verbal, non-verbal, oral and printed resources.

Students should be able to:

- Explore the effectiveness of these resources and determine suitable resources to use for own learning.
- Access these resources and use them effectively for learning.
- Use oral and listening, writing and reading competencies to demonstrate and present learning acquired.
- Cross-reference and record resources and information adhering to legal requirements.

Learning Outcome: Record and present information and data facilitating learning using a variety of media effectively.

Students should be able to:

- Give structure to and organise information and research in a format as required by the task and purpose.
Range: Planning includes but is not limited to mind maps, diagrams, spider webs, schematic outlines, charts, flow diagrams and notes.
- 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.
- Demonstrate understanding of various media to use effectively in various workplace and learning contexts.
Range: Media include printed, audio, audio-visual and electronic media.

7.4.2 Subject Outcome 2: Discover and apply communication principles and processes to advance learning and communication.

Learning Outcome: Explore the communication process to demonstrate understanding of effective communication principles.

Students should be able to:

- Explain the reasons why effective communication is important.
- Define and explain the communication process.
- Describe and explain the elements of communication.
- Describe and explain the categories of communication with workplace examples.

- Describe and explain the principles for effective communication.
- Describe and explain channels of communication in a workplace.

Learning Outcome: Identify barriers and apply strategies to eliminate these barriers or to limit their impact.

Range: Barriers include physical, physiological, psychological, perceptual (background, education and training, intelligence, occupation, interests, needs, personality, age, gender, religion), semantic, intercultural (ethnocentricity, prejudice, stereotyping, gatekeeping) barriers.

Students should be able to:

- Identify and describe barriers to effective communication.
- Identify and apply strategies to eliminate barriers or minimise their impact.

Learning Outcome: Explore interpersonal relations and social interaction in workplace learning contexts to promote effective communication.

Range: Workplace learning contexts include meetings, site and field visits, excursions, discussions, group activities and games, seminars and workshops.

Students should be able to:

- Listen actively to feedback as well as provide feedback.
- Identify and evaluate roles and responsibilities in groups and demonstrate participation and adherence to group goals and values.
- Demonstrate emotional intelligence and respect for other cultures and viewpoints.
- Adopt and practise a strategy for conflict management and its effective use to resolve the conflict.

A strategy could be for example, the LEADERS principle:

L – Listen

E – Empathise

A – Assert

D – Depersonalise the conflict

E – Emotive control

R – Respect

S – Solve

- Practise negotiation tactics and consultation techniques in group discussions.
- Reflect on co-operation in decision making and group activities.

7.4.3 Subject Outcome 3: Examine language usage to communicate appropriately orally and in writing.

Learning Outcome: Examine technical language and other terminology for meaning and to extend vocabulary.

Students should be able to:

- Demonstrate 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: Demonstrate knowledge of grammar structures to present information and learning in a grammatically correct and logical manner.

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 should be able 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 LANGUAGE - LEVEL 3

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), stiffy 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

FUNCTIONAL WRITING	CREATIVE RESPONSES	REFERENCE AND INFORMATIONAL TEXTS	ORAL, VISUAL AND MULTI-MEDIA TEXTS	NON-COMPULSORY TEXTS FOR ENRICHMENT
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)