



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

ENGLISH

FIRST ADDITIONAL LANGUAGE

NQF level 2

September 2007

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.

ENGLISH FIRST ADDITIONAL LANGUAGE – LEVEL 2

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GLOSSARY

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 the assessment requirements are adhered to.

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

2 SUBJECT LEVEL FOCUS

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

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (25 percent)

3.1.1 Theoretical component

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

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

Three formal theory tests per semester are strongly recommended.

3.1.2 Practical component

The practical component will form 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.

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

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, self activity, judging and evaluation)
- B. Use of aids
- C. Exhibitions
- D. Visits
- E. Guest speaker presentations

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

“Structured Environment” for the purposes of assessment refers to an actual or simulated workplace or a computer or language laboratory.

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

- The competency level for practical assessments executed and observed in a simulation communication centre and/or computer room
- The 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 by an officially assigned supervisor.

• Evidence in practical assessments

All evidence pertaining to the evaluation of practical work must be reflected in the student's Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from evidence contained in the Portfolio of Evidence (PoE).

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 continuous 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 examination (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 2)*.

4 WEIGHTED VALUES OF THE 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, moderation and verification purposes.

6 PASS REQUIREMENTS

The student must obtain 40 percent to achieve a pass in the subject.

7 SUBJECT AND LEARNING OUTCOMES

On completion of English First Additional Language Level 2, 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

Subject Outcome 1: Use strategies to deliver messages and reply appropriately to sustain dialogue.

Learning Outcome: Formulate messages and responses to exchange information, ideas and opinions using different forms of oral communication for social purposes.

Range: Social contexts and purposes include but are not limited to interpersonal conversation, group discussions, telephone conversations, debates, requests and replies to requests and dialogues.

Students are able to:

- Discuss and express views.
- Greet appropriately in different social contexts.
- Use different forms of address.
- Give directions and instructions.
- Make requests.
- Defend arguments.
- Maintain conversation.

Learning Outcome: Identify main and supporting ideas to promote understanding.

Students are able to:

- Distinguish between main and supporting ideas, major and minor details.
- Express ideas logically and coherently.

Learning Outcome: Recognise facts and opinions and describe their impact on meaning when expressing views.

Students are able to:

- Distinguish between facts and opinions.
- Distinguish between subjective and objective language.
- Motivate statements with facts and/or opinions.
- Explain the difference in meaning when using facts or opinions.

Learning Outcome: Demonstrate an awareness of bias and cultural and contextual sensitivity when formulating messages and responses.

Range: Bias can be evident in attitudes towards culture, religion, race, gender and age.

Students are able to:

- Identify barriers to listening and speaking that impact on meaning.
Range: Barriers refer to external or physical, emotional or semantic barriers and bias in attitudes.
- Identify how the speaker's style (degree of formality, objective and subjective language), tone, and register influence the listener's understanding.
- Identify how the audience and purpose influence how messages and responses are formulated.
- Use the appropriate style, tone and register to formulate messages and responses for social contexts.
- Identify and use new or borrowed words, idioms, slang, acronyms and technical terms (jargon) appropriately when speaking.

Learning Outcome: Identify non-verbal cues and use them in spoken discourse to support and convey meaning.

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

Students are able to:

- Recognise and name non-verbal cues.
- Describe the impact that these cues have on meaning and understanding.
- Use these cues in spoken discourse to support and convey meaning.

Learning Outcome: Participate in group discussions and demonstrate respect for others' views and opinions through sustained oral interaction and encouragement.

Students are able to:

- Demonstrate different roles in groups by taking turns to speak, fill in gaps, contribute to group discussion, encourage other speakers and take the lead.
- Demonstrate an awareness of context and cultural sensitivity by showing respect for other views.

Subject Outcome 2: Use strategies to listen for information and meaning to respond appropriately.

Learning Outcomes: Identify and use a range of questions to obtain information and to clarify meaning.

Range: Questions include who, what, when, where, why and how questions, yes or no questions and question tags.

Students are able to:

- Formulate relevant questions for different purposes.
- Respond appropriately to questions.

Learning Outcome: Recognise the main ideas by listening for information related to the context and the topic of discussion to respond appropriately.

Students are able to:

- Record main and supporting ideas.
- Make notes, checklists and summaries.
- Retell and explain what was heard and understood.
- Carry out instructions and follow directions.
- Express appreciation and encouragement.

Learning Outcome: Clarify understanding of information, ideas and opinions using continued verbal exchanges and prompts.

Students are able to:

- Formulate relevant questions for different purposes.
- Respond appropriately to questions.
- Identify and use prompts such as nodding, filler sounds, eye-contact, facial expressions, touch and tone.

Learning Outcome: Demonstrate an awareness of how speaking techniques affect meaning and promote the listener's understanding.

Range: Speaking techniques include style, tone, choice of words and register, stress, body language and gestures, intonation, dialect, repetition, rhetorical questions, pauses, use of first person for inclusion, inclusion and exclusion of information and "politically correct" language.

Students are able to:

- Recognise the effect of speaking techniques so that an appropriate response can be given.
- Identify persuasive techniques and describe the impact these have on understanding.
- Recognise arguments and assumptions.
- Distinguish between facts and opinions.
- Make inferences and judgments and support these with evidence.

Subject Outcome 3: Use language structures and conventions to formulate grammatically correct messages.

Learning Outcome: Demonstrate knowledge of grammar structures when formulating grammatically correct 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 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: Explore the use of new words and construct meaning from contextual clues to extend vocabulary.

Students are able to:

- Use word skills, such as knowledge of grammar and syntax, roots, prefixes and suffixes, to infer meaning.
- Identify and recognise how languages borrow words from one another, how words change meaning over time, and how neologisms are coined.
- Identify textual markers depicting logical relationships and sentence patterns to 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 denotative and connotative meaning.
- Listen for clues to infer meaning and extend vocabulary.
- Listen to a variety of texts to extend vocabulary and promote understanding.

Subject Outcome 4: Organise and present information and data in a focused and coherent manner during oral interaction.

Learning Outcome: Identify style, register and rhetorical devices to suit the purpose and audience for oral delivery.

Range: Style refers to degree of formality, address and tone (emotion) expressed. Register refers to the diction and style of the language used in different circumstances and situations. Rhetorical devices refer to the use of literal and figurative language, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, repetition, the use of short emphatic questions, the use of emotionally-laden words and the use of humour.

Students are able to:

- Choose the correct style, register and rhetorical devices for different purposes.
- Give instructions and demonstrations.
- Conduct telephone conversations.
- Participate in group discussions and debates.
- Do interviews and defend and express views and arguments.
- Present narratives, for example tell or read a story aloud.

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

Students are able to:

- Conduct research using a range of resources, for example reference works, Internet and interviews.
- Organise and structure information in a suitable format for delivery.
- Prepare a speech with an introduction, exposition and conclusion.

Learning Outcome: Demonstrate knowledge of the effect of using illustrative aids appropriate to the context and choose appropriate aids to promote understanding.

Range: Illustrative aids include charts, posters, transparencies, music, sound, photographs, images, electronic presentations, graphs and objects.

Students are able to:

- Identify different audio, audio-visual and visual aids and describe the effect they have.
- Use suitable aids for speech delivery.

Learning Outcome: Identify and use non-verbal ways of communication such as pronunciation, volume, tempo, intonation, body language and eye contact appropriately when speaking.

Students are able to:

- Describe the influence of non-verbal forms in an oral presentation.
- Demonstrate the effective use of non-verbal cues in speech delivery.

Learning Outcome: Provide feedback and evaluate oral interaction.

Students are able to:

- Provide constructive feedback and encouragement to other speakers.
- Demonstrate respect for different opinions and views.

7.2 Topic 2: Reading and Viewing

Subject Outcome 1: Use reading and viewing strategies to determine meaning in written, visual, multimedia and non-verbal forms of communication.

Learning Outcome: Demonstrate and employ various reading and viewing strategies to find meaning in written and multimedia texts.

Range: Reading and viewing strategies include skimming, scanning, pre-reading, re-reading, predicting and sifting.

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

Students are able to:

- Skim texts to obtain an overview of the text.
- Scan texts to find specific information and supporting details.
- Pre-read texts to establish a general understanding of the context.
- 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.

Learning Outcome: Recognise non-verbal cues and explain their impact on meaning.

Range: Non-verbal forms of communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, communication by touch, silence, lip reading and sign language.

Students are able to:

- Describe the impact of non-verbal cues on meaning.
- Identify explicit and implicit messages conveyed by non-verbal cues
- Comment on the cultural relativity of non-verbal cues.

Learning Outcome: Distinguish and identify main ideas from supporting information.

Students are able to:

- Identify topic sentence and supporting sentences.
- Record facts and/or opinions and supporting evidence in a summary or list.

Learning Outcome: Infer meaning of new or unfamiliar words by using a range of techniques.

Range: Techniques include using reference works, word attack skills, placement in sentence, textual markers indicating logical relationships and knowledge of grammar.

Students are able to:

- Use word attack skills, such as knowledge of grammar and syntax, roots, prefixes and suffixes, to infer meaning.
- Use knowledge of techniques to establish meaning.

Learning Outcome: Explore stylistic and literary devices and explain their use in terms of meaning, purpose and audience.

Range: Devices include length of sentence; punctuation; diction and humour; use of figurative language, jargon, slang, dialect and colloquialisms; rhyme, rhythm, imagery, sound devices; verse forms; background and setting; plot; characterisation; tone and audio-visual techniques.

Students are able to:

- Identify stylistic and literary devices and explain their effect on meaning.
- Identify themes and ideas to express understanding and meaning.
- Identify audio-visual techniques and explain their effect on meaning.

Audio-visual techniques include camera angles, camera shots, lighting, sound, music and sound effects.

Suggestion: Audio-visual texts could include television advertisements, music videos, news broadcasts and documentaries.

Learning Outcome: Identify socio-cultural values, beliefs and bias and explain their impact on understanding.

Students are able to:

- Identify the socio-cultural background of texts.

- Recognise the values, beliefs and bias expressed in the text.

Learning Outcome: Clarify meaning in texts by identifying and describing textual features.

Range: Texts include creative texts, literary texts (20%), visual, audio and multimedia texts.

Range: Textual features include elements of genre, literary and stylistic devices, purpose, structure and language use.

Students are able to:

Creative texts:

- Identify and explain the purpose, structure and language use in a range of transactional and creative texts.
- Identify the impact of formatting on meaning.

Short story:

- Recognise the development of plot, subplot, conflict, character and narrator in a short story.
- Recognise how background and setting relate to character and theme.
- Recognise mood, climax and anti-climax.

Note: Short stories at this level should fall within the context of South African short stories.

Poetry:

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

Note: Poetry at this level is limited to studying a selection of modern South African poetry.

Subject Outcome 2: Read and respond to written, visual and multimedia texts and non-verbal forms of communication for a variety of purposes.

Learning Outcome: Record information from written, visual and multimedia texts to explain implicit and explicit messages with reference to the purpose of the text.

Students are able to:

- Determine the purpose and audience at which the text is aimed.
- Find relevant information and details from the text.
- Demonstrate comprehension by answering questions accurately and correctly.
- Recognise the difference between direct and implied and denotative and connotative meaning.
- Recognise the use of objective and subjective language.

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

Range: Structures include answers to comprehension questions, summaries, paraphrasing, mind maps, role-plays, dramatisations and dialogues and retellings with examples.

Students are able to:

- Read and view texts attentively to determine meaning and main ideas.
- Recognise and record relevant information for the purpose of the task.
- Use structures to record information and demonstrate comprehension.

Learning Outcome: Interpret and explain instructions and directions.

Students are able to:

- Distinguish relevant information from irrelevant information.
- Carry out instructions.
- Give concise and logical directions based on details from the text.

Learning Outcome: Determine and describe different points of view by referring to purpose and context.

Students are able to:

- Identify the point(s) of view expressed in the text with some supporting evidence.
- Give and motivate own response to the text with some supporting evidence.

Learning Outcome: Motivate enjoyment or non-enjoyment by referring to the text.

Students are able to:

- Recognise personal reactions to the text in terms of enjoyment or non-enjoyment.
- Identify aspects of the text that contribute to their impression of the text.

Subject Outcome 3: Identify and describe how language structures and features affect meaning and comprehension.

Learning Outcome: Identify and explain how structural features of texts affect meaning and interpretation.

Range: Structural features include presentation medium, layout, formatting, typography, titles and headings, index and contents page, summaries and conclusions, glossary, front and back cover, paragraphing, captions, illustrations and other visual material.

Students are able to:

- Recognise that structural features affect meaning.

Learning Outcome: Recognise that the use and choice of language, symbols, pictures and other visual images affect meaning.

Students are able to:

- Demonstrate with examples that use and choice of language, symbols, pictures and other visual images affect meaning.

Learning Outcome: Identify sentence patterns and logical relationships and explain their effect 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 are able to:

- Recognise sentence patterns and logical relationships and identify how they affect meaning.

7.3 Topic 3: Writing and Presenting

Subject Outcome 1: Use strategies to write for a specific audience, purpose and context.

Learning Outcome: Note the requirements of and plan for specific writing tasks.

Range: Writing tasks include personal writing tasks, learning writing tasks and functional writing.

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

Students are able to:

- Plan and write for creative purposes.

Range: Creative purposes refer to letter writing (friendly letters, letters to the press, enquiries and responses), different paragraphs and essays (descriptive, discursive, argumentative, narrative, factual or scientific writing) and other forms such as stories and poems.

- Plan and write for a learning task.

Range: Learning tasks include note-taking, answering different types of questions (closed, open-ended, leading, multiple choice), making judgments, drawing conclusions, making summaries and constructing, factual and argumentative or discursive writing.

- Plan and write for a specific purpose.

Range: Purposes include writing a verbal request, recording telephone messages, writing a SMS, writing instructions and directions and writing postcards.

Learning Outcome: Identify main ideas and support with information relating to the purpose and context.

Students are able to:

- Brainstorm ideas and note them down in a structure.
- Find topic sentences in a text.
- Write topic sentences with main ideas.
- Extend main ideas into paragraphs, adding supportive ideas and major and minor details.

Learning Outcome: Show an awareness of cultural and contextual sensitivity in the style of writing and word choice.

Students are able to:

- Determine the style, tone, and approach for the purpose and audience.
- Determine the register (diction and style) for the writing.
- Determine biases in the writing and edit the text.

- Decide which information to include and/or exclude and explain the impact of the inclusion or exclusion.
- Reflect on word choice and language to use slang, colloquialisms, jargon and “political correct” terms appropriately.

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

Students are able to:

- Distinguish between different formats and layouts and choose appropriate ones for the task.

Learning Outcome: Apply appropriate language and grammar structures for the writing task.

Students are able to:

- Construct meaningful and coherent sentences.
- Construct topic sentences and extend them into paragraphs.
- Use link devices, such as conjunctions and clauses, to link sentences in a paragraph.
- Write a range of sentence beginnings and headings and sub-headings for different texts.
- Choose the correct tone and register for the task.
- Use different stylistic and literary devices to make writing more effective.

Range: Devices and techniques refer to the use of literal and figurative language, imagery and symbolism, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, repetition and emotionally-laden words), humour, use of punctuation and pauses, the narrative voice, sequence and order and the use of visuals and graphics.

Subject Outcome 2: Use grammatical structures to produce grammatically correct writing.

Learning Outcome: Explore grammar structures to show an awareness of the correct use of grammatical structures for 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 are able to:

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

Subject Outcome 3: Edit own writing to adapt the draft and produce writing that is grammatically correct, logical and coherent.

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

The checklist includes:

- *Layout and format is suitable for the context and purpose.*
- *Formatting is suitable for the context, purpose and presentation.*
- *Diction (word choice) is appropriate and culturally and contextually sensitive.*
- *Stylistic and literary devices are suitable for the task.*
- *Sources are acknowledged and accurately recorded in a format appropriate to the task or learning activity.*
- *Grammar and spelling are accurate and correct.*
- *Content is correct, appropriate, sufficient and coherent.*

- *Writing is carefully checked for any unnecessary information.*

Students are able to:

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

Subject Outcome 4: Organise and present the writing task in a manner appropriate to the context.

Learning Outcome: Determine the purpose of the writing task to relate writing to the audience and context.

Students are able to:

- Check the requirements of the writing task to determine the purpose.
- Check whether all instructions have been followed.
- Choose a presentation format and present final text.

Learning Outcome: Identify and use suitable presentation techniques.

Range: Presentation techniques include formats and layout, formatting, paragraphing and inclusion of visual materials and graphic representations.

Students are able to:

- Check the requirements of the writing task for the presentation.
- Check whether all instructions have been followed.
- Present final text in the format required.

7.4 Topic 4: Language in Practice

Subject Outcome 1: Access and use suitable learning resources to improve learning.

Learning Outcome: Identify and access various resources to do research.

Range: Learning resources include dictionaries, textbooks, web page information, reference works, manuals and study guides.

Students are able to:

- Demonstrate knowledge of learning resources and use them effectively.

Learning Outcome: Record and present information and data in a logical and coherent manner.

Students are able to:

- Give structure to and organise 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, short feedback reports, paragraphs, essays, graphs and diagrams, schemes and tables, assignments, projects and Portfolios of Evidence (PoE).

Learning Outcome: Select and acknowledge learning resources for the learning task in a bibliography.

Students are able to:

- Use a variety of resources and record them accurately in a bibliography.

Learning Outcome: Explore and use research techniques to gather information.

Students are able to:

- Use a variety of resources and do research for a task as required.

Subject Outcome 2: Discover and identify learning strategies to improve learning.

Learning Outcome: Identify and choose specific techniques to demonstrate results of learning.

Range: Techniques include making summaries, drawing mind maps, taking notes, memorising through techniques, identifying key words, underlining important facts, skimming, scanning, asking questions and building a Portfolio of Evidence.

Students are able to:

- Use effective study and memorising techniques.

Range: Techniques include reading techniques, underlining, making notes and summaries, using a study system (SQ3R – survey, question, read, recite, review), using mnemonics (visual and mnemonics, acronyms and acrostics), group analysis, probing by asking questions and doing reflection.

- Present or demonstrate results of learning as required, for example writing tests and doing demonstrations, role-plays, assignments and projects.
- Prepare for examinations and assessment by doing revision, following a healthy diet and lifestyle, managing stress, being on time and being prepared and informed about examination and assessment.
- Compile Portfolios of Evidence (PoE) as required.

Learning Outcome: Formulate learning goals to direct learning.

Students are able to:

- Set goals for learning and study, using SMART criteria.
S – Specific
M – Measurable
A – Attainable
R – Realistic
T – Traceable in terms of time.

Learning Outcome: Plan and manage time to direct learning activities.

Students are able to:

- Use planners, diaries and other time management techniques to plan time effectively for necessary, neutral and relaxation activities.
- Manage time to direct learning effectively in terms of study time and examination times.

Learning Outcome: Identify sources of motivation to set a positive mindset for learning.

Students are able to:

- Define motivation.
- Name internal and external sources of motivation.
- Formulate a personal vision and mission statement.

Learning Outcome: Recognise barriers in the learning context to reduce interferences in learning.

Students are able to:

- Name barriers that can exist, for example physical setting, physiological barriers, psychological and emotional barriers or semantic and perceptual barriers.
- Explore ways to get rid of these barriers and establish a context conducive to learning.

Learning Outcome: Identify roles and responsibilities in group learning activities to lead and function in a team.

Students are able to:

- Listen actively to and provide feedback.
- Identify roles and responsibilities in groups and demonstrate participation and adherence to group goals and values.
- Demonstrate respect for other cultures and viewpoints.
- Demonstrate an awareness of emotional intelligence using negotiation techniques and assertive statements to resolve conflict and disagreements.
- Participate and co-operate in decision-making and group learning activities.

Subject Outcome 3: Develop language use to communicate learning orally and in writing.

Learning Outcome: Explore vocabulary and technical terms to improve use and extend vocabulary.

Students are able to:

- Determine meaning of terms used in learning, education and training and demonstrate understanding of these in learning contexts.
- Distinguish between commonly confused homophones and homonyms and use them accurately.
- Use selected synonyms, antonyms, paronyms and one word for a phrase correctly.
- Use idioms and proverbs appropriately.
- Use common abbreviations and acronyms.

Learning Outcome: Identify grammar structures and apply them in a variety of oral and written texts produced for learning.

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 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 explain their functions.
- Produce a range of sentence types.
- Create cohesion by using conjunctions and pronouns.
- Use active and passive appropriately in texts.
- Use direct and reported speech correctly.
- 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, to show grammatical relationships or to add emphasis.

8 RESOURCE NEEDS FOR THE TEACHING OF LANGUAGE – LEVEL 2

8.1 Human resources

The lecturer should have a degree or diploma specialising in the Language designated for the Fundamental subject English First Additional Language. He or she should be a qualified assessor and competent in facilitating learning with outcomes-based education. It would be advantageous if the lecturer is computer literate.

8.2 Physical resources

- Theory classrooms equipped with notice boards
- Language and reading laboratories (electronic and/or paper-based) and resource (media) centres
- Computer rooms or simulation centres (practical rooms, office hubs and/or reception areas)

8.3 Equipment

- Tape recorders with microphone, microphone and PA system
- Television monitors, video or DVD machine
- Fax machine and electronic equipment, for example computers and printers
- White boards, flip charts (optional), overhead projector and screen, multimedia decoder or proxima (optional), video or digital camera (optional)

8.4 Consumables

- Files for Portfolios of Evidence (PoE) and logbooks
- Transparencies (write on and burn on) and printing paper
- Blank CDs, blank video cassettes, blank audio cassettes, earphones and cartridges for fax and printers
- Stationery, for example pens, pencils, crayons, magnets, cardboards and coloured papers

8.5 Learning and teaching materials

- Student and facilitator guides
- Dictionaries, newspapers, magazines and posters
- Videos, DVDs and software programmes 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 English First Additional Language, it has the widest possible meaning, including oral, written, visual, audio, audio-visual and multimedia formats. In language teaching, texts should be used as a starting point and certain types of texts should be produced as a product of the process. The relevant Assessment Standards show progression in that students produce increasingly complex texts from Level 2 to Level 4. Texts, both simple and complex, are the basis of progression in Language. Therefore, texts are the main source of “content and context” in Language for integrated learning and teaching.

The full range of texts used and produced should expose students 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; and
- varieties of style and stylistic devices, such as a wide range of figurative and creative language.

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

A **text-based approach to language learning** explores how texts work. A text-based approach enables 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 effects these texts have. Through 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 or viewing and writing or presenting are learned in a “natural” way – students learn to read by reading and learn to write by 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 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. In a text-based approach, language is always explored in texts and texts are explored in relation to their contexts. Although, the approach involves attention to formal aspects of language (grammar and vocabulary), attention is given the choice and effect of grammar and vocabulary in texts. In order to talk about texts, students need a “metalanguage” – they need words to describe different aspects of grammar, vocabulary and style and 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				
Brochures Dialogues (written) Diaries E-mail messages Invitations Letters Magazine articles Newspaper articles Notes Notices Posters Reports	Dictionaries Encyclopaedias Schedules Telephone directories Textbooks Thesauruses Timetables TV guides	Cartoons Charts Comic strips Engravings Graffiti Graphs, diagrams, tables Illustrations Jokes (illustrated, caricatures) Music videos Photographs Radio programmes 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 Dramatisations Folk songs Folk tales Jokes Literary texts Music Myths and legends Riddles Songs Speeches Story tellings	Poetry Folklore Short stories Essays Biographies Autobiographies

TEXTS PRODUCED

FUNCTIONAL WRITING	CREATIVE RESPONSES	REFERENCE AND INFORMATIONAL TEXTS	ORAL, VISUAL AND MULTI-MEDIA TEXTS	NON-COMPULSORY TEXTS FOR ENRICHMENT
Dialogues Letters to the press Formal letters of request and enquiry Friendly letters and letters to build relations Invitation cards Magazine articles Postcards Reports (informal) Reflections SMSs	Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature and comprehension questions	Directions Instructions Mind maps Notes Paraphrases Research projects Summaries	Dialogues Formal and informal speeches Interviews Presentations with graphic and sound effects Research projects	Dramatisations Story tellings Radio and television news Radio and television dramas Panel discussions Own short stories, poems, 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 because 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 (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 Standard – criterion used to assess a Learning Outcome

assonance – repetition (mostly) of 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 or writers must consider the purpose and audience to choose 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 use 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 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 or 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 use, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure. In media, editing involves the construction, selection and layout 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 others

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 or 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

metalanguage – 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 multimedia texts

multimedia – 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 – a financial institution, raised shelf of ground, the bank of a river, the way an aeroplane tilts when it turns)

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

pun – a play on words which are identical or similar in sound 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 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 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 to the main plot of a play or 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, etc.

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 or 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)