

Tutorial letter 202/1/2017

Applied English Language Studies: Further Explorations

ENG2601

Semester 1

Department of English Studies

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2. Examination guidelines.

BAR CODE

Dear Student

Thank you for submitting the second assignment. A number of you dealt well with the questions and provided well-structured answers. The following are suggested responses.

Question 1: Cohesion

Before examining Question One, let us re-establish what we know about cohesion and its importance to understanding and the creation of meaning. A text is made up of grammatical and lexical elements, and cohesive features are those that link one part of it with another. These linkages provide a sense of wholeness and internal unity, and allow a text to be read and understood easily. Thus, cohesion plays a vital role in achieving coherence.

Conjunctions belong to one of the sub- categories of grammatical cohesion and involve the use of linking words which serve many purposes. Sometimes linkages provide reasons for the action mentioned in the first part of the sentence such as the use of the word 'because', or they are used to revise the first part of the sentence and change the action, as in the use of the word 'but'. Reread Unit Four of your Study Guide for a better understanding and attempt all the feedback activities.

"Cohesion refers to the parts of the language system which tie sentences and clauses together. Cohesion provides discourse with structure" (Mullany & Stockwell 2010: 20).

You were required to read Text A and B, both taken from the Sunday Telegraph. Thereafter you needed to identify two types of conjunctions used in each of the two texts and discuss HOW each of them creates meaning and convey the message clearly.

In **Text A**, Betty and Barney Hill are described as ordinary Americans who believe they have been abducted by aliens.

The links are anaphoric: '**this rather ordinary American couple**' is the first conjunction and is a substitution / reference connective. The use of the words, '**this rather ordinary American couple**' refers back to Betty and Barney Hill and does away with repetition of their names.

The word '**they**' is the next conjunction used and is substitution/pronoun reference.

Text B refers to Otzi the Iceman a mummy that was found high in the Swiss Alps by some walkers.

The links are "**human mummy**"; "**him**" and "**he**" and are all substitution/pronoun references which refer back to the name Otzi. The use of "**they**" and "**we**" are all substitution/pronoun references but in this case refer back to the researchers and their relationship with Otzi.

The word "**yet**" shows the relationship between the two clauses and is therefore a co-ordinating conjunction. Finally the word '**when**' is a subordinating conjunction of time.

Question 2: English language use and context.

As explained within the assignment in our current society, communication uses multiple platforms or modes/media such as print, oral, digital and audio-visual. Mood and tone are all important aspects within communications which vary according to the recipient: familiar or unfamiliar people, family and friends; professional people.

One of the most seriously abused platforms of communication is the email which therefore warrants specific attention. This platform is widely used for personal and for professional reasons and often a less formal tone is considered acceptable in the use of social media.

Basically all emails consist of the same components: a subject line, a greeting or salutation, body of text, closing and a signature. It is the tone that changes the effect. This means that all emails will not have the same tone or mood and the use of an inappropriate tone in an email can have a serious consequence.

A draft format of an email was provided for you to complete.

To: Prof / Dr / Mrs / Mr – this line should have contained the appropriate title and name of your recipient.
cc: This line was not important although you may have filled it in with another name, which again should have contained an appropriate title and name
Subject: This should have contained an appropriate subject, for example – Request for an extension on Assignment 2 in ENG2601 (the assignment number and the module should have been mentioned – it was permissible to make this up)
<p>Dear Prof / Dr / Mrs / Mr plus a name,</p> <p>This is the body of the email and should have contained about 8-10 lines making the request for an extension to the due date of assignment 2 in ENG2601 (the assignment number and the module should have been mentioned – it was permissible to make this up). Also included here was the plausible or realistic reason why you were unable to complete the assignment on time.</p> <p>Yours faithfully, this is the correct closing salutation which goes with dear Prof / Dr / Mrs / Mr plus a name.</p> <p>Your name Your student number.</p>

The objective of the exercise is to stress to you how important it is to be direct, courteous and to include relevant and important information in such a communication. The tone should be formal and polite and necessary information should include the assignment number, module, and your name and student number.

Formal language must be used in the body of the text, and therefore, should not contain any contractions, however, accurate grammar, complete sentences with a factual, concise and neutral tone is a must. Please include these suggestions when you contact your lectures as well.

Question 3: Language and Meaning

The main objective in Question 3 is to assess your ability to apply your content knowledge of the different punctuation marks, pun and antonymy to demonstrate the significance thereof in enhancing specific techniques/strategies of persuasion used in advertising. While in Question 3.1 the focus is on the use of punctuation marks; in Question 3.2, you are expected to discuss the use of pun and antonymy. Your discussion on each of these linguistic features should be correlated with appropriate citations from the advertisement on Flora Gold and with techniques/strategies of persuasion such as the appeal to the pathos, logos or ethos of the target group. Responses that demonstrated how the use of the identified rhetorical linguistic features underpin the AIDA principles of advertising were also given due credit. In other words, you were expected to discuss how the identified examples of punctuation, pun and antonymy are intended to attract attention to (A), create interest (I) in, instil desire (D) for or prompt action (A) of the target audience.

Suggested response to Question 3.1

The use of upper case/capital letters, exclamation marks, question mark, apostrophe, dashes, hyphen and ellipsis in promoting the purchase of Flora Gold is of relevance. For example, the use of capital letters in **“TREAT YOUR HEART THIS EASTER!”** is aimed at attracting attention and extending an invitation to the target audience of health-conscious consumers to participate in the festivities of Easter, while the exclamation mark reinforces the mood of celebration and excitement associated with Easter. The subsequent use of the question mark in the rhetorical question, “Want the healthier option when it comes to choosing a spread?” aims at creating interest the prospective consumers by appealing to their desire for “healthier options” that are not restricted to Easter, but can be extended to “- all year round!”. The dash is effective in promoting Flora Gold as the consumer’s ideal choice for a life-time of healthy lifestyle as well as underscoring the branding of Pick ‘n Pay’s magazine entitled “Pick ‘n Pay Fresh Living” The repetition of the exclamation mark is intended to instil a sense of enthusiasm and desire to purchase the product and to be included in the festivity of eating tasty food; instead of being excluded on the grounds of the lack of “healthier options”. Collectively, the punctuation marks in the first sentence emphasise an appeal to the ethos of the target audience of health-conscious consumers.

In contrast, the additive function of the dash in the second sentence is intended to appeal to the logos by introducing additional information such as, “you don’t have to compromise your health”, since Flora Gold is “endorsed by the Heart and Stroke Foundation of South Africa”. Hence, the dash is used strategically to convince the target audience about the credibility of the product and creates a desire to conform to a healthy choice. In this instance, the strategy is to appeal to the prospective consumers’ sense of reasoning. The use of the apostrophe in contractions such as “it’s”, “don’t” and “that’s establishes a conversational/informal tone, and therefore it is intended to convey a consultative/advisory position of the advertiser: an approach that is amenable to the health-conscious target audience who generally strive towards improving their dietary plans on a regular basis. The use of the hyphen in “piping-hot toast” and “heart-conscious cook” serves as descriptors that boost the dual and rare quality of Flora Gold, namely, a mouth-watering product as well as a healthy product. Hence the ellipsis in the invitation to “Try our delicious hot cross bun recipe...” aims at making the target audience believe that Flora Gold is an irresistible food for thought and at the same time giving them time to ponder and make the decision.

Hence, we see how the punctuation marks are cleverly crafted into the advertisement to re-inforce the diction used to appeal to the ethos, logos and pathos of the target group and to convince them that a healthy option need not necessarily mean giving up on indulging in tasty foods.

Suggested response to Question 3.2

In this advertisement, examples of pun and antonymy are used as rhetorical devices to convince the target audience of the claim that Flora Gold is a “healthier option”. While pun refers to a play on words, antonymy is the use of opposites belonging of the same semantic field.

Examples of pun used in this advertisement are “Treat” and “Gold”. The word “Treat”, in this instance, can mean to spoil/indulge or take care of the heart. This two-fold meaning supports the writer’s claim that Flora Gold offers the target audience the opportunity to be indulgent and healthier. Furthermore, the pun is intended to persuade the target audience into believing that using Flora Gold is like a treatment of the heart since it contains “70% less saturated fat than butter”. Hence, it is a “healthier option”. In addition, “Gold” is suggestive of the superior quality (top of the range) as well as the precious health benefits that Flora Gold has to offer, in comparison with the other spreads available on the market. The word “Gold” encapsulates the richness of the product in terms of its “buttery taste” that can also a healthier option.

Words such as “buttery taste”, “delicious” and “treat” are suggestive of tasty and unhealthy food indulgences. This may be seen as a contradiction to his claim that Flora Gold is a healthier option- normally associated with “compromise” and not “indulging”. However, the point of using antonymy is to promote the image of Flora Gold as being a palatable healthier option. The writer further use of antonyms such as “savoury” and “sweet” convey the versatility in the use of Flora Gold and is intended to dispel the notion that a healthier option means a restricted diet.

These examples of pun and antonymy clearly demonstrate their effectiveness as rhetorical devices to support the writer’s claim that Flora Gold is a unique healthier option in that it offers the target audience the opportunity to be indulgent without compromising their health.

It is important for you to remember that the above responses are by no means exhaustive nor prescriptive. However, the main aim of this feedback is to improve your ability and enhance your confidence in analysing persuasive texts in a logical manner, providing the required textual references and supporting explanations of the relevant persuasive strategies/techniques.

Question 4: Essay- Writing

You were expected to choose one of the topics and write an essay of about 1 ½ pages. You needed to discuss the topic in detail, drawing on any resources that may be available to you. Your discussion should have shown a critical understanding of the topic, and you should have provided relevant examples and evidence to support your answer. In addition, you were supposed to acknowledge all the sources in the body of your essay and in the bibliography.

Credit was given to those students who adhered to the assignment instructions and used academic English conventions that were covered in this module. Your essay was supposed to have **an introduction, a main body and a conclusion**. The following are guidelines as to how you were expected to structure your essay.

In your introduction you needed to:

- make the topic and purpose of the essay clear;
- address the question directly from the outset;
- outline the essay's main argument and its structure/organisation;
- make sure that your introduction was not long and rambling.

In the main body you needed to:

- use 'signposting' (e.g. topic sentences, discourse markers, comparative markers) to help the reader follow the sequence and logic of your argument;
- present information in a clear, logical order, and synthesise your ideas;
- provide evidence to support your points.

In your conclusion you needed to:

- highlight the main/key points by drawing from the essay as whole;
- outline the implications of your main/key points in relation to the assignment title;
- make an overall concluding statement

EXAMINATION GUIDELINES

The examination is two hours long. It consists of TWO sections, and you must answer all questions from each section. You will have to answer questions on each of the following aspects of the module:

- Cohesion
- English language use and variation
- Genre and register
- Language use and context
- Academic English

The examination for ENG 2601 counts for 75% of your final mark. Your assignments count for the remaining 25%. It is therefore in your interest to be well prepared for the examination.

In Section A, you will be required to read extracts from different sources and answer questions demonstrating your ability to read closely and with attention to the details of the texts. Section B is an essay-type question.

Use the following guidelines to help you prepare for the examination:

- Read your study guide and the prescribed book. Make notes of the important features of each genre of writing.
- Understand the specific terminology used in this module.
- Analyse and interpret texts provided in your study material. Write notes on each of the texts, outlining the different language features and strategies that are used in the texts.
- Pay attention to the way language usage creates different meanings and purposes.
- Practise the writing of sample essays in order to develop your ability to write in a style appropriate for academic purposes.

Good luck with your studies!

THE ENG2601 TEAM