

UNIT 1: ENGLISH LANGUAGE SYSTEMS: PERSUASION AND NARRATION/RHETORICAL ANALYSIS

WHAT IS AN ARGUMENT? HOW IS IT DIFFERENT FROM PERSUASION?

- Argumentative piece of writing
 - Reasoned logical way of positioning your view, opinion/ belief
 - Argument can take place between 2 people= disagreement over something
 - Argument with 2 or more people = parliamentary debate
 - Argument with 1 person/ group position themselves on particular subject to win others to their viewpoint

PERSUASIVE WRITING	ARGUMENTATIVE WRITING
<ul style="list-style-type: none"> • Persuasive essay- aims at getting readers to agree with a point of view on a particular topic 	<ul style="list-style-type: none"> • Argument aims at getting readers to see and acknowledge that a view is more valid than another
<ul style="list-style-type: none"> • Persuasion even based on fact, is driven by writer’s opinion and draw on emotion and passion, and is therefore subjective 	<ul style="list-style-type: none"> • Argument based on fact, will offer reasoned and credible claims drawing on a wider range of evidence (and not emotion) to validate claims
<ul style="list-style-type: none"> • Wants to convince and win support to its side 	<ul style="list-style-type: none"> • Puts view out there for people to consider. • Aims is to share reasoned views, and not so much to convince
<ul style="list-style-type: none"> • In persuasion, once a topic has been identified, a side is taken and then presented with supporting reasons 	<ul style="list-style-type: none"> • In an argument, research is necessary before a writer can take position. i.e. the research influences the position

EXAMPLES OF PERSUASIVE/ ARGUMENTIVE TEXTS

- 1) Academic essays
 - Students trained on how to present an academic argument
 - Common forms = given topic to argue for or against it

2) Text from an advocacy group

Table 1: Persuasion- Language features

• Using quotations as evidence	• Using contrast	• Using figurative language	• Using hyperbole
• Using emotive language			
• Using the active voice	• Using irony	• Using conjunctions, reference words	• Using connective words to create authority
• Using jargon or buzzwords	• Using modality words	• Using lexical items of substitution and connotation	• Using questions

- Emotive language
- Modality words
- Questions

3) Letters

4) Websites

PERSUASION/ ARGUMENTATIVE TECHNIQUES

Appeal

- Strategy used frequently in logical reasoning and critical thinking debates
- Appeal to person emotions – **PATHOS**
- Appeal to persons reasoning- **LOGOS**
- Appeal to person’s wisdom- **ETHOS**

LOGOS: Message

Internal consistency of the message itself, the clarity of its claim, whether it contradicts itself, whether it uses strong supporting evidence. We can think of it as “logic” or “logical appeal.”



ETHOS: Writer

This refers to the credibility of the writer. Can be a writer’s reputation in the field, but also how honest the writing is. Are you hiding behind words? How do you treat opposing ideas?

PATHOS: Audience

Refers to “suffering,” like the word “empathy.” How to make readers open to your message, engaging readers emotionally, “hooking” them, making them accept your beliefs, values and understanding.

Other techniques are:

TECHNIQUE	EXPLANATION
Analogy	Comparison using figures of speech e.g. metaphor, simile
Anaphora	Form of repetition of word/phrase to build up emotion
Anecdote	Using personal experiences/ specific details to support your point
Case study	Make reference to research/ facts to support your view- point
Repetition	Repeating words, phrases and sentences for emphasis
Rhetorical devices	Asking questions to which no answer is required, so as to tease readers to think
Word choice	Choose words that appeal to many senses, words with denotative and connotative meaning
Overgeneralisation	Use words such as "all", "only", "many", to influence readers, create perceptions of what is being described

WHAT STRATEGIES DO WRITERS USE TO PERSUADE?

- 1) Text arrangement
 - a) Choosing an inviting title
 - b) The thesis statement
 - Give readers main/ central idea of piece of writing

- 2) The main body of the text
 - 2.1 use of transitions
 - 2.2 Elements of styles
 - a) Tone
 - b) Sentence structure, word and phrases
 - c) Use of humour and organisation of ideas and points
 - d) Text development: use specific theoretical modes such as:
 - Narration
 - Description
 - Examples and illustrations
 - Process and analysis
 - Definition
 - Cause and effects
 - Classification
 - Comparison and contrast

3) Rhetorical devices

Techniques using language that will increase the persuasiveness of a piece of writing

Examples of Rhetorical Devices

- (a) **Rhetorical questions:** thoughtful questions that aren't meant to be answered.
Example: Can we really expect the government to pay from its limited resources?
- (b) **Description and Imagery:** *'Imagine being cast out into the cold street, lonely and frightened.'*
- (c) **Parallel structures:** *'To show kindness is praiseworthy; to show hatred is evil.'*
- (d) **Figurative Language:** (i.e. using metaphor, simile and personification)
Example: *'While we wait and do nothing, we must not forget that the fuse is already burning.'*
- (e) **Anaphora:** the intentional repetition of a word or phrase at the beginning of a line for emphasis.
Example: 'Will he eat that food?' 'Will he know it's good for him?'
- (f) **Hyperbole** (using exaggeration for effect)
Example: While we await your decision, the whole school holds its breath.
- (g) **Anecdote:** An anecdote is a short and interesting story taken from your past experience – or that of someone you know or have heard about. Audiences love anecdotes.
- (h) **Euphemisms and connotation:** using 'overweight' instead of 'fat', or 'issue' instead of 'problems'.
- (i) **Downplaying and understating**
 - (i) Using key words to make important things seem unimportant.
Mere, merely, so-called, however, although, despite
 - (ii) Expressing things in such a way as to understate their importance.
The earthquake interrupted business somewhat in the Mpumalanga area.

SUMMARY OF NARRATIVE TEXT FEATURES

Purpose

- Entertain and capture readers interest in a story
- Can teach and inform the reader
- Can present fascinating themes and lesson

Types

- Typically imaginary but can be factual
- Include:
 - Fairy stories
 - Mysteries
 - Science fiction
 - Choose your own adventures
 - Romances
 - Horror stories
 - Adventures stories
 - Parables
 - Fables and Moral tales
 - Myths and legends
 - Historical narratives

Text organisation

- Focus on sequence of events or actions
- Simple structure of narrative texts consists of:
 - Orientation
 - Complication
 - Resolution
- Orientation gives indication of actions/ events that are forthcoming in the story
- Imaginary/factual “possible worlds” of the story is portrayed
- Introduce to main characters and possibly some minor ones

LANGUAGE FEATURES OF NARRATION

Summary of narrative features common in narratives:

- Main participant in a narrative are humans/ sometimes animals with human characteristics

- There are mainly action verbs [so called ‘material processes’] but also many verbs which refer to what the human participants said, or felt, or thought [verbal and mental processes] or language used to create an impact on the reader, e.g. adverbs, adjectives, and similes.
- Normally narratives are told or written in the past tense.
- There are many linking words to do with time, and order of events.
- Dialogue is often included, at which point the tense may change to the present or future.
- Descriptive language is used to enhance and develop the story by creating images in the reader’s mind.
- Narratives can be written in the first person (I, we) or third person (he, she, they).
- The events are narrated in chronological order, except when the plot has been twisted.
- Narratives typically use connectives that signal time (e.g. ‘early that morning’, ‘later on’, ‘once’.)

DIFFERENT TYPES OF PROCESSES

- Syntax

Syntax and Diction

Syntax and [diction](#) are closely related. Diction refers to the choice of words in a particular situation while syntax determines how the chosen words are used to form a sentence. Most often than not, adopting a complex diction means a complex syntactic structure of sentences and vice versa. In combination, syntax and diction help writers develop tone, mood and [atmosphere](#) in a text along with evoking interest of the readers.

Syntax Examples

Syntax in Poetry

The general word order of an English sentence is “Subject+Verb+Object”. In poetry, however, the word order may be shifted to achieve certain artistic effects such as producing [rhythm](#) or melody in the lines, achieving emphasis, heightening connection between two words etc. The unique syntax used in poetry makes it different from [prose](#). Let us consider the following examples of syntax:

Example #1

In casual conversations, we can simply say, “I cannot go out” to convey our inability to go out. P J Kavanagh’s in his poem *Beyond Decoration* does not rely on merely stating a prosaic

“I cannot go out”. Rather, he shifts the syntax and says “Go out I cannot”, which lays a much stronger emphasis on the inability to go out conveyed by the word “cannot”.

Example #2

Similarly, Milton shifts words in his poems frequently. Let us analyse lines from his poem *Lycidas*:

“Thee, Shepherd, thee the woods and desert caves,
With wild thyme and the gadding vine o’ergrown,
And all their echoes mourn”

The modified word order in the above lines is Object+Subject+Subject Complement+Verb.

Syntax in Prose

Syntax affects the nature of a prose text as well. It enhances its meanings and contributes toward its tone. Quickness, decisiveness and speed are added to a text by using short phrase, clauses and sentences. Whereas, in a text where the subject matter is serious that requires contemplation, long, convoluted sentence are used to slow down the pace of a prose text.

Example #1

“That night I sat on Tyan-yu’s bed and waited for him to touch me. But he didn’t. I was relieved.”

(*The Joy Luck Club* by Amy Tan)

Example #2

“They left me alone and I lay in bed and read the papers awhile, the news from the front, and the list of dead officers with their decorations and then reached down and brought up the bottle of Cinzano and held it straight up on my stomach, the cool glass against my stomach, and took little drinks making rings on my stomach from holding the bottle there between drinks, and watched it get dark outside over the roofs of the town.”

(*A Farewell to Arms* by Ernest Hemingway)

The two syntax examples above show a distinct use of syntax. Amy Tan uses short sentences to communicate in a powerful and concise manner. Ernest Hemingway, on the other hand, uses long and complex structures to emphasize the laziness of his character.

Syntax in Shakespeare

Writing all of his plays and sonnets in iambic pentameter, Shakespeare habitually reversed the general order of English sentences by placing verbs at the end of the sentences.

Example #1

In Romeo and Juliet, he writes,

“What light from yonder window breaks?” instead of using a common expression “What light breaks from yonder window?”

Example #2

In Richard III, he deliberately reverses the word order of a sentence,

“and all the clouds that lowered upon our house buried in the deep bosom of the ocean.” into “And all the clouds that lower’d upon our house in the deep bosom of the ocean buried.”

Function of Syntax

To convey meaning is one of the main functions of syntax. In literature, writers utilize syntax and diction to achieve certain artistic effects like mood, tone etc. Like diction, syntax aims to affect the readers as well as express the writer’s attitude.

Linking words

Categories of Linking words

Addition	These connectors link additional facts or points. (e.g. and, as well, moreover, furthermore, in addition, moreover, firstly, secondly, thirdly ..., finally, equally important).
Cause	These show that one point is a cause of another (e.g. because, since, seeing that, etc.).
Result	These connect a cause with a result or effect (e.g. so, therefore, thus, hence, consequently, as a result, etc.).
Contrast	These show an opposition to the main idea of the sentence (nevertheless, still, but, yet, in spite of, although, however, etc.).
Time sequence or order of points	Connectors signalling the start (to begin with, in the first place, secondly, finally, meanwhile, subsequently, etc.).
Comparison	(likewise, similarly, in comparison, in the same way).
Making illustrations	(For example, that is, for instance, to illustrate, in fact, in other words).
Summarise or conclude	(To sum up, in summary, in conclusion, on the whole, in short, thus it may be seen that).

Tense in narrative

- Finite verbs- are complete and can take inflections of tense
 - A **finite verb** (sometimes called main **verbs**) is a **verb** that has a subject, this means that it can be the main **verb** in a sentence. It shows tense (past / present etc.) or number (singular / plural). For example:-
 - *I live in Germany. (I is the subject - live describes what the subject does - live is a finite verb).*
- Non- finite verbs- do not take tenses
 - A non-finite verb has no subject, tense or number. The only non-finite verb forms are the infinitive (indicated by to), the gerund or the participle. For example:-
 - *I travelled to Germany to improve my German. (To improve is in the infinitive form).*
- There are eight verb tense forms. For example, for the verb 'eat' (using 'he' as subject) we have the following possibilities:
 - He eats (present simple)
 - He has eaten (present perfect)
 - He ate (past simple)
 - He had eaten (past perfect)
 - He is eating (present progressive)
 - He has been eating (present perfect progressive)
 - He was eating (past progressive)
 - He had been eating (past perfect progressive)
 - All the above are in the **active** voice.

Summary of types of texts and their social purposes

Genre/text type	Social purpose	Generic stages	Language features
Personal recount	To retell a sequence of events in the narrator's life	<ul style="list-style-type: none"> • Orientation • Record of events • (reorientation) 	<ul style="list-style-type: none"> – past tense – temporal adjuncts – declarative mood – personal pronoun
Biographical recount	To retell the events of a person's life	<ul style="list-style-type: none"> • Orientation • Record of events • (evaluation of a person) 	<ul style="list-style-type: none"> – past tense (present tense can be used for effect) – temporal adjuncts – declarative mood – third person pronoun <i>he/she</i>
Narrative	To tell a story	<ul style="list-style-type: none"> • Orientation • Complication • Evaluation • Resolution 	<ul style="list-style-type: none"> – past tense – temporal adjuncts – declarative mood
Procedure	To give instructions	<ul style="list-style-type: none"> • Goal • Material • Steps (1–n) 	<ul style="list-style-type: none"> – Present tense – Adjuncts of place – Imperative mood

Genre/text type	Social purpose	Generic stages	Language features
Discussion	To consider different perspectives on an issue	<ul style="list-style-type: none"> • Issue • Arguments for • Arguments against • (positions) 	<ul style="list-style-type: none"> – present tense (and past where appropriate) – declarative mood (some use of interrogatives in spoken mode) – modality – generic nominal groups
Explanation	To explain how something works	<ul style="list-style-type: none"> • Identification of phenomenon • Explanation sequence 	<ul style="list-style-type: none"> – present tense – declarative mood – generic nominal groups – causal and temporal connectors

UNIT 2: LANGUAGE AND MEANING

- Intonation – completely changes the meaning of a sentence or phrase
 - Refers to the way in which voice rises when speaking (high pitch)
 - Refers to the way in which voice falls when speaking (low pitch)
- Intonation in speech is to stress and emphasise specific work, sentence or phrase in order to highlight an idea/ point of view

1. I did not write the exam yesterday.
By stressing the personal pronoun 'I' the speaker is drawing our attention to the fact that s/he did not write the exam that was scheduled for yesterday, but others or other students did.
2. I **did not** write the exam yesterday.
In this case, the emphasis is on the verb tense '**did not**' suggesting that if the listener thought that speaker wrote the exam yesterday, s/he actually didn't.
3. I did not **write** the exam yesterday.
Giving emphasis to the verb '**write**' implies that instead of writing the exam yesterday, the speaker did something else instead or was involved in another project.
4. I did not write **the** exam yesterday.
By stressing the definite article '**the**' in this sentence would mean that the speaker wrote the exam yesterday, but not the one that the listener is thinking of. S/he wrote a different exam.
5. I did not write the **exam** yesterday.
In this example, the speaker is highlighting the noun '**exam**' to say that s/he did not write the specific exam in question but wrote something else. Perhaps s/he wrote a book instead.
6. I did not write the exam **yesterday**.
Giving emphasis to the noun '**yesterday**' would mean that the speaker actually wrote the exam. S/he did not write the exam yesterday but on some other day.

- **Intonation** is like a 'tune' or 'melody' in the voice, used to express different shades of meaning. **Intonation** patterns are the ways speakers adjust the pitch of their voice in order to convey meaning. **Intonation** is very **important** in communication as it gives information beyond just the basic meaning of the words.

LINGUISTIC MEANING AND SPEAKER'S MEANING

- Important as it distinguishes between what is said (i.e. sentence meaning/ explicit meaning) and what is meant (i.e. what is implied, implicit/ proposed meaning)
- Difference between 2 concepts is that the former refers to the literal linguistic meaning of words sentences or phrases
- The latter has to do with the speaker's intended meaning

Linguistic meaning

- Understood as context- independent phenomenon as meaning is often conventional, predictable and obvious.
- Direct link between word, sentence/ phase and its denotation or dictionary meaning

Speaker's meaning

- Content dependent
- Comprehends what speaker means and intends to convey the listener would need to know about the purpose and context in which something is said
- Process called implicature
 - **Implicature** is mainly used in **pragmatics** to refer to that which is suggested or implied by an utterance.
- Two types of context:
 - Linguistic context
 - has to do with the meaning of individual words in relation to other words within a sentence
 - Physical context
 - Refers to the circumstances under which words are spoken or written.
 - In other words, it is necessary to know who is speaking, to whom, as well as the situation in which that particular communication takes place.

SPEECH ACTS

- Aka communicative acts
- Refers to those actions that are performed when something special is said for the purpose of accomplishing some creative goal
- Include acts such as:
 - Greetings
 - Inviting
 - Warning
 - Requesting
 - Promising
 - Ordering
 - Congratulating

- Giving orders: Be quiet!
- Making requests: Please pass me the salt.
- Giving information: Thabo went to school.
- Making promises: I promise to take you dancing.
- Giving warning: Do not drink and drive.
- Giving advice: You ought to start taking your health seriously.

Sentence Type	Speech Act	Functions
Declaratives	Assertion	These are statements that are mainly used to convey information.
Interrogatives	Question	These are questions and used to elicit or request certain information.
Imperatives	Orders and Requests	Imperative sentences are directives used mainly to ask for something or tell someone to do something.
Exclamatives	Command	Exclamations are used to express an opinion about a situation or a strong feeling about something.

- Can be divided into:
 - Direct speech
 - Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.
 - Indirect speech
 - Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

SENSE AND REFERENCE

- Crucial components