

Tutorial Letter 201/2/2018

Applied English Language Studies: Further Explorations

ENG2601

Semester 2

Department of English Studies

CONTENTS

1. Feedback on Assignment 01.
2. Examination guidelines.

BAR CODE

Dear Student

Thank you for submitting your first assignment. While a number of you dealt competently with the questions and provided well- substantiated responses, others found them quite challenging. You were not instructed to respond in essay format for any of the questions, therefore there will be no penalty for not having introductions and conclusions in the different responses.

For this assignment you were referred to some chapters in the prescribed book to enhance your response to the question. How this was applied varied from student to student. What is important to note is that any secondary source should not become the dominant voice in your response, but should rather be used to augment your argument and should be properly cited. You were also referred to Study Units 1, 2, 3, 4 and 6 in your Study Guide before attempting the assignment. It was important that you do all the activities in these Study Units to establish a sound understanding of how the structure and language used in the different texts create meaning and purpose.

This was your first question:

Question 1: Cohesion

In a response of approximately 400 words (approximately one typed page) discuss how **lexical cohesion** is used to **establish the context, promote cohesion and convey meaning**; in the text below.

Text A

You might still be hazy on the latest anti-tobacco legislation, but it's been passed and is steadily being enforced. Get used to obeying the law - the penalties are no joke:

- You can't buy or sell tobacco products if you're under 18.
- Sweets and toys that look like tobacco products are banned. *Those sugar cigarettes in cute just-like-the-grownups packaging that many of us played with as kids are a rapidly fading memory. Children learn by example.*
- No more than 25% of a public place (building or transport e.g. train) can be designated a smoking area. That area needs to be physically isolated from the rest of the interior i.e. it needs to be enclosed and the smoky air vented to the outside. (This law's been around for years now, but plenty of restaurants still flout it.)
- Coming soon: graphic health warnings like these on tobacco packaging, rules to keep smoking away from entrances to buildings, and restrictions on smoking in sports stadiums, railway platforms, bus stops and outdoor dining areas.

Adapted from:

<http://www.health24.com/Lifestyle/Stop-smoking/Tools/Are-you-ready-to-quit-smoking-20130205>

30 Marks

The following is what we expected from you:

- Give responses that reveal the **specific context** and not just generic responses that are just a regurgitation of the study guide, e.g. collocation establishes context. Such responses scored a low mark for not specifying the context of the given text.
- Unique responses. Credit was given for clear explanations of how meaning is conveyed, e.g. establishment of context, sustaining cohesion, coherence

Students who simply identified and labelled, i.e. giving a few examples and naming the cohesive device they belong to (e.g. the writer uses repetition, for example “tobacco”), scored a low mark for content.

What follows below is a sample response on how you could have responded to the question. Some devices may have been omitted, however those who did discuss the omitted devices convincingly were duly credited.

Sample Response

The writer uses collocation to establish the context of the text. Words such as “legislation”, “passed”, “penalties”, “enforced”, “law”, “banned”, “flout” and “restrictions” (use discretion there may be others) to indicate that this text is about laws that have been passed. Repetition of the word “tobacco” and related words such as “smoky”, “cigarettes” and “smoking”, creates cohesion in the text and clarifies that the main subject relates to tobacco/smoking. Combined with the lexical chain relating to law, the full context becomes clearer that the text is about laws that have been passed to restrict the smoking of cigarettes.

Synonymy also enhances the establishment of context, however it lends itself more towards cohesion. For the context to be established in a manner that is not excessively repetitive, the writer uses synonymy such as, “kids” and “children”, “tobacco products” and “cigarettes”, “legislation” and “law”. In this manner the logical flow of the text is maintained, yet the key words have been varied and meaning has been retained, thus cohesion is achieved.

Antonymy has been used to convey different meanings in the text. The first pair is “obeying” and “flout”. This pair clarifies that although there is a law in place that needs to be obeyed, some businesses do not comply and they still flout it. “Buy” and “sell” as the next pair clarifies the extent of the restriction. Not only is buying restricted for people under 18, but selling of tobacco products is also restricted for them. The third pair of “children” and “grownups” alludes to habits that children pick up from adults, among those is smoking. It is reiterated by the writer stating that “Children learn by example.”

This was your second question.

Question 2: Language and Meaning

Question 2.1 Homonyms and Ambiguity

Study the headings below from different fictitious publications. In two paragraphs (approximately 200 words) discuss how the use of homonyms creates ambiguity. Your response should clarify the possible interpretations implied by the context in each case.

**Does your wife cook
well?**

Cannibal Gazette

**Rash on baby
mushrooms overnight.**

Your Health Gazette

10 marks

Marks were awarded for the ability to identify the homonym (word) that leads to ambiguity, the discussion of the possible interpretations and correct language usage. Below is a sample response.

Response

In the first heading, the word “cook” is the homonym that leads to ambiguity. The intended message is discerned from the publication title “Cannibal Gazette”. The mention of a cannibal, someone who eats other human beings, leads to ambiguity as one may think that the intention is to know whether one’s wife becomes well-cooked to make a tasty meal. The other interpretation could be that someone is asking about the wife’s ability to cook.

In the second heading the words “baby” and “mushrooms” lead to ambiguity. The gazette is meant for health, which could be the babies’ or adults’ health. The interpretations thus become first, a warning that if your baby (child) has a rash, it will increase (mushroom) overnight. The second interpretation could be that baby mushrooms – vegetables – can get a rash (assumption of some bacteria) overnight and may not be suitable for consumption.

This was the second part of Question 2.

Question 2.2: Language Systems

Study the text below carefully. Write a response of two paragraphs (approximately 200 words) in length, explaining how the writer uses **adjectives** to persuade the reader that the **effects of alcohol consumption are worse than those of cigarette-smoking**.

Text B

Thousands die from alcohol-related diseases every year. Moreover, compared to cigarettes, the effects of alcohol are worse because it destroys self-esteem and dignity before killing. This personal degradation and the accompanying family destruction does not generally occur with tobacco. Banning advertising of cigarettes has markedly reduced smoking and smoking-related illness. There is no reason for taking a different approach with alcohol.

<https://www.theguardian.com/commentisfree/2009/oct/19/alcohol-worse-than-cigarettes>

20 marks

*We understand that students have varied ways of explaining, therefore credit was given to well-substantiated responses on the use of the adjective **in this context**. Below is a sample response, which is not exhaustive; relevant, well-substantiated arguments were duly recognised.*

Response

The writer uses adjectives to persuade the reader that effects of alcohol consumption are worse than those of cigarette-smoking. In using “thousands” (in plural form) the writer is using a shock factor by indicating the large numbers who die because of alcohol. By not giving a specific number the reader is left to guess whether people who die are just one person short of a million or less. The next adjective is the compound “alcohol-related” which clarifies the cause of death – it is evidently not cigarette-related. The adjective “every” in “every year”, describes frequency to add to the initial shock. The conclusion is that the death of these thousands of people is not a once-off occurrence but it is regular. Which could mean millions die every decade. Up to this point nothing has been said about the deaths caused by cigarettes.

The use of “worse” when comparing the effects of cigarettes to those of alcohol, indicates that cigarettes are better. Other adjectives such as “personal” and “family” in “personal degradation” and “family destruction” justify the writer’s claim on the effects of alcohol, indicating the extent of the ensuing damage. Not only does it shame the person who drinks (indicated by personal), but it further affects (destroys) the family. When the writer changes to focus on cigarettes, the adjectives used are associated with parts of the statement that demonstrates improvement, e.g. “smoking-related” refers to illnesses that have been reduced since the banning of cigarette advertisement. Even “different” in the last sentence is associated with change that should be brought to alcohol to reduce its adverse effects.

Question 3: Rhetorical Analysis

Perform a close study of Text C and Text D below.

Text C



Are you or your loved one struggling with **alcohol** or any **drug addiction** problems?
LET US HELP YOU

CLEARVIEW CLINIC OFFERS TREATMENT FOR INDIVIDUALS STRUGGLING WITH Heroin - Dagga - Nyaope - Alcohol - Cocaine - Other self-destructive habits

Youth Units Available

We invite you to call us for help

CLEARVIEW CLINIC
DRUG AND ALCOHOL REHABILITATION CLINIC

072 399 9326
TEL: 012 819 1422 | 061 424 1939

Plot 79, Bona Ave, Kamelbitt East, 8015
email: clearviewclinic@hotmail.co.za
info@clearviewclinic.co.za
Tel: 086 668 5962
www.clearviewclinic.co.za

Rekord North, (2017). Clearview Drug and Alcohol Rehabilitation Clinic.

Text D**"Chandelier"**

Party girls don't get hurt

Can't feel anything, when will I learn

I push it down, push it down

I'm the one "for a good time call"

Phone's blowin' up, ringin' my doorbell

I feel the love, feel the love

1, 2, 3, 1, 2, 3 drink

1, 2, 3, 1, 2, 3 drink

1, 2, 3, 1, 2, 3 drink

Throw 'em back, till I lose count

I'm gonna swing from the chandelier, from the chandelier

I'm gonna live like tomorrow doesn't exist

Like it doesn't exist

I'm gonna fly like a bird through the night, feel my tears as they dry

I'm gonna swing from the chandelier, from the chandelier

<http://www.azlyrics.com/lyrics/sia/chandelier.html>

- 3.1** In a well-structured response of approximately 250 words compare and contrast the writer's use of structure to convey the purpose of each text.

20 Marks

*It was not enough that students were able to compare and contrast the use of the indicated elements, they needed to **further explain how these convey the purpose of each text**. Candidates who did not discuss this latter part lost marks for Content. This also impacted on the Language mark. A candidate who failed to adhere to this part of the instruction demonstrated limited understanding of the instruction, therefore could not be awarded an excellent Language mark.*

Below is a sample response, which is not exhaustive; relevant, well-substantiated arguments were duly credited.

Sample Response

Although Text C is an advertisement and Text D is a song, therefore presented differently, there are still some similarities. The purpose of the advertisement is to persuade the reader to use the services of the rehabilitation clinic, which are provided by Clearview Clinic. The aim is to help people overcome their addiction to drugs and alcohol. The purpose of the song, however, is different from the advertisement. It is a vocalisation of someone's inner thoughts about how alcohol helps her to cope with life's pressures. Both texts follow **a logical sequence (the build-up)**. The song builds up from stifling emotions to drowning them in alcohol and acting recklessly when the singer is intoxicated. The singer's thoughts about life's coping mechanism through alcohol are reflected in this build-up – she would rather not face the pressure. The advertisement also builds up from asking about your struggles, to offering help and eventually prompting you to make contact. The question, is meant to draw those already experiencing challenges due to alcohol and drug addiction, because they could respond with a “yes”. The offer for help holds the interest of the reader, it could also evoke emotions of relief for the sufferer on the realisation that s/he is not alone and help is at hand. This realisation will create a desire for the service, which the build-up encourages by prompting the reader to call. The reading sufferer is pushed to take action in the last part of the advertisement, through the imperative to call. Even if the reader is not the one affected, if s/he knows of someone who is affected, the reader may contact the sufferer and inform him/her of the services offered by Clearview Clinic.

The structural differences are in the layout. The advertisement although building-up as previously mentioned, can still be read from any part, which is a characteristic of advertisements as a genre. The song on the other hand is progressive and is therefore meant to be sung from the beginning. It is also written in poetic style with verses instead of blocks of information. This is also characteristic of song lyrics presentation. The advertisement, on the one hand, explicitly targets a certain sector of the society that is affected by drug or alcohol dependence evidenced in the collocation of the following words “drug, addiction, rehabilitation, alcohol, treatment, help and clinic”. The layout, therefore works persuasively as it would be convenient for someone who is already troubled by addiction (self or family) not to have to read bulky information. The fact that it can be read from any part, as it is in blocks, adds to this convenience. The reader can jump to the part that s/he finds most useful, in addressing the problem, e.g. the name of the

clinic and the phone number. The song, on the other hand, implicitly appeals to people who may have or wish to have the same lifestyle as the singer. It is not meant as an advertisement, however through its lyrics a vivid image of a carefree lifestyle is painted and for those who wish for the same lifestyle, the song has appeal. Party girls in particular may relate to the progressive nature of the song as it imitates the effect of alcohol when one drinks, from the initial kick, to the buzz of intoxication that can make one metaphorically “swing on the chandelier”.

This was the second part of Question 3

3.2 In a response of approximately 250 words compare and contrast the use of diction (choice of words) in the given texts, to establish each writer’s attitude to alcohol.

20 Marks

*For Content, it was not enough that students were able to compare and contrast the use of the indicated elements, they needed to **further explain how these have been used to establish the writer’s attitude to alcohol in each text.** Candidates who did not discuss this latter part lost marks for Content. This also impacted on the Language mark. A candidate who failed to adhere to this part of the instruction demonstrated limited understanding of the instruction, therefore could not be awarded an excellent Language mark.*

Below is a sample response, which is not exhaustive; relevant, well-substantiated arguments were duly acknowledged.

Response

In Text C there is an implication of criticism towards alcohol and drug use that can be discerned from the writer’s connection of “drugs”, “alcohol” and “struggling” which has been repeated. Through the repetition of these words the writer makes a connection between struggles and the two substances, positions the reader to feel that it is a bad combination, to be avoided. Even the picture in the advertisement shows people who are like hobos and that leads to the assumption that it is the negative result of drug and alcohol use. The writer is again engaging a cause and effect approach through the visual, reiterating the point already alluded to on the connection of the substances to suffering. The visual image is more persuasive than text and the writer includes it to drive his criticism home to the reader. The writer further states “other self-destructive habits”, destruction being the keyword that reflects criticism of these habits. In Text D, however, there is implication of alcohol promotion, found in the repetition of “123,123 drink” and is emphasised in the line “Throw ‘em back, till I lose count”. The repetition shows how the singer consumes many drinks and the lyrics state that she loses count. Such statements have the potential of glorifying alcohol, therefore encouraging its consumption.

Further instances that indicate alcohol promotion are found in the following “swing”, “fly” and “bird”, which in this context creates poetic devices such as metaphor and simile. Swinging on the chandelier can be taken literally and metaphorically to mean that the singer will even perform daring stunts to emphasise this carefree spirit. The simile in “fly like a bird” reiterates that idea of being carefree in comparing the singer to a bird that has freedom to fly. Flight could also be a metaphorical expression of escaping one’s troubles, thus further revealing the writer’s attitude of promoting alcohol. The implicit appeal in Text D is found in the reference to generalisation about “party girls”; the implied immunity of party girls to pain, which one later realises is due to alcohol consumption, may attract those who may also be experiencing pain and then seek this presented lifestyle to cope.

The similarity in diction is found in the word “call”, which appears in both texts, however the difference in the attitude is reflected in its use. In Text C, because the writer wants to prompt the audience to action, he invites the audience “to call [...] for help” in order to stop the addiction. By presenting the call as reaching out for help, the writer reveals condemnation of alcohol, where those who are using it, end up needing help. In Text D, on the contrary, the singer claims to be “the one for a good time call” and calling her will not be to stop drinking instead it will be for going on a drinking binge.

Important Notice

*After engaging with this feedback tutorial letter, it is important to **write corrections** of your response as a **remedial exercise and exam preparation**. In order to do this effectively, you need to **participate in e-tutorial classes offered on myUnisa** and use available **additional resources as support**.*

PRE-EXAM INFORMATION

The examination will be a two-hour paper. The paper will be divided into two sections as follows:

Section A: Short questions that count 50 marks

Section B: An essay for 50 marks

Total: 100

Time: Two Hours

You will be expected to answer **all** the questions.

NB: Please manage your time carefully.

We wish you all the best in your studies.

ENG2601 Team