

**A FRAMEWORK FOR TEACHING: READING IN XHOSA  
AT SECONDARY SCHOOL LEVEL**

**BY**

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## **DECLARATION**

I, the undersigned, hereby declare that the work contained in this assignment is my own original work, and has not previously in its entirety or in part, been submitted at any University for a degree.



## ABSTRACT

This study explores and portrays various ways in which reading in Xhosa can be analyzed. Learners are encouraged to see the importance of reading so that they can produce an effective communication.

A range of approaches will be employed to describe and analyze what the author or writer wants to deliver through his/her message. Various types of descriptions and analyses of texts are explored in order to demonstrate the importance of reading. Important proposals advanced by Davies (1995) in her framework of hierarchical levels of text analysis are employed in showing that Xhosa reading can be analyzed in terms of this framework. This study aims at demonstrating the success of adopting the Davies framework for the learning and teaching of reading in Xhosa.

Different examples of articles are examined from the Xhosa Bona Magazines. Six articles about Tourism promotion are demonstrated in an analysis using Davies' (1995) hierarchical levels of describing and analyzing texts.

The seven specific outcomes for the **language, literacy and communication** learning area as specified in the Outcomes-based education (OBE) curriculum are discussed in relation to the teaching and learning of reading. The tourism promotion articles used in demonstrating the learner – centered approach underlying outcomes-based teaching. One of the aims of the Outcomes-based curriculum is to enhance learner participation in learning language including reading. The teaching of this kind of reading skills necessitate an understanding of how learners respond and understand texts when reading.

The analyses undertaken for the Xhosa texts are important, because they demonstrate the foundation for successful teaching and learning of reading in Xhosa.

## OPSOMMING

Hierdie studie ondersoek en gee 'n voorstelling van verskillende wyses waarop leestekste in Xhosa ontleed kan word.

'n Verskeidenheid benaderings sal oorweeg word in die beskrywing en analise van die inhoud wat die skrywer wil oordra in sy/haar skryfwerk. Verskillende tipes beskrywings en analyses van tekste word ondersoek ten einde die belangrikheid van leesvaardigheid te demonstreer. Belangrike voorstelle soos aangetoon deur Davies (1995) in haar raamwerk van hiërargiese vlakke vir teksanalise word aangewend ten einde aan te toon dat Xhosa leestekste ontleed kan word in terme van dieselfde raamwerk. Hierdie studie het dus as doelstelling om die sukses te demonstreer van die aanvaarding van Davies se raamwerk in die onderrig en leer van leesvaardigheid in Xhosa.

Verskillende voorbeelde van artikels word ontleed van die BONA tydskrif. Ses artikels oor toerisme promosie word gedemonstreer en ontleed in terme van Davies se hiërargiese vlakke vir die beskrywing en analise van tekste.

Die sewe spesifieke uitkomstes van die **taal, geletterdheid en kommunikasie** leerarea soos gespesifiseer in die Uitkoms-gebaseerde onderwys kurrikulum word bespreek met betrekking tot onderrig en leer van leesvaardigheid. Een van die doelstellings van die uitkoms-gebaseerde kurrikulum is om leerders se deelname in die leerproses te vergroot, insluitende die leesproses. Die onderrig van hierdie tipe leesvaardighede noodsaak 'n begrip van hoe leerders tekste verstaan wanneer hulle lees.

Die analises wat gedoen is en die studie is belangrik aangesien dit die basis demonstreer van suksesvolle onderrig en leer van leesvaardighede en Xhosa.



## ISICATSHULWA

Esi sifundo sinika sikwabonisa ukuba ufundo lwesiXhosa njengolwimi lwesibini luyangqamana nemigaqo eyenziwa ziingcali zolwimi zaphesheya. Abafundi bakhuthazwa ukuba babone ukubaluleka kokuba ubani athi xa efunda abe eneenjongo khon'ukuze oko akufundayo kube semgangathweni akwazi ukukusebenzisa.

Iindlela ngeendlela ezisetyenzisiweyo ngababhali ukuphuhlisa into afuna ukuyibhala zibonisiwe. Amanqanaba ngamanqanaba obhalo nengcaciso aqwalaselwe ngenjongo zokubonisa ukubaluleka kweziqendwana. Iingongoma ezibalulekileyo nengcamango eziza noDavies zichaziwe, zithelekiswa kananjalo ukuba isiXhosa esi sikufanele na ukuhamba ngale migaqo. Oku ke kwenza ukuba abafundi bangafumani bunzima ekufundeni isiXhosa. Eli ke ligalelo elinjongo zingqamane neziphumo ezizizo ukuze kufumaneke impumelelelo kufundo nofundiso lolwimi lwesiXhosa.

Umzekelo wokufundwayo ucatshulwe kwiXhosa Bona Magazine. Apha ke kusetyenziswa imizekelo emi – 6 engotyelelo ezidolophini ezahlukeneyo kuba nazo zohlukile ngendlela eziloba ngazo abakhenkethi. Kwisiqendwana ngasinye kuxoxiwe kwathelekiswa kuzanywa ukubonisa okanye ukuphuhlisa ingcamango zikaDavies malunga nocaciso lwesiqendwana.

Icwecwana eliqulathe iziphumo ngomntwana iOBE lisetyenzisiwe laxoxwa kuzekeliswa ngezicatshulwa ezingotyelelo okanye ukhenketho. Ukusetyenziswa kweli cwecwe leOBE kuzanywa ukuboniswa ukuba umntwana uyakwazi na ukuziqondela, azimele, asebenzise ingqondo ngokuzimela yedwa. Zonke ezi zinto zibandakanyiweyo apha zibalulekile ngohlobo lokuba zenza isiseko, zibumba umntwana ukuba akwazi ukuzimela eqiniseke xa, efunda isiXhosa.

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# CHAPTER 1

## INTRODUCTION

### 1.1 AIM AND PURPOSE OF THE STUDY

The aim of this study is to investigate how Xhosa texts can be analyzed in accordance with Davies's (1995) hierarchy of five levels of text as a framework. These five levels relate to discourse type and genre, rhetorical function and pattern, textual units, text coherence and cohesion and lexical (word) choice. The study will demonstrate framework for the analysis and description of text with respect to the Xhosa Bona Magazine articles 1 to 6, describing and examining these articles by employing the framework for reading advanced by Davies (1995).

The study will secondly relate the framework of the analysis and description of text with the Specific Outcomes in the outcomes-based curriculum (see Appendix B), to see if the framework is appropriate in accomplishing the kinds of reading skills that can be employed in language learning processes.

The study assumes that the genre approach to the teaching of reading and writing is the most appropriate approach since it represents texts as communicative events characterized by a set of communicative purposes. The author of a book or magazine has a purpose in writing the text. The aims of the writer are, for instance to inform, persuade or instruct. A broader approach to the analysis of genre is assumed in this study. According to Bathia (1993) various genres display different constraints on allowable contributions in terms of their intent, positioning, form and functional value. This means that although the writer has considerable freedom to use linguistic resources in any way he/she likes, he/she must conform to certain standard practices within the boundaries of a particular genre. Bhatia (1993) points out that it is possible for a specialist to exploit the rules and conventions of a genre in order to achieve special effects or private intentions, as it were, but he/she cannot break away from such constraints completely without being noticeable odd. This is one of the main reasons why most of us are able to distinguish a personal letter from a business letter. Not only members of the specialist community notice any mismatch in the use of generic resources as odd, but also by the good users of the language in general. It may be the result of the use of some specific lexico-



grammatical resources, certain kinds of meanings associated with specific genres, the positioning of certain rhetorical elements or even special meanings realized through certain rhetorical elements as even special meanings realized through certain expressions typically associated with only a restricted number of genres.

The study will also investigate the Bona texts in Xhosa as regards the aspect of discourse competence, which conforms to the norms of different genres e.g. business letters, a scientific essay in terms of the underlying communicative competence, which describes the ability to produce, unified written or spoken discourse that shows coherence and cohesion. Davies (1995) points out that for practical purposes, it is more useful to think of discourse types as representing classes of genre. Christle (1985a) argues that the important purpose of teaching genres is to enable pupils to participate fully in their social environment. Once the learners are able to handle genre of spoken and written communication then they will be able to communicate effectively.

The genre-based view of language teaching has much to offer because it provides a highly practical method of describing language. Genre is also seen as the all-important purpose and form of a communication act. For instance, in the Xhosa Bona Magazine articles analyzed in this study invites the writer the tourist to certain tourist destinations. The text has a certain purpose and a specific generic form. Writers use language which is appropriate to their purpose and, therefore, to the form of genre they have chosen. Most of the writers operate well within a broad range of generic rules and conventions.

In more general terms a working knowledge of genre enables the teachers to be in a better position to make decisions about the book they select for their learners to read. Teachers are more able to review whether authors have expressed their meanings appropriately. This has been demonstrated in Chapter 4, where the OBE document will be analyzed reading to relate the framework for reading the text with the elements of the genre-approach to teaching.

Genre is seen as having a further purpose that of a language awareness, empowerment and literacy. Language awareness relates to the development by learners of the fuller conscious awareness as a result of explicit teaching of language itself as both a system (structural knowledge) and as a social and cultural phenomenon (functional knowledge). This language awareness is discussed in Chapter 4 with reference to the Xhosa Bona



Magazine articles (Appendix A), where the performance of the learners indicates their achievement of in reading the text.

Critical language awareness of language usage is also an important factor because it refers in particular to the development of skills of reading language, for what, it reveals and conceals of social cultural and ideological practices in a wide range of spoken and written text. This is demonstrated and achieved in the Outcomes-based document (Appendix B) in the Specific outcome (SO) 2.

One important factor in empowering language learners is, according to Davies, to treat language not simply as a neutral code to be learned and used but as a medium for expression of social and ideological meanings. The more pupils can be encouraged, by carefully considering particular linguistic choices, to see through language to alternative ways of shaping reality the less therefore, are they themselves likely to be used by language. The development in lessons of knowledge about language or in critical language awareness leads to an empowering critical literacy, a set of critical analytical skills to be set alongside skills in using the language for a wide range of purposes. The Outcomes-based Curriculum has the rationale that language and language learning empower people to make meaning, negotiate meaning and understand the relationship between language and power and influence relationships through this understanding and to communicate in different context by using a range of registers and languages varieties and use standard forms of language where appropriate.

The notion of literacy is described in the Outcomes-based Curriculum with respect to the Specific outcomes (SO) 1-7. Literacy can be defined as a set of skills consisting almost exclusively of the ability to read and write in a basic mechanical sense of the word. These skills are treated as essentially autonomous and cognitive and, in many practices, are evaluated accordingly by means of decontextualised test such as reading single words in isolation from other words or inserting single words or phrases into gaps left in sets of individual and unrelated sentences.

Davis argues, in summary, that each genre is an instance of successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources. Since each genre, in certain important respect, structures the narrow world of experience or reality in a particular way, the implication is that the same



experience or reality will require a different way of structuring, if one were to operate in a different genre.

We shall focus on examining the five Davies's hierarchy of levels of text as a practical framework for integrating these diverse descriptions.

## 1.2 THEORETICAL FRAMEWORK

In trying to study the reading processes, Davies (1995) introduces the notion of models of reading and tries to answer the basic question of what goes on in the visual system and brain during the process of reading. Davies points out, that one attempt to answer this question is through the formulation of abstract models of the reading process. She firstly defines the concept of the model of the reading process by stating that it refers to a formalized, usually visually represented theory of what goes on in the eyes and the mind when the readers are comprehending or miscomprehending text. The model is characterized as a systematic set of guesses or predictions about hidden process, which are subjected to testing through experimental studies.

Davies considers two models of reading, the bottom-up model of reading process and the top-down model of reading process. In bottom-up model she provides the following description:

- (a) Eye look
- (b) Letters identified and sounded out
- (c) Words recognized
- (d) Words allocated to grammatical class sentence structure
- (e) Sentence give meaning
- (f) Meaning leads to thinking

According to Davies (1995), the bottom-up model reflects certain approaches to the teaching of reading such as phonic-based approaches, in which the sequence of instruction is intended to reflect the assumed sequence of processing from letters to sounds, to word, to sentences and finally to meaning and thinking.



Davies also considers the other alternative ways of presenting the process of reading. She mentions the top-down model as one of the alternative models of reading in which the processing sequence is almost the reverse of that above. The Top-down model is characterized by the following features:

- (a) Eyes look
- (b) Thinking-predictions about meaning
- (c) Sample sentence as a whole to check meaning
- (d) To check further, look at words
- (e) If still uncertain study letters
- (f) Back to meaning predictions.

With regard to the top-down model of reading, Davies argues that this model includes thinking and meaning at a very early stage, and the processing sequence proceeds from the predictions about the meaning to attention to progressively smaller units. Davies states that the top-down model may appear to capture something of the essence of our own experience of reading. She mentions that these two contrasting models of the reading process have been influential to Gough's (1972) bottom-up view of the reading process and Goodman's (1969, 1970, 1975, 1988) model, representing a top-down picture of the process. Davies states that Gough's model characterizes reading as being rather laborious and that implies that teaching of reading should reflect the sequential processing of a bottom-up model of reading. She maintains that models like Gough's are used to support phonic approaches to the teaching of reading which focus attention on letter-to-sound correspondence at the expense of other sources of information.

According to Davies, Goodman (1969, 1970, 1975 and 1985) pays minimal attention to letter-sound correspondences and place their emphasis on higher order sources of information. Davies argues that Gough's model was based on studies of fluent adult readers and Goodman's model was based on the study of beginning first language readers. Davies also considers Rumelhart's interactive model. She states that they intend to seek the recognized bottom-up and top-down processing model. Davies points out that the interactive model was proposed by Rumelhart (1977) with the objective to propose an alternative to serial, bottom-up models by incorporating the possibility of parallel processing that is the simultaneous processing of information from more than one source.



According to Davies, Rumelhart's process of reading begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Thus reading is at once a perceptual and cognitive process. Moreover, a skilled reader must be able to make use of sensory, semantic and pragmatic information to accomplish his task. Davies maintains that these various types of information appear to interact in many complex ways during the process of reading. Davies mentions that Rumelhart's model starts with graphical information being registered in a Visual Information Store (VIS). A feature extraction device operates the graphic input on. These features are then fed into the pattern synthesizer, which has access simultaneously to information about orthography, syntax, lexis and semantics. She argues that all sources of knowledge come together at one place and the reading process is the product of the simultaneous joint application of all knowledge sources. Davies maintains that an interactive model lends support to the importance in beginning first language reading of encouraging learners to become sensitive to all sources of information rather than relying on one source. This, according to Davies, adds weight to the role in the beginning reading, of miscue analysis and of mixed methods of teaching.

Considering models of reading Davies proceeds by looking more closely now at the basic resources for reading, the text, which students can select for reading in the classroom and which can be analyzed as the basis for designing reading activities. She maintains that text is given a central importance and is seen to be the variable (together with task) that will most strongly influence the motivation to read the approach to reading and the type of reading adopted.

According to Davies, there are different ways of describing texts and different approaches to the analysis of the structure, function and language of different texts. Davies firstly defines a text as defined by Halliday and Hassan (1976) as a unit of language in use and it is not defined by its size. A text is best regarded as a semantic unit – a unit not of form but of meaning. A text has texture and that is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment.

Davies proposes a hierarchy of levels of text as a practical framework for integrating the diverse descriptions of texts. She identifies five hierarchical levels of text, namely:



- (a) Discourse type/genre
- (b) Coherence and cohesion of text
- (c) Rhetorical function and patterns
- (d) Textual units
- (e) Lexical (word) choice (as expression of communicative or social purpose)

In Davies's proposed hierarchy, discourse type is the term which is given to the description of text through reference to the general rhetorical goals e.g. description, exposition, persuasion, or literary-poetic, or didactic texts. Davies states that discourse is defined as class of genres. Discourse type labels can be applied to a very wide range of classes of text or genres and also to different parts of the same text. Genre, according to Swales, is the term used in literacy pedagogy to connect the different forms text takes with variations in social purposes. Davies and Swales describe genre as social purposes and processes. Davies recognizes genre as a product as well as process. For example, publicity leaflets can be considered as genre with the social purpose of promoting a product etc. and this in turn can be described as the discourse type "persuasive".

Davies examines the properties of coherence and cohesion of the text. Davies states that a coherent text has structure in that the sentences are ordered according to a recognizable chronological sequence and with respect to the clause relation of cause and effect. A coherent text has texture in that there are clear linguistic links between sentences. Cohesion, according to Davies, refers to how the selection of certain related words contributes to the overall function of other texts. The feature of cohesion derives from the fact that there is a range of different ways in which words are related to each other to create meaning and establish links and connections across sentences.

In rhetorical function and pattern, Davies states that texts have also been described through reference to their perceived rhetorical function and given descriptions such as persuasive, descriptive, or expository properties. She points out that these labels refer to the broad social or communicative goals of the writer. She observes that there are more specific lower level rhetorical labels, such as cause-effect, comparison-contrast, argument-exemplification, which are used to describe short stretches of text. Davies points out that amongst the rhetorical patterns identified to date, are the matching pattern (contrast and compatibility) general-particular pattern (generalization – example and preview-detail) and the problem-solution pattern.



Davies defines the textual unit as a part of a complete text that serves a specific communicative function within the text, which is reflected in the position it occupies within the text. In Davies, three types of textual units are proposed, namely interactive unit, organizational unit and topical or informing units. Davies observes that language choice is seen as a reflection of communicative purpose. Davies maintains that it is the language of the text that tells us about the function of the text. Davies points out that the choice of elements in the first position in the sentence or clause tells us what is going on. She observes that the choice of verbs also helps or suggests interaction between reader and writer. She maintains that the writer's goals are revealed through the choice of verbs of intention, infinitive form, future verbs and verbs describing action or states etc.

This theoretical framework of Davies's description and the analyzation of text is examined or described fully in Chapter 4 in analyzing the Xhosa magazine Articles. In Chapter 4 the hierarchy of five level of text are employed and examined widely.

### **1.3 READING BEHAVIOUR**

Davies observes that for all readers the experience of reading provides an opportunity to explore and relate to a wider world than one's own. She points out that reading extends social, cultural and academic horizons and is in part determined by and gives rise to, affective responses to text as the reader interacts with the writer. She also suggests that reading contributes both positively and negatively to the growth of the reader's self-concept. Davies maintains that social, affective and cultural factors play a major role in influencing readers' selection of text, their interaction with text and their concepts of themselves as readers and non-readers. She points out that the features of text to which different readers respond clearly play an important part in learning from text whether such learning is about language or about the world. Wallace's (1992) contribution in reading behaviour points out that the reader roles are not only personal and private, but are indicative of membership of the wider society, or a social grouping or community. Wallace maintains that there is not just a single club of readers but rather many clubs, and that as individuals. One belongs to a number of these, depending on various social identities.

According to Wallace (1992), a person's reading behaviour is categorized in terms of class, education and age. Wallace points out that literacy events are influenced by social roles sanctioned by the particular social group to which the participants belong. She



observes that reading involves not merely the interpretation of a text in its physical environment, but the interpretation of the whole situation in which the readers encounter it. Wallace points out that reading of text is closely tied not only to social convention, personal habits, and immediate purpose, but may also be linked to factors such as time and place. Wallace observes that, behind a particular text in its immediate and institutional context, lies a complex set of values, belief knowledge and expected behaviours, which are part of, shared culture of its author or authors and its intended reader. Davies observes that across cultures and throughout history the most visible evidence of reading behaviour is oral reading that is reading loud. According to Davies one is able to listen to a reader when reading loud and the reader can be seen and heard.

Davies (1995) observes that when listening to individual readers, teachers gain valuable information about how individual readers are approaching a text and about the strategies they use when confronted with difficulties. She points out that there are different behaviours in oral reading like, when listening to and observe oral reading, one quickly see that there is a great deal going on and it is difficult to record all of the observable behaviours that are manifest which include the relative speed and fluency of the reading, the degree of confidence or anxiety exhibited by the reader, the use of different strategies such as following the words or lines with a finger, regression to an earlier part of the text, or reference forward to a part of the text not read, hesitation and self-correction.

Wallace discusses the discourse and genre concepts, which provide more kinds of social meanings within texts and the kinds of resources available to readers for gaining access to these meanings. She maintains that readers recognize both genre and discourse by virtue of being members of particular sociocultural groups, that is social circumstances dictate both the genres and discourses the readers have access to. Wallace points out that genre and discourse interact in the sense that knowledge allows the reader to predict the likely occurrence of certain discourses conversely, given particular discourses or discourse feature the reader can frequently identify the genre.

#### **1.4 ORGANIZATION OF STUDY**

This study has five chapters and is organized in the following manner:



Chapter 1 contains the aim and purpose of the study. To provide theoretical background and the basis of the reading processes the theoretical framework has been discussed in Chapter I, thus providing a brief description of the models of reading and the framework for the analysis of written text, for which Davies' five hierarchical levels of description of text are briefly outlined. The concept of reading behaviour is also mentioned in this chapter and certain behaviours are briefly explained from different researchers.

Chapter 2 deals with various models of reading. The concept of a model of the reading process is explicitly discussed in this chapter. Two stages of the models of reading processes are fully discussed, namely the Bottom-up or Top-down model of reading processes. These two models are seen as the ones, which play a central role in shaping teaching methods. The focus to these models is to know what goes on in the visual system and brain during the process of reading.

Chapter 3 describes a framework for describing and analyzing the text. The emphasis of this chapter is to examine different ways of describing text and different approaches to the analysis of the structure, function and language of different texts. The hierarchy of five levels of text proposed by Davies, that is discourse type and genre, rhetorical function and rhetorical pattern, textual units, text coherence and cohesion and lexical (word) choice are discussed fully in this chapter.

Chapter 4 examines the framework for describing and analyzing text using the Davies proposed hierarchical five levels of text. The actual description and analysis of Xhosa texts from the Xhosa Bona Magazine is applied and demonstrated fully by employing Davies's five hierarchical levels of text for describing and analyzing of the text. A general overview of the outcome-based language learning and how it is related to communicative language ability is presented. In doing so, the Outcomes-based document in Appendix B, which has been adopted by the National Education Department in South Africa, is analyzed. Terms like outcome-based education, specific outcomes, range statements and performance indicators, which will be used frequently in this study. Six articles from the Xhosa Bona Magazine are described and analyzed.

Chapter 5 contains general conclusions drawn from the entire study. At the end of the study there are two Appendices. Appendix A contains the Xhosa Articles from the Bona Magazine of Tourist Industry. In Appendix B the Outcomes-based documents with 7 specific outcomes is inserted.



## **CHAPTER TWO**

### **MODELS OF READING**

#### **2.1 INTRODUCTION**

Davies (1995) points out that over the years there have been many models of the reading process. These models have undergone and are still undergoing a process of evolution, revolution and counter-revolution. This chapter will focus on the most widely held current model of the reading process as advanced by Davies (1995). According to Davies, models have a great influence on the formation of educational policies and they play a central role in shaping teaching methods. Davies observes that the most important factor to focus in reading is to know what goes on in the visual system and brain during the process of reading. She maintains that the teachers need to gain some understanding of different models and of their implications for teaching.

#### **2.2 DEFINITION OF A MODEL**

Davies (1995) defines a model as a formalized visually represented theory of what goes on in the eyes and mind when readers comprehend text. According to Davies, a model can be characterized as:

- (i) a Bottom-up model of reading, or
- (ii) a Top-down model of reading.

#### **2.3 STAGES OF A MODEL**

##### **2.3.1 The Bottom-up model of reading**

According to Davies the bottom-up model of reading process entails the following features

- (i) Eyes look
- (ii) Letters identified and sounded up
- (iii) Words recognized
- (iv) Words allocated to grammatical class and sentence structure
- (v) Sentences give meaning
- (vi) Meaning leads to thinking.

Davies points out that this kind of model provides a description of the reading process. She states that it also reflects certain approaches to the teaching of reading such as phonic based approaches, in which it is the method of teaching children to read. Children are taught to recognize the relationship between letters and sounds. They are taught the sounds which letters of the alphabet represent and then try to build up the sound of a new or unfamiliar word by saying one sound at a time. According to Davies they can also read from letters to sounds, to word sentences and finally to meaning and thinking.

### **2.3.2 Top-down model of reading process**

According to Davies (1995) the top-down model of the reading process entails the following features:

- (i) Eyes look
- (ii) Thinking-predictions about meaning
- (iii) Sample sentences as a whole to check meaning
- (iv) To check further, look at words
- (v) If still uncertain study letters
- (vi) Back to meaning predictions.

Davies observes that this model includes thinking and meaning at a very early stage. She points out that the model does pay a considerable attention to visual information and processing sequence, proceeds from predictions about the meaning to attention, to progressively smaller units. Davies points out that in the literature on the reading process both bottom-up and top-down models are represented and both have been influential in the development of policies and methods for the teaching of reading.

## **2.4 CONTRASTING MODELS OF READING PROCESSES**

There are some researchers who were involved in studying the two models, top-down and bottom-up reading processes. They came with contrasting views about these models of reading.



### **2.4.1 Gough`s bottom-up views**

Davies refers to Gough`s bottom-up views of the reading process (phonic-based method) as the one that is based on adult readers. She points out that Gough engaged the adult readers in letter and word recognition task. Gough according to Davies characterizes reading as a letter-by-letter progression through text, with letter identification followed by the identification of sounds of the letters until words, their syntactic features and then meanings are finally accessed.

### **2.4.2 Goodman`s model of reading process**

Unlike Gough`s model which is based on studies of fluent adult readers, Davies points out that Goodman`s model is based on the study of beginning L1 readers. According to Davies Goodman`s emphasis is based on predictions with minimum attention to visual decoding. Goodman states that reading process is represented as series of four related cycles: (i) optical (ii) perceptual (iii) syntactic and (iv) meaning. Goodman maintains that the meaning is in the controlling role. According to Davies, Goodman states that the reader`s focus, if they are to be productive, is on meaning, so each cycle melts into the next and the readers leap towards meaning. Davies observes that in this model anticipation and prediction are the driving forces. According to Davies Goodman`s model is aimed at changing teaching methodology and has been widely influential in both L1 and L2 particularly in promoting the importance of prediction, guessing.

### **2.4.3 An alternative to Bottom-up and Top-down models**

Rumelhart`s (1977) interactive model of reading

Davies explains that Rumelhart`s objective is to propose an alternative to the serial, bottom-up models by incorporating the possibility of parallel processing, that is, the simultaneous processing of information from more than one source. The model, according to Davies, develops from fluent skilled reader, which demonstrates the interaction between different sources of information. Davies observes that they include the examples of the identification of a letter being determined by the word in which it appears. She states that the identification of the word being dependent upon semantic and syntactic context in



which it appears and the interpretation of a text being dependent upon the schematic framework within which it is presented.

In Rumelhart's interactive model according to Davies, the reader is seen to be able to draw upon a range of sources of information: visual, orthographic, lexical, semantic, syntactic and schematic. Davies discusses the findings of Rumelhart by stating that the process of reading begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Thus reading is at once a perceptual and cognitive process. Moreover a skilled reader must be able to make use of sensory, semantic and pragmatic information to accomplish his task.

Davies maintains that, when reading, all sources of knowledge come together at one place and reading process is the product of the simultaneous joint application of all knowledge sources. Davies maintains that Rumelhart (1984) pays greater attention to role of semantic level of processing proposing a schema-theoretic account of the comprehension process. Davies discusses the Rumelhart schema. A schema is a unit of knowledge that is part of the total set of schemata individuals are constantly recreating and upon which they draw in interpreting the world. According to Rumelhart, readers need to activate appropriate schemata for each new text they encounter: Schematic knowledge is also referred to as background knowledge and includes knowledge about content, culture, text structure, rhetorical patterns and also information about how the knowledge is to be used. Davies observes that, to test his theory of a schema-driven comprehension process, Rumelhart developed a methodology of on-line processing techniques. According to Davies these techniques can be applied in the classroom to encourage awareness of the reading process. She states that the technique is also designed to demonstrate that in the comprehension process readers draw their schemata predictions as they progress through the text.

#### **2.4.4 Different kinds of reading behaviour**

Davies maintains that models provide an alternative to both bottom-up and top-down models. This explains clearly why young readers do rely so heavily on semantically driven guessing since they are still learning to process letters and words automatically and why fluent adult readers do not since they do not need the identity of words. She states that when readers are inexperienced at processing visual and orthographic information they



will rely more heavily on semantic information. When syntactic knowledge is poor, a great reliance may be placed on orthographic or lexical information.

Davies points out that a model also provides the actual performance and the processing strategies of different groups of readers under conditions of L1 or L2. He observes that it can also accommodate the problems of developing less than fluent readers such as second language readers who need as much help in holding in the bottom as they do in performing higher level interpretations of texts. Davies observes that interactive model lends support to the importance in beginning L1 reading encouraging learners to become sensitive to all sources of information rather than relying on one source.

#### **2.4.5 A bottom-up interactive model**

According to Davies the bottom-up model is based on visual processing and sophisticated study of eye movements. The objective is to demonstrate the relationship between eye movements and cognitive processing. Davies argues that comprehension cannot proceed without attention to visual information and words. Reading, according to Davies, occurs during fixations of the eyes. When extra time is used for visual processing or word identification, there is less time available for attention to other sources of information, such as semantic or background knowledge. Some readers or many readers under certain conditions sounding out may be necessary.

#### **2.4.6 Affective factors**

According to Davies, affective factors such as attitude, motivation, affect and physical feeling can serve as the input to decision making input. Davies points out that a reader can decide whether to read or not to read. He also claims that attitude represents values, beliefs and interests and includes reader's attitude to the text such as content, layout and visuals, register, style and dialect. He states that it also includes more general attitudes to reading such as liking or disliking it, feeling that it is important or not. Davies states that a reader should have a state of belongingness, self-esteem and self-activation, the desire to know and understand. Davies claims that the functioning of the model is initiated by the input from four affective factors. He further states that if these four affective factors result in a decision to read or continue reading then the reading processes are activated. Davies



observes that positive attitude and motivation are central and they result in successful reading.

## **2.5 READING PROCESSES**

Wallace suggests that the reading process should be looked at as a process rather than as a product. The product according to Wallace relates only to what the reader has got out of the text while the process investigates how the reader may arrive at a particular interpretation. Wallace maintains that there is a relationship between a text and a reader. Text does not contain meaning rather they have potential for meaning. This potential is realized only in the interaction between text and a reader. That is the meaning is created in the course of reading as the reader draws both on existing linguistics and schematic knowledge and the input provided by the written text.

### **2.5.1 Reading as a psycholinguistic process**

Wallace refers to Frank Smith (1971), who characterizes reading as a process by observing the reader's path through the text rather than making judgements of comprehension based on reading outcomes. According to Wallace, he describes reading as the reduction of uncertainty. The reduction of uncertainty leads to four headings namely; graphic information, phonetic information, syntactic information and semantic information. According to Wallace, Frank states that graphic knowledge is concerned with the knowledge of the language and their possibilities. Phonetic information also plays a part in reducing the possibilities as to what kind of sound can co-occur. Syntactically the grammatical arrangement of words and the semantic information which deals with the meaning.

Wallace (1992) explains that Kenneth Goodman (1967) considers reading as a psycholinguistic guessing game. The reader makes use of three cue systems represented by three levels of language within the text, which he terms graphophonic, syntactic and semantic. Firstly readers make use of their knowledge in text based on relationship between spelling and sound which allows the reader to understand the text; secondly, the syntactic cue, i.e. which is the information in the text which allows the reader to predict the continuation of the text on the basis of syntax for example of typical word order, and,



thirdly, the semantic cue, knowledge related to the meaning of words and what kinds of words collocate with others.

### **2.5.2 Reading as a unitary and selective process**

Wallace (1992) explains that the main principle of Smith's and Goodman's approach, concerns reading as a unitary process. Other researchers also conclude that reading comprehension is described as a unitary aptitude. According to Wallace, the unitary view of the reading process has led to reading strategies. Effective readers draw selectively on a range of strategies, which are determined by reader purpose, text-type and context. Efficient readers predict and sample, selecting the minimal visual information consistent with their prediction. Wallace states that they do not need to use all the cues. It is this selectivity, along with the ability and willingness to reflect the key to effective reading.

### **2.5.3 Sociolinguistic factors in reading process**

Wallace points out that sociolinguistic factors in the reading process deal with the way language is used, in this case, the language use, and is affected by factors both in the immediate communicative situation between reader and writer and in the wider institutional and socio-cultural context. Wallace argues that it is not just psychological, cognitive or affective factors, which influence the interpretation of texts but also social ones. According to Wallace, learners are all members of a variety of different interpretative communities, that is, they interpret texts in the light of schemas which are constructed through exposure to a range of genres and discourses encountered as members of a number of different social groups. Wallace observes that learners share ways of interpreting texts with those of similar social class or ethnic group or of similar religious and political beliefs. She maintains that learner's personal interpretations will never be identical with those of others because they have multiple social identities in reading of a particular text.

### **2.5.4 The interaction between a reader and writer**

Wallace argues that writers take for granted that readers will be able to call up particular schemas, which are the mental modes which readers use to relate new to already known information. Wallace observes that mass producers of written material such as book publishers, magazine and newspaper editors also classify readers in more specific ways.



According to Wallace different types of background knowledge and cultural assumptions may make it difficult to interpret text in a way which corresponds with the writer's outline. She points out that writers do not just imagine a particular kind of reader, they anticipate particular kinds of responses to statements or claims they make in the course of constructing their text.

### **2.5.5 Submissive and resistant readers**

According to Wallace, readers are able to make their own choice as to what kind of stance to adopt towards a text depending on their purpose in reading it. Readers may choose to be obedient or humble in reading it or refuse to read. Wallace observes that the submissive reader's interpretation is likely to be the one intended by the writer while an assertive reader, with distinct purposes of his or her own can derive a remote interpretation. She maintains that the reader is free to take up whatever position suits his purpose on the dependence scale. Wallace refers to Widdowson, who claims that if the reader is too submissive he or she may accumulate information without accommodating it into the schematic structure of existing knowledge. If the reader is too assertive, he may distort the writer's intentions and deny access to new knowledge and experience.

Wallace mentions two major factors, which work against the personal freedom of the reader to accommodate the text to his or her individual purpose. First, some readers' social rather than personal reasons may be in a weak position to resist particular discourses in particular genres. Secondly, second and foreign language learners may also, though for different reasons, feel reluctant to challenge the text. Wallace refers to the Semiotician Eco (1981) who observes that some readers are in a stronger position than others to provide a clear interpretation because they have a greater experience of the genre and understanding of the circumstances in by an awareness of the ways in which a particular text relates to other within or across genre.

### **2.5.6 Intertextuality**

Wallace points out that the productivity of a text depends upon the writer's and reader's knowledge of the other texts. She maintains that as writers, like readers it is helpful to know something about the circumstances in which a text was produced. She observes that it is also helpful to know how a particular text relates to other contemporary genres.



According to Wallace all texts contain traces of other texts, and they can be readily interpreted. In the reading process there is interaction between the levels of language within the text which the reader draws on in the course of reading, and then there is interaction between reader and writer and finally, texts themselves interact on the principle of Intertextuality.

## **2.6 A DEVELOPMENT FROM READING MODELS: TAXONOMY OF MODES AND ANCHORS**

Davies discusses Hedge's (1991) view about the model, which presents a taxonomy of reading behaviors called modes, knowledge sources utilized in reading called anchors, and reading purposes called drivers. Davies argues that the notion of modes does not only accommodate the possibility of a fully interactive and automatic mode of processing. Following the utilization of either top-down information, it allows for the possibility being predominantly top-down or bottom-up.

Davies also refers to Hedge, who proposes the taxonomy of knowledge sources or anchors, which are potentially available in the reading task. She provides evidence of readers shifting their attention from knowledge to another in the period of a few minutes of reading. In combination of the taxonomies of modes and anchors provide a framework of reader's changing behaviors as they read text and serve to reveal the central interaction between the next most bottom-up source of information, the words on the page and the reader's utilization of high-level sources of information.

Davies points out that Hedge also proposes a third parameter for the analysis of reading, namely the notion of drivers. According to Davies, drivers comprise of four broad purposes: meaning, gist, language, acquisition and /or language acquisition / meaning. It appears that according to Hedge, readers' purposes not only play an important part in the process of reading but that they control or drive it.

Davies observes that different models have similarities that reading starts with visual stimulus and that when comprehension takes place, it ends with meaning. She maintains that readers are driven by a search after meaning and most recognize that orthographic, phonological, syntactic, semantic, discourse and real world knowledge plays a part in the process.



## 2.7 SUMMARY

Different models examined by Davies (1995) are necessary for contributing in different ways to our understanding of the reading behavior, which can be seen or observed in different contexts. Davies views positive attitude and motivation as the most affective factors needed in the processes of reading because they serve as the input to the decision-making process of the reader.

Davies (1995) emphasizes a bottom-up interactive model, as she suggests that syntactic, semantic and schematic knowledge is insufficient for further development and needs to be supplemented by attention to visual information orthography and sound-symbol correspondences. According to Davies, it is important that there is a need to locate the individual within social context to be aware of the whole range of socio-culture experiences and attitudes, which act as the background to any particular interpretation.

Furthermore, Davies (1995) considers the importance of teachers in the training process. She states that teachers need to gain some understanding of different models and of their implications for teaching. Davies mentions that there is a need for teachers to encourage readers to monitor their own reading, rather than to seek to control it by prescribing specific strategies. Teachers cannot prescribe how the students should work at texts, but rather help them constantly to monitor and evaluate their own performance. Davies emphasizes that models should be the starting points and she suggests that different models together provide teachers with rich source about utilization of different sources of information in reading.

## **CHAPTER 3**

### **A FRAMEWORK FOR ANALYZING TEXT**

#### **3.1 INTRODUCTION**

The main focus of this chapter is to examine different ways for the analysis and the description of the text and the different approaches to the structure and function of the different texts. An analysis of the text is one of the important processes of reading as it entails looking more closely at the basic resources for reading the text, which language learners can select for reading in the classroom. The text also is important in reading process because it influences the motivation to read the approach to read and the type of reading adopted.

This chapter will deal with the definition of the text from different researchers and examine ways of describing differences amongst texts. This provides the basis of the practical framework for the analysis and description of Xhosa texts, which will be discussed accordingly in chapter 4, using the framework advanced by Davies (1995). The five hierarchical levels of text will be examined in the next chapter using Xhosa text as a practical framework for integrating these diverse descriptions.

#### **3.2. DEFINITION OF TEXT**

Davies (1995) refers to the Halliday and Hasan's (1976) definition of a text as a unit of language in use, which is not defined by its size. A text has a texture and that is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment. The unity of their structure and the unity of their texture characterize texts.

Wallace refers to Halliday and Hasan's (1985:10) definition of text as any chunk of written language which carries a whole meaning and is describable by some term such as "warning, novel" or letter. It can also be described as the output of a writer, which can be recorded and studied.



### **3.2.1 Coherence of a text: a function of structure and texture**

Wallace (1992) states that a text is the expression or communication of meaning and of cohesion, which is what contributes to its texture. She further points out that coherence of the text is a formal link between sentences and clauses. Wallace makes it clear that coherence is dependent on readers or listener's ability to draw on relevant knowledge of the world. She maintains that text coherence is the ability to reveal its parts to each other and to ascribe a function to the text as a whole. According to Davies, coherence of the text should have a structure where the sentences are ordered according to a recognizable chronological sequence and with respect to the clause relation of cause and effect. It should also have a texture where there are clear linguistic links between sentences.

### **3.3. DESCRIBING DIFFERENCES AMONGST TEXTS**

Davies (1995) points out that readers have difficulties in making judgements about the relative coherence of the text. When they are asked to make judgements about differences amongst the texts their reasons differ widely, indicating that there is a range of different aspects of features of text, which are used to describe differences.

#### **3.3.1. Difficulty and readability**

According to Davies difficulty of a text is an important feature. Wallace states that texts are difficult if they contain a certain number of unknown words. She states that even in the rare event where a particular word is very powerfully associated with one meaning, words are not once and for all; meaning is built up around a word with each successive encounter with that word in context. Wallace also points out that new words are learnt through reading. No words are learnt in order to read.

Davies observes that students frequently choose texts that are challenging for them to read. This suggests that the acceptance of challenge is a means of learning and other features of text are of greater importance to individual readers. Wallace points out that readability formulae are used to assess the difficulty of published reading material. She also takes word length and sentence length as criteria. Wallace observes that the greater the long words and sentences in the text, the harder the text is judged to be. A readability



formula looks at text only as a product and is the essential criteria for the selection of text in the classroom.

### **3.3.2. Rhetorical function and patterns**

Davies (1995) states that texts have also been described through references to their perceived rhetorical function and given description such as persuasive, descriptive, expository etc. According to Davies these labels refer to the broad social or communicative goals of the writer. Description of texts through references to such goals is well-established in the fields of rhetoric. In addition to broad rhetorical purpose there are more specific lower level rhetorical labels such as cause-effect, comparison-contrast, argument –exemplification lists which are often used to describe short stretches of text. Davies emphasizes that the lower level's functions are to identify the acts devices through which both genres and specific goals are achieved. Amongst the rhetorical patterns which Davies describes as communication devices for signaling the logical or rhetorical relationship amongst clauses in a text, are the contrast, similarity, general statement, specific example and problem-solution.

### **3.3.3. Context: Source of text**

Davies points out that an extract coming, from a magazine, academic paper or history textbooks identifies its source. She states that for considering source and social context, an approach focuses attention on language variation, approach focuses attention on language, or registers that are selected by writers for different kinds of purposes. She states that this helps in studying the specific language choices, words, grammatical structures that are associated with different social context and different kinds of texts. In all, according to Davies, teaching context selection of context is clearly a basic consideration.

### **3.3.4. The concept of genre**

Davies argues that Hallidayan linguists have introduced the concept of genre as a means of describing differences between text and classes of text. She observes that their definition of genre is almost or the same as the definition of the text. For Martin (1984),



according to Davies, a genre is a staged, goal-oriented, purposeful activity in which speakers or writers engage as members of culture.

Swales (1990) provides another definition, which has been influential in adult reader's teaching: genre comprises a class of communicative events, the members of which share some set of communicative purposes. Wallace refers to Swales' definition of the genre: the socially determined nature of genres, subscribing them as: communicative events which are socio-culturally recognizable. According to Swales genres are social events not only in terms of social roles and purposes of those who create them as speakers or writers but because the communicative function of the resulting spoken or written text is recognizable to a particular community of listeners or readers.

Tribble (1996) observes that Swales introduces two key terms apart from genre itself: Communicative events and communicative purpose. Tribble points out a communicative event comprises not only the discourse itself and its participants, but also the role of the environment of its production and reception, including its historical and cultural associations. The term, communicative purpose, has also been used when describing some of the core genres that school children need to be aware of, as they become writers.

The next statement in Swale's (1990) definition provides a further specification of the nature of genre, stating that, these purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. According to Tribble, Swales's use of the terms "expert" and "parent discourse community" raises the issue of accepted conventions and the extent to which they can be challenged. Swale argues that this rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style. According to Tribble, this indicates how a relationship can be built between reader's expectations and schematic structure. Tribble points out that even if writers do not have full control of the language system, it is acceptable so long as they attempt to signal their willingness to write within the genre. This furthermore, according to Tribble, indicates how straight-forward focus on form, emphasizing accuracy of expression, will fail to provide learners with the sort of knowledge that make it possible for them to communicate effectively in given contexts. According to Tribble, Swales presents an account of the way in which individuals use their experience of the world to create schemata which they draw on when negotiating meaning in writing.



### 3.4. DIFFERENT DESCRIPTIONS OF TEXT

Davies (1995) proposes the following hierarchy of five levels of text as a practical framework for integrating these different descriptions.

1. Discourse type
2. Genre Text
3. Textual unit
4. Rhetorical pattern
5. Lexical (word) choice (as expression of communicative purpose)

According to Davies, discourse type is defined as a class of genres. Wallace (1992) points out that genre and discourse both carry a socially determined meaning. Wallace observes that discourse type carry meaning about the conventional social occasions on which texts arise. Wallace emphasizes particular genres. Genres and discourse interact in the sense that knowledge of the genre allows one to predict the likely occurrence of certain discourses.

Davies maintains that the definition of genre takes the account of social purpose and processes, but there is no reference to source. She observes that genre does not include product or process. Davies accepts the definition of genre as a stage of goal-oriented social process underlying a class of text. Genre as object entails a class of (written) texts, which reflects a particular set of social processes and goals and which, derive from an identifiable and public source. Davies states that from this definition it is clear that purposes of genres are not only more public and institutionally oriented than the goals of discourse type, but are also directed at real world audiences. Davies points out that the notion of source is not equal with genre, although genre and source may occur at the same time. Davies observes that genres are distinguished from pre-genres. Pre-genres do not have formal public status: rather they are writing which is either personal or private, for example writing for the purpose of checking literacy rather than for publication. Davies maintains that this destination between genres and pre-genres is important when selecting the using example of genres in the classroom.

Davies argues that readers can distinguish between complete texts and parts or units of texts, which, she suggests, have well-established ideas about function of introductory and



concluding sections of texts or books and that writers give clear signals of what they are doing in introductions and conclusions. Text has already been defined and discussed by various researchers in 3.2. Davies defines the text as a coherent piece of writing exhibiting both structure and texture, assignable to single author or collaborating authors with clearly defined boundaries marking the beginning and the end of the writing. She also defines the textual units as part of a complete text that serves a specific communicative function within the text, which is reflected in the position it occupies within the text. According to Davies, there are three textual units:

- (i) Interactive units – relationship between writer and reader expressing the interpersonal metafunction of language.
- (ii) Organizational unit or linkers – these are concerned with the linking of one part of a text with another expressing the textual meta-function of language.
- (iii) Topical or informing units – concerned with presenting information and is expressing logical or experimental meta-function of language.

Davies points out that rhetorical patterns are located at the lowest level of discourse. Thus according to her, a rhetorical pattern is defined as a communicative device for relating ideas in clauses or sets of clauses.

### **3.5 THE LEVELS OF TEXT**

Davies mentions the levels of texts that are typically the focus of reading lessons and activities in the classroom. She emphasizes terms like the introduction, which indicates first an assumption about the position of the textual units within the text, and secondly, awareness of the function of such units for example to introduce and contextualize the topic of the text.

Davies presents two texts for the analysis. According to her, both the texts are taken from the same source and also from the same broad genre. The example of the extract is also from different sections of the text and from this it may be predicted that they may be serving different functions. Davies identifies the following questions:



- (i) From what source is the extract drawn, which genre does it represent?
- (ii) What is the broad social purpose of the genre, for example to persuade consumers to buy, to inform the tax payers about producers, to warn staff and students that there is construction work going on?
- (iii) Who has written the text and what roles is he or she adopting towards his or her readers, for example, “friendly/ equal/ knower of secrets, reassuring experts” as in the advertisement concerned, but distanced administrator, as in the official notice, or “ authoritarian and distanced civil servant ” as in the text of form?
- (iv) What position in the original text is occupied by each extract?
- (v) What function in the text does each extract serve?
- (vi) What kind of language choice can you find to support your judgements in particular texts?

According to Davies, identifying the source and genre of the units is giving the basis of the analysis and able to predict that the source of the text is, for example, a tourist guide or a tourist promotion. Davies mentions that a source should be predicted identify the broad social purposes of the writer, to sell, persuade or promote and also to inform. Davies points out that when examining a writer’s social and communicative goals, one should consider first the introductory section. Here, according to Davies, the writer is doing a number of things, which are aimed at achieving the broad social goal of persuading and the more specific goal of promoting a particular text. This can be achieved by the following sub-topics:

1. Signaling the overall topic of the text
2. Establishing a real word context within which to consider the topic
3. Acknowledging the different expectations that different readers may bring to the text
4. Identifying the sub-topics of the text

Davies observes that the analysis of the social purpose, roles is in essence an analysis of the rhetorical functions of the text and is based on the analysis of a real-word process of reading as an interaction between a writer and a reader. Davies comes with the notion of language choice as a reflection of communicative purpose. She claims that it is the language of the text that tells us about the function of the text. Davies maintains that the



most obvious of the language choice is that of the choice of elements in the first position in the sentence or clause. In modern grammar this is referred to as the theme of the sentence or clause. According to Davies the choice of verbs suggests interaction between a reader and a writer. In addition to her analysis the writer's goals are revealed through the choice of verbs.

Cohesion, according to Davies, is concerned with how the selection of certain related words contributes to the overall function of the texts. In essence the feature cohesion derives from the fact that there is a range of different ways in which words are related to each other in order to create meaning and establish links and connections across sentences. Davies maintains that such relations are seen to be essential in contributing to the coherence and overall texture of a text. For example pronouns are related to the names of the character to whom they refer to. Davies refers to Halliday and Hasan (1976, 1985) in connection with the provision of an introduction to textual cohesion. Lexical cohesion includes relations like the tendency of certain words which occur together e.g. "fish" with "chips".

In addition, Davies mentions that lexico-semantic relations of the following kinds are equally important in the context of teaching:

1. Equivalence – which is the relation of words being equivalent in reference of meaning to the other words.
2. The relation of opposition-, which is the relation of being opposite of, opposed in meaning e.g. cold/ hot.
3. Inclusion – which in general terms is the relation of one word entity being a part of a border class.

Davies suggests that the analysis of cohesion can provide a starting point for teachers interested in promoting language study and vocabulary development.

### **3.6 THE THEORETICAL BASIS OF THE ANALYTIC PROCEDURE**

In Davies's description of texts, she mentions some of the points which should be considered relating to the relationship between the analytic procedure and the theoretical concept of register, which according to Hasan (1985), is seen to provide the foundation for



a description of different genres. In order to show the relation, Davies proposes that there is a need first to consider the questions upon which the study of the text has been based:

1. What is the text about?
2. Where has it come from?
3. What are the broad social purposes of the text?
4. Who wrote the text?
5. To whom is the text addressed?
6. What roles does the writer adopt?
7. What roles does he or she assign to the reader?
8. How is the text organized?
9. What is distinctive about the language choices of the text?

According to Davies, the above questions are practical to all types of texts. Davies maintains that these questions are the starting point for reading a text. She furthermore observes that the questions above are of three basic types:

1. Questions about the content and purpose of the text.
2. Questions about writer / reader interaction
3. Questions about the language of the text

Davies observes that these aspects relate very closely to the three constituents of register, which she refers to as field, tenor and mode. The field specifies the social activity and goals that the text represents, for example, selling a product, as in an advertisement. The tenor identifies the relationship between the writer of the text and his or her reader, for an example persuasive promoter of product to consumer. The mode identifies the language choice of the text, for example those of the informal, spoken style, as in a personal letter, or the more formal written style.

### **3.7 ANALYZING WRITER'S COMMUNICATIVE MOVES**

Davies observes that the analysis of the communicative or rhetorical moves made by the writers as they seek to persuade their readers of the importance of what they are saying has been widely influential to their research paper in academic journals. In other contexts,



persuasion occurs, particularly in interactive and organizing units of texts or in complete text such as advertising, which are principally persuasive.

According to Davies an analysis starts with the intuitive categorization of informing units of texts from across the curriculum which appears to have some features in common. She claims that the analytic process involves a trial and error procedure of labeling sections of a genuine text with reference to the kinds of information, which appears to be dealt with in each text or category of texts. Davies observes that as analysis proceeds it becomes possible to allocate such type of information to the slots of a constituent framework.

### **3.8 ANALYZING CONSTITUENTS IN THE TOPIC –TYPE**

Davies refers to the following four constituents in her research of texts describing a physical structure:

1. Parts of the structure
2. Location of the parts
3. Properties of the parts
4. Functions of the parts

Davies maintains that different types of topic may be identified through reference to their information constituents. She observes that all references which contain part; location, properties and function are thus classified as examples of the topic-type physical structure.

Apart from the physical structure, Davies observes the information constituents that characterizes a process topic-type, where she includes the following:

1. State or form of object
2. Material
3. Location : time or stage
4. Instrument or agent
5. Property / structure and action

Davies states that a range of different topic-types have a very wide application for the analysis of short stretches of texts which are predominantly informative rather than



interactive. However, according to Davies, some genres, particularly those consisting of short texts, for example, new stories, letters to the editor etc. a closer interweaving rather than sequencing of functional units, might be predicted.

### **3.9 INFORMING AND INTERACTIVE SECTION IN THE TEXT**

Davies points out that many texts are made up of a mix of informing and interactive units. She maintains that in some genres the three types of functional units mentioned in 3.4. are distributed as a sequence of sections or layers throughout.

Davies maintains that the function of the introductory section is important because it is doing more than informing. She states that in the introduction, the text opens by informing the reader of the current situation and in doing so it provides a background or real-world context for what is to follow: it then goes on to outline the problems associated with the current system, thus providing a motivation for what follows that is, a positive response to the problem, which is itself serves not to inform, but also to arouse the readers interest in the description of the system itself.

Davies suggests that the introductory section serves to orient or prepare the reader for the quite technical description of the system in the rest of the paragraph. Davies also points out that when analyzing a text a more rhetorically oriented analytic system is required. In this notion Davies refers to Hoey (1983) who indicated the constituents of this pattern comprising the following:

1. Situation
2. Problem
3. Response
4. Evaluation
5. Basis of evaluation

According to Davies the use of the rhetorical device of comparison-contrast is displayed which signals the shifts between the positive evaluation in the description of situation and negative evaluation in the problem section.



### 3.10 LABOV'S MODEL OF NARRATIVE STRUCTURE

Davies refers to Labov's (1992) narrative structure as useful because it has been widely used in schools as the basis for developing reading and writing skills. The narrative structure comprises the following:

1. Abstract – what about?
2. Orientation – who, what, where, when, why?
3. Complication action – then what happens?
4. Evaluation – so what?
5. Resolution – what was the outcome?
6. Coda – signals return to the present

Davies refers to Labov, who identifies a number of different types of evaluation, all of which have the effect of suspending the action: for example, quantifiers, repeated items, negatives, futures and modals, the use of questions and answers and the imperative form and different types of attributes. Davies viewing this narrative structure of Labov, argues that teachers and researchers applying the model to simple narratives, typically, make use of the central elements only.

### 3.11 READING AND TEXT

Wallace (1992) proposes that one way of looking at the text is to see it as the physical manifestation of language, the data, the reader works with to construct meaning, which consists of actual marks on the page. According to Wallace, these marks include the whole range of graphic features, which follow generally agreed conventions about the nature of the writing system and the communicative. Furthermore Wallace emphasizes that there are also agreed ways in which chunks of language longer than words or phrases connect in order to create a unified piece of language.

Wallace also observes two major ways through which readers may make use of visual connection in text. Firstly, they may use grammatical words, which are consistently conveyed in the writing system. Wallace suggests that readers need to be able to make sense of the connected text. She maintains that when one encounters text, whether written or spoken, one should recognize them as pieces of communication rather than



mere strings of words or sentences. This is because of the way parts of the text relate to each other to create a meaningful whole, and whole takes from its situational and cultural context.

Wallace suggests that it is possible to look at texts in three different ways:

1. In terms of their formal features that is, at ways features of the grammatical system are used to link sentences or paragraphs.
2. In terms of their prepositional meaning, that is, how ideas or concepts are expressed and related to each other.
3. In terms of the communicative function both the ways in which sections of a texts can be interpreted in relation to other sections and of the function of any text as a whole.

Wallace points out that the other term, which is used to point out certain formal features in texts, is cohesion. According to Wallace, cohesion is the formal links between sentence and within sentences. Wallace maintains that readers are helped in their interpretation of texts both by their knowledge of the principles of word formation and cohesion, and by their ability to attribute any appropriate communicative function to text and parts of texts.

### **3.12 READING AND DISCOURSE**

The term discourse, according to Wallace, is to describe the meaning, which the reader constructs from the text during the reading process. Wallace argues that there are number of discourses which can be recovered by a reader from any text. She continues stating that these discourses are essentially social rather than personal and individual that they relate to social practice and beliefs: in other words, they are the ways of talking or writing about persons, places, events or phenomena which relates to conventional beliefs or ways of doing thing which are in turn, associated with a society's key institutions.

Wallace points out that discourses reflects differences of power between the members of different social groups, for example, ways of talking about roles of men and women in both family and the workplace frequently indicate a less powerful position for women. Wallace maintains that discourses are not socially determined: they are culture-specific. Wallace



observes that ways of talking about foreigners, husbands, wives and children, will vary from one culture group to another, whether for instance, defined by class, nation or gender. She also argues that because discourses relate to particular social practices, attitudes and beliefs which writer expects the reader to share, or at least to be familiar with, the reader from a different socio-cultural background may find the meaning of even apparently simple texts not clearly expressed or easily understood.

### **3.13 SUMMARY**

In this chapter attention has been drawn to the analysis and description of text. Davies' proposed hierarchy of levels of text which is a practical framework for integrating the diverse description e.g. discourse type, genre, text, textual units, rhetorical patterns assumed to be most potential framework and description of text because it is seen to provide and illustrate all the basic needs for the description of text to be successful in order it can be used in the classroom.

According to Davies discourse type represents classes of genre with social purposes of promoting a product. Description of text is based on coherence and cohesion. Davies' and Wallace's description of text are almost the same concerning the linking between sentences and clauses. Davies' proposed hierarchy of the five levels of the text as a practical framework is going to be examined in the next chapter using Xhosa text on Tourism from the Xhosa Bona Magazine.



## CHAPTER 4

### THE ANALYSIS AND DESCRIPTION OF XHOSA TEXTS

#### 4.1 INTRODUCTION

This chapter will be concerned with the framework for analyzing and description of the Xhosa text. The aim is to examine Davies's hierarchy of five levels of text for integrating the descriptions of the Xhosa Text. Definitions of these hierarchical levels of text are discussed briefly below. According to Davies (1995) there are many ways of describing text. Davies proposes a hierarchy of levels of text as a practical framework for integrating these diverse descriptions, such hierarchy of text are (1) Discourse type and genre, rhetorical pattern and function textual units text Coherent and Coherence and lexical (word) choice.

Davies refers to the term discourse type as the descriptions of text through reference to the general rhetorical goals, e.g. descriptions, exposition, persuasion. In chapter 3 it was mentioned that discourse type is also defined as a class of genres. Davies states that discourse type labels can be applied to a very wide range of classes of texts, or genres and also different parts of the same text. Davies maintains that it is more useful to think of discourse types as representing classes of genres. Davies recognizes genre as a product as well as process. She maintains that for practical purposes, genre includes reference to the source of the text. Davies observes that, dual definition of genre is presented as genre as process, whereby the staged goal-oriented, social underlying a class of text, and also genre as object, where a class of written texts, which reflects a particular set of social processes and goals which derive from an identifiable and public source. For example, Davies points out that leaflets can be considered a genre with the social purpose of promoting a product and this in turn can be described as the discourse type "persuasive".

These definitions have already been discussed in chapter 3 but are repeated here, partly for the purpose of analyzing the Xhosa magazine texts. Davies maintains that texts have been described through reference to their perceived rhetorical functions of description, persuasion, and exposition. She observes that such labels do not refer to predicted difficulty or content but to the broad social or communicative goals of the writer. According to Davies, the rhetorical patterns are located at the lowest level of discourse and hence are hypothesized to be constituents of textual units. Thus according to Davies's definition,



rhetorical pattern is defined as a communication device for relating ideas, clauses or sets of clauses. In addition to broad rhetorical purpose, there are more specific lower-level rhetorical labels such as cause – effect, comparison – contrast, argument – exemplification. Davies point out that these lists are often used to describe short stretches of texts. She maintains that, in contrast to the broad rhetorical functions, these lower-level functions appear to identify the acts, devices or means, which achieve both general and specific social goals. Davies suggests that amongst the rhetorical patterns identified to date are the matching pattern, general-particular pattern and the problem – solution pattern.

Davies defines a textual unit as a part of complete text that serves a specific communicative function within the text, which is reflected in the position it occupies within the texts. She proposes three types of textual units, which have already been discussed in Chapter 3. She maintains that definitions of text vary, but the notions of unity of texture and unity of structure are central. Davies observes that the criterion of completeness is included in the definition of text. She maintains that the criterion of authorship also allows for articles in journals, magazines and newspapers, for example editorials, letters to the editor and chapters of books by different authors to be counted as complete texts. Davies maintains that whatever source is predicted, it is likely that it should correctly identify the broad, social purposes of the writer, e.g. to sell, persuade or promote, and also to inform and must also distinguish between the more specific purposes of each extract in some ways.

According to Davies, language choice and choice of sentences is central to understanding the text. Davies maintains that the theme choices include reference to the reader and his/her potential circumstances and/or interests. There is also the choice of the question form: what does the reader think. Davies points out that from such choices it is immediately clear that here the writer is not only interacting directly with the reader, but also offering the reader a range of possible optional roles as a potential client. Davies observes that choice of verbs show the mental processes of perception, thinking, description of action, infinitive form of verbs express the writer's intention to initiate dialogue with the reader.



Davies's practical framework for describing and analyzing text has been fully reviewed in Chapter 3. The next step is to demonstrate and examine the framework with respect to the analysis of Xhosa text, using the Bona Magazine.

## 4.2 ANALYSIS OF XHOSA TEXT FROM BONA MAGAZINE

The Analysis of the Xhosa texts from the Bona Magazines will be systematically done below, according to the following five levels.

- (i) Discourse type and genre- where the description, exposition, persuasion, literary and didactic references can be exposed.
- (ii) Rhetorical function and rhetorical patterns e.g. argument – exemplification, comparison –contrast, cause – effect, general – particular, problem –solution
- (iii) Textual units – e.g. topical or informing units, organizational units or linkers, interactive units.
- (iv) Text coherence and cohesion

The structure of the sentences should be in the chronological sequence. The information should be organized. The use of pronouns, e.g. subject and object pronouns should be explained and identified. Words should relate to each other and the establishment of links and connections across sentences. The clause relations should be recognized. Grammatical cohesion may be realized with regard to the use of pronouns, demonstratives, conjunctives, adjectives, etc.

- (iv) Lexical (word) choice as a reflection of the writers communicative purpose or goals.

Given this framework of Davies, the main focus is to examine each of the levels exclusively in the Xhosa Magazine Articles. Considering discourse type and genre, is to find out whether the writer of these articles has a communicative purpose. The readers should understand or identify what the purpose of the article is. The meaning of these articles are expressed through language, and therefore the writers use language, which is appropriate to the purpose and form of genre. The intention of the writer in all these articles is to promote Tourism Industry. This can be seen in all the descriptions of this text. The way the writer appeals and convinces the reader to come to the particular tourism venues shows how enthusiastic the writer is.



Genre can be considered as a form or shape of a spoken or written communication, which are shaped by norms of culture. There is a relationship between the genre form and the language used by the writer. The purpose of communication is seen to determine the form in which we speak or write. The writer portrays the tourist venues as one of the most beautiful places ever visited by a person. He is convincing the reader that these are the places to visit. The articles are all well structured, because sentences develop to a main idea, i.e. sentences and supporting sentences relate to each other. There is also coherence to create meaningful text. The semantic unity i.e. propositions actions and events, fit together.

The next sub-section is to bring the Framework of the analysis and description of Xhosa text using Xhosa Bona Magazine Article and the OBE curriculum and reading together. The importance of bringing these together is to try to relate reading and the framework of the analysis of Xhosa text with regards to:

- (i) Learners reading competence as communicative purpose, and the awareness of language.
- (ii) The Framework of the analysis and description of the Xhosa text where learner will be able to acquire language and specific outcomes will be accomplished.
- (iii) The examination of Specified Outcomes of 1-7 with its range statements and assessment criteria and performance Indicators related to the whole Xhosa Bona article analysis and description, explicitly and extended to which these expose language awareness.
- (iv) How these models account for achieviness Examples from Framework of the analysis and description Xhosa Text and the outcomes-based Performance Curriculum Indicators of the Specific Outcomes.

#### **4.2.1 Xhosa Bona Magazine Articles**

From the definitions given in 4.2 in this Chapter, However, it is important to examine them using the Bona Magazine articles. These articles can be classified as having a recognizable communicative purpose and identified genre, because they are promoting the Tourism industry. They have the common communication purpose of promoting tourism and attract tourists to visit particular tourist's venues. The language choice in



these articles is the language that is used by the audience or the public, who reads the magazine. The general public or discourse communities are the people who are targeted to read the articles. Because of the language choice, the public understands what is written in these articles.

In these articles, various genres display constraints on allowable contributions in terms of their intent, positioning, form and functional value. The intention of the writer is to promote tourism. The promotion of the tourism industry can be seen in all these article on Tourism. This intention is clearly discussed and understood by the readers. The other factor is functional value where the writer is appealing or convincing the reader to come and visit the venues. The way the appeal is written is in a form of convincing and attracting the reader that this is the place to visit. Form is the way some of the places are described. In these articles, positive form is displayed and the writer uses very selective words of attracting the readers. Most of the articles are highly structured and conventionalized with constraints on allowable contributions in terms of their intent position form and functional value. These are observed and acceptable in terms of the length or kind of information given in these articles. The convention of writing is used in these articles to portray the sites of tourism as attractive as possible. The language content that is used is appealing and promoting the reader to visit the place. The information is structured in a way that there is a linking up of all properties described.

#### 4.2.2 Article 1

##### **INDAWO YABATHANDI BEWAYINI (A WINE LOVER'S PARADISE)**

Consider, first, the properties of the discourse type and genre exemplified by this article. The writer of this article, **Indawo yabathandi bewayini** (A wine lover's paradise), is promoting the small town Stellenbosch as the wine lovers paradise. The topic of this article "A wine lover's paradise" is informing and persuasive, and attempts to attract those tourists who love to see the place specializing in wine. The writer is exposing the town Stellenbosch small, it is, in that is described as a paradise. The use of the word "paradise" is describing the place where the wine lovers will be drinking wine. The writer is promoting this place to tourists, persuading them to come and visit in order that they can be in this paradise. The writer also describes **Istellenbosch yidolophu entle esembalini; inemizi-mveliso yewayini edumileyo eMzantsi Afrika** – (Stellenbosch as breathtaking



beautiful and rich in history, and is one of South Africa's most prominent producers of excellent wine.)

The writer's description of Stellenbosch as the wine lover's paradise is exposes the social purpose and process. The descriptions of the sub-topics expose the goal-oriented social process and it also reflects a particular set of social identifiable public source. The article, which is written in this Bona Magazine, is considered as genre with the social purpose of promoting a product which us **indawo yabathandi bewayini** – (the wine lover's paradise). The description of the place persuades the tourists to come and visit.

In the first paragraph of this article the writer describes the location of the Stellenbosch the wine lover's paradise. This helps the tourist not to fumble asking the where abouts of the place easily. The writer gives the description of the location of Stellenbosch as **Istellenbosch yakhiwe kummandla weBoland, eNtshona-Koloni phakathi kwamabhoma namasimi ediliya phantsi kwentaba ezintle** (it is situated in the Boland, Western Cape in the midst of orchards and rolling vineyards overlooked by magnificent mountains.) The description of this first paragraph appeals to the reader to read more about this place with rolling vineyards overlooked by magnificent mountains. This description in the first paragraph intends to provide the reader with a real-world situation.

The writer is not only describing the Stellenbosch as a wine paradise she/he is also informing the tourist of the beauty of the place before reaching the place the description **amaboma namasimi ediliya phantsi kwentaba** (orchards and rolling vineyards overlooked by magnificent mountains.) This expression is effective in terms of persuasion.

In paragraph two the writer gives the tourist the History of Stellenbosch **Yafunyanwa nguSimon van der Stel ngo 1679 wayenza indawo yolimo. Ilandela iKapa ngokuba yeyona dolophu indala eMzantsi Afrika yaba nguMasipala ngo1840** (that it was found by Commander Simon Van der Stel as an agricultural settlement in 1679 and is after Cape Town the second oldest town in South Africa.) The writer wants to add the notion of source because it provides the real-worlds situation. It also proves the real description of article where the writer is sure of the historical background or source of the article. Genre and source may occur at the same time. This article is considered as an identifiable genre with the social purpose of promoting Stellenbosch as the wine lover's paradise and is seen as a product. This turn can be described as the discourse type because of persuasion. It is



also seen as genre because of social purpose of reporting and commenting to the discourse community to whom the texts is directed.

The writer states in the third paragraph **IStellenbosch iyenye yeedolophu ezintle eMzantsi Afrika phakathi kwezinye ibalasele ngemithi yom-oki** (Stellenbosch is one of the most beautiful towns, notable among other things for the ancient oak trees.) The writer is promoting Stellenbosch as one of the most beautiful towns where the tourist can come to visit. He/she mentions other attractions than that of that being a wine paradise like, **imithi yemi-oki** (ancient oak trees), **izakhiwo ezikwimbali** (interesting historical buildings), **iCape Dutch isisisakhiwo esibalaseleyo kule ngingqi ngeendonga zayo ezimhlophe** (Cape Dutch the regions most distinctive indigenous architectural style is characterized by perfectly balanced, gabled white washed walls and wooden shutters.) The writer describes that the town of Stellenbosch has a very broad appeal because the concentration in Stellenbosch is not on wine only, there are other social programs, which a tourist can enjoy. This statement can be effective in terms of persuading the tourist to come and enjoy the wine and see oak trees and interesting buildings. This links with the intent where the writer is promoting the tourism industry and addressing the reader audience of his/her knowledge about the place.

In paragraph four the writer describes farming as one of the main industries, **Ulimo lishishini eliphambili apha, kuveliswa kakhulu iwayini, ibrandi neziqhamo** (most important being the production of wine brandy and fruit.) The notion of source of text in this paragraph is intended to provide a real – world picture, and the initial description of the main importance of Stellenbosch as being the production of wine, brandy and fruit. The writing in this article and can be considered as a genre with the social purpose of promoting a product and is a positive form of convincing the reader, that this is an attractive place to visit. This text can thus be described as the discourse type of persuasion.

In paragraph 5 and 6 social processes are displayed. The writing in this article can be considered as a tourist promotion genre because of social purposes of the promoting of product, which is Stellenbosch. The writer is attracting the tourists to come and have **ukungcamla iwayini** (a wine tasting), **nangemuzyam zewayini** (wine museums.) Excellent restaurants are found in charmingly restored wine houses. Some of the country's most gracious country inns are situated in the town and vicinity. For relaxing



vacation Stellenbosch is the one of the best options. The language used in these sentences and the kind of information given portrays the appealing ways in terms of the tourist promotion genre. The genre and discourse type of promotion are displayed in an appropriate manner because this article in social purpose reflects the clear communicative purpose of promoting tourism.

The article predominantly reflects the rhetorical functions of persuasion and description in relation to the discourse type and genre discussed above. In paragraph 1 the writer describes where the wine lover's paradise, which is Stellenbosch, is situated in Boland Western Cape, the historical background of this town since 1679 and it became a municipality in 1840. In paragraph three the writer describes the town as one of the South Africa's most beautiful towns with **imithi yemi-oki** (ancient oak trees), **izakhiwo ezikwimbali** (interesting historical buildings.) In paragraph four the author describes the farming as one of the main industries because of the production of wine, brandy and fruit. The writer also persuades the tourist to go and taste wine, see the wine museum, go on guided tours of estates, and excellent wine houses. Country inns are situated in the town and vicinity. All the descriptive statements are also persuasive. The broad social and communicative goals of the writer are clearly understood. These descriptions show that the rhetorical devices to persuade, promote and inform are achieved. In this article the rhetorical patterns, which can be identified, includes cause – effect. Cause: Simon van der Stel found this settlement for agriculture and now it produces wine, brandy and fruit, which is the effect.

Various textual units are exemplified in this article. The writer firstly describes the location of Stellenbosch. **IStellenbosch yakhiwe kummandla weBoland eNtshona Koloni** (Stellenbosch is situated in the Boland, Western Cape.) This helps the tourist to know where the place is, and in the second paragraph the writer assumes that tourists know where Stellenbosch is.. The writer describes the historical background of Stellenbosch. **Yafunyanwa nguSimon van der Stel wayenza indawo yolimo** (It was founded by Commander Simon van der Stel as an agricultural settlement in 1679.) **Phakathi kwamabhoma namasimi ediliya phantsi kwentaba ezintle** (In the midst of orchards and rolling vineyards overlooked by magnificent mountains.) This is related in the second paragraph to the statement that Simon van der Stel came for agriculture. This textual unit expresses interpersonal meta-function of language.



In the third paragraph the writer is telling the reader about Stellenbosch at the present moment, i.e. what is happening in the present in Stellenbosch, after mentioning the location, historical background of Stellenbosch. The writer starts the paragraph with "today". The relationship of the past and the present situation of Stellenbosch shows the specific communicative function of the text, and is reflected, in the position it occupies within the text. **Namhlanje iyenye yedolophu ezintle eMzantsi-Africa** (Today it is one of the South Africa's most beautiful towns.) In the third paragraph an interactive unit occurs, where the writer mentions some of the things that will attract people. The writer is not only uses relationship between the writer and the reader. The writer informs the tourists of the beauty of the place **amabhoma namasimi ediliya phantsi kwentaba** (rolling vineyards overlooked by magnificent mountains.) This is a beautiful view. The writer convinces and appeals to the reader to go and visit the town. The informing or topical unit is concerned with presenting information and the text is structural logically. The writer succeeded in informing the reader about **Indawo yabathandi bewayini** (the wine lover's paradise.)

In the first paragraph the descriptions of the location of the place, the historical background and information to the reader of what is happening in the present are all expressed in a logical manner. The writer is addressing the public about the recent situation and uses "today". **iCape Dutch isisakhiwo esibalaseleyo kule ngingqi ngendonga zayo ezimhlophe ezibheke phezulu nengcango zomthi ezikhusele iifestile** (Cape Dutch regions most distinctive indigenous architectural style and is characterized by perfectly balanced, gabled whit washed walls and wooden shutters.) The writer continuous to inform the reader that farming in Stellenbosch is the main industry and the production of wine, brandy and fruit and the main things that will attract the tourists. These are expressed logically that tourists can come and experiment **ukungcamla iwayini** (wine tasting), museums, and houses.

The writer informs the tourist about the country inns, which are also situated in the town and vicinity. Under this textual unit, organizational units or linkers occur, which are concerned with linking one part of the text with another. In the first paragraph the writer mentions the orchards and vineyards. This links with the second paragraph, where the historical background is discussed, including facts that Simon van der Stel found this place as an agricultural settlement. In the third paragraph Stellenbosch is described as being the most beautiful town among other things there are ancient oak trees. In the fourth paragraph the writer describes Stellenbosch's main industry which is farming and he



mentions the important production of wine brandy and fruit. In the fifth paragraph, the writer mentions that as a tourist attraction it is very popular for wine tasting, wine museum. Excellent restaurants are found in charmingly restored wine houses. Country inns are situated in the town and vicinity. These are organizational units, which each point links to each other and lastly **Xa ufuna ukuchitha iholide iStellenbosch yenye yendawo ofanele uye kuzo** (for a relaxing vacation Stellenbosch is one of the best options.)

Coherence of the text is well structured. Coherence is achieved in this article because of consistency of subject matter. This is shown by the way in which one sentence follows on from and relates to the preceding one and also by the way in which the elements within the sentence are ordered. The paragraphs has coherence, because series of sentences develop to a main idea that is topic sentences and supporting sentences relate to each other cause and the clause relation of cause and effect **Ulimo lishishini** (farming is its main industry), **Kuveliswa kakhulu iwayini ibrandi neziqhamo** (most important being the production of wine, brandy and fruit effect.) Cohesion is exemplified and this is shown by clear grammatical links between sentences. In paragraph I there is a use of subject concord in the word **yakhiwe – ya iStellenbosch**. In the second paragraph also the subject concord also appear using the word **ya** in **yafunyanwa** it was founded. The **wa** in **wayenza** is the subject concord. In cohesion there are words which are related to each other to create meaning and establish links across sentences. The use of adverb of place in paragraph I shows this link to create meaning, the adverb of place like **kummandla** (in the Boland), **weBolani** (Boland) which is the possessive and the **eNtshona-Koloni** (Western Cape), which is the locative, **kwamabhoma** (orchards), **yom-oki** (oak trees), **zayo, zomthi** these are possessives. Paragraph I **namasimi** (copulative), **ezintle** (magnificent) the writer uses adjective. These are the most common forms of grammatical connection. These show the related sentences. The grammatical correct sentences make the coherent text effective and readable. Subject concords exemplified in this article show a grammatical relationship in which the form of one element requires the corresponding form of another.

In the second paragraph the use of **ngu** (in) **nguSimon van der Stel** which is the copulative and noun. The writer also uses **ngokuba** after copulative and conjunctive. The other copulative and noun **ngumasipala** (municipality paragraph 3) **ngemithi** (shades) **ngeendonga** (wall). In the second paragraph the writer also uses emphasis **yeyona** (it is



the.) The possessive is also used in this paragraph: ...**yolimo indawo** (agricultural settlement.) The copulatives used serve to connect words or clauses.

In paragraph 3 the writer uses the relative **ezimhlophe** (white), **kule** (in this) the adverb – in demonstrative **le kuzo** (adverb) in absolute pronoun **zo** paragraph. Paragraph 4 – **lishishini** (industry) is a copulative, **eliphambili** (main) is a relative, **apha** (here) is a locative demonstrative, and **kakhulu** (adverb.) In paragraph 5, in **njengendawo** (also) adverb **xa** (when), the writer uses conjunctives. Adverbs exemplified in this article express relations of place, time, circumstances, and manner or degree.

Lexical (words) choices in this article are also important because they are the reflection of communicative purpose or goals of the writer. The choice of verbs exemplifies the interaction between the reader and the writer. The writer's goals are revealed through the choice of verbs. Verbs are used for asserting the events that have taken place or taking place, nouns express these events as entities, while the adjectives express qualities as properties of things. In the first paragraph there is a verb which is in a statement form **IStellenbosch yakhiwe** (Stellenbosch is situated)

In the beginning of the second paragraph the writer uses the past tense verb **yafunyanwa** (it was found) to show the reader that Stellenbosch already existed long ago **wayenza**. The writer also uses verbs describing actions like **yaba** (became). In paragraph 3 the writer uses the verb **ibalasele ngemithi** (notable for its trees.) This verb is in the form of a relative, which describes the oak trees. The writer uses verb like **ezikhusele** (protects) which describes the action. In paragraph 4 the verb **kuveliswa** the production of wine shows that Stellenbosch is still continuing with its production of wine, brandy and fruit.

In paragraph 5 the writer uses the activity verb **ukungcamla** (to taste) and in paragraph 6 the verb **ufuna** (want) to relax. The writer uses particular expressions to reveal his/her intention in promoting the tourism industry in Stellenbosch. In the first paragraph, the noun **IStellenbosch** is used to show the interaction between the reader and writer. **Phakathi** (in the midst) and **phantsi** (down) are locative nouns, which are used as a locative to describe where to find this place. In paragraph 2 the other noun which is used there is **indawo** (settlement.) The writer uses the other noun **umthunzi** (shade). The shades are from the oak trees. Nouns like **iifestile** (wooden shutter) are important in the description



of the interesting adventure in Stellenbosch. The writer invites the tourist to come and relax in Stellenbosch.

#### **4.2.3 Article 2**

##### **IHLABATHI LIPHELA KWILIZWE ELINYE (THE WORLD WITHIN ONE COUNTRY)**

The article starts with the description written in bold letters describing South Africa as having the most impressive sights in the world. The writer promotes South Africa to the reader or tourist a world within one country. Firstly, the writer presents and explains the impressive sights, for example mountains, wildlife, bustling cities. People come here from all over the world. Tourism is a huge industry and will grow bigger in the future. The reader also discover there is a job in the tourism industry.. The writer is addressing the general public or reader audience about the impressive sights. His/her intention is to promote and convince the readers to come and see these sights.

This bold-written extract of the text expresses the general rhetorical goals, of description, exposition and persuasion. This short extract is describing everything that is beautiful in SA and the sights one can visit. The writer also describes tourism as one of the bigger industries in future and is persuading people to come and see for themselves. In the writer's persuasion he/she invites everybody, and involving anyone to come to see for himself/herself.

This article reflects a particular set of social processes and goals, which are directly controlled by the author. This writing in this article can be considered as a genre with the social purpose of promoting a product. The South African Tourism Board is selling South Africa to anyone who needs a holiday. The author is advertising South African holiday resorts. Tourism is seen as a product. The author is persuading the readers by promoting the product of tourism to people, who want to travel and see places. This article can be described as the discourse type-persuasive. The author uses certain expressions that give information to the tourist. The author uses words which can persuade any reader who comes across this article to read more and be interested to find out where to get this place.



The author mentions firstly in the bold typed heading that **Umzantsi Africa unezinto ezintle emehlweni ehlabathi** (South Africa has some of impressive sights in the world.) This also indicates the purpose of a promotion genre and discourse type, because the description arouses the reader's interest to read more about the impressive sights and the comparison of South Africa with the rest of the world. The author describes the impressive sights like – **intaba, amarhamncwa, izixeko ezinezihlele ezihla zinyuka abantu abasuka kumazwe ngamazwe beze kubona ezi zinto**; (mountains wildlife, bustling cities ... people come here from all over the world to see these more.) The author uses expressions, which are effective in persuading and attracting people to read the article, e.g. **izihlele** (many people) instead of using **abantu abaninzi** (many people). The author also uses **amarhamncwa** (wild animals) instead of using just animals.

The writer continues selling this product of tourism by describing tourism as a very huge industry that will be much bigger in the future. This expresses the writer's social purposes and goals and is also directed at real-world audiences. The writer continues commenting on the current attraction of tourism, **akunakubona nje kuphela izinto ezifumaneka eMzantsi Afrika uyakufumanisa nokuthi unaso isithuba somsebenzi kweli shishini lokhenketho** (and not only can you see for yourself what South Africa has to offer, you may also discover there is a job for you in the tourism industry or one that serves it.) The writer uses the pronoun you to show that the reader is the part of the society. The writer invites or persuades the reader as an individual to take this opportunity to explore life. The writer arouses the interest of people by talking about jobs that they can be offered by tourism industry.

This article is a tourism promotion genre with the broad social purpose of reporting, describing and commenting about what is happening in this "world within one country". The writer is also commenting about many people that are employed in some way in tourism – in hotels as drivers, in restaurants and so on. The author continues to describe people in tourism by stating that tourism is actually this country's fourth biggest earner of foreign exchange. He/she mentions that there are job opportunities for local people, and that tourism leads to improved roads and other facilities. Having better roads, for example benefits our people. Tourism brings wealth to communities near tourist attractions and tourist promotes goodwill and understanding.



For the social purpose of tourism promotion the author is appealing to the reader to see what this country can offer. The writer is addressing the reader in the second person and is persuading South Africans who think that they know this country very well. He is challenging readers to go and see for themselves.

The author is persuading the reader to visit and advising that you don't have to take long expensive trips, but there are many places of interest in every city nearby. The way the writer portrays these tourism sites, indicates that he has already been there and wants the tourists to visit these attractive sites. The writer appeals to the reader to come and visit the country. The author mentions other interesting places a tourist can visit, like the diamond mines in Kimberly, ostrich farms just outside Oudtshoorn, game parks, the coast or the mountains. The author expresses the importance of tourism in the discourse type and genre of persuasion and description. In the rhetorical functions, the broad social or communicative goals of the writer are indicated. The article is successful in expressing the broad social or communicative goals of the writer. The writer describes South Africa's impressive sights, the importance of tourism in this country, and the benefits that tourism can bring.

The article exhibits broad rhetorical functions and relates them to real-world texts. Under rhetorical patterns, the rhetorical labels of matching patterns are exemplified. The first label identified is comparison and contrast **izixeko ezinezihlewele ezihla-zinyuka** (people going up and down not far or near.) The problem – solution pattern also occurs in this article. The problem of jobless people in South Africa is the big issue, but the tourism industry solved it by employing people in hotels, as drivers, in restaurants etc. South Africa also benefits from the tourism industry by jobs creating for local people, the improvement of the problem of unemployed and improved roads.

Consider, next, the textual units exemplified in this article. Starting with topical of informing units the article is successful in presenting information of South African tourism. The information is stated in a logical manner. In the second paragraph the author gives the statistic information from the tourism industry: **kuma30 ezigidi abantu baqeshwe lukhenketho** (that 30 million people are employed); **KuMzantsi-Afrika nje uwodwa kukho izithuba zemisebenzi ezingaphezulu kwama 450 000 singathi nje umntu omnye kubasebenzi abangama 25 ukumsebenzi wokhenketho.** (There are 450 000



job opportunities in South Africa itself and in fact, out of every 25 of our workers, one is in the tourism industry.)

In paragraph 2 the author gives the information about the position of tourism in SA: **Ukhenketho lukwindawo yesine kweli engenisa imali evela kumazwe angabhandle.** (Tourism is actually this country's fourth biggest earner of foreign exchange.) In paragraph 3 the author informs the reader about the benefits, that people can get. This is targeted to general public or audience who reads the paper with the intention convincing about what they can get from the tourist industry: **Abakhenkethi abangama – 30 abatsha badela amathuba emisebenzi kubantu bakweli.** (Every 30 new tourists creates three job opportunities for local people); **Ukhenketho lubangela ukuba kuphuculwe iindlela nezinye izinto.** (Tourism leads to improved roads and other facilities); **Abakhenkethi bazisa imali kuluntu olukufutshane neendawo ezitsala abakhenkethi, kanti nakwezinye.** (Tourism brings wealth to communities near tourist attractions and elsewhere); **Ukhenketho lukhuthaza ubudlelane nokwazana.** (Tourism promotes goodwill and understanding). This kind of information is given to promote Tourism.

The second important textual unit is the organizational units or linkers, which is concerned with linking one part of the text with another. All the information in this article is organized and the information units are linked with one another. Firstly, in the bold typed paragraph, the author describes the impressive sights in South Africa and the people who come here from all over the world to see these sights and more. Then the author informs the reader that people are employed in some way in tourism, like in hotels, as drivers, in restaurants. Tourism creates jobs. The author also writes about the benefits that are brought by coming of tourist in South Africa i.e.: **amathuba emisebenzi kubantu bakweli** (job opportunities for local people). The writer states that tourism leads to improved roads and other facilities: **Ukhenketho lubangela ukuba kuphuculwe iindlela nezinye izinto;** (Tourism brings wealth to communities near tourist attractions) **Abakhenkethi bazisa imali kuluntu olukufutshane nendawo ezitsala abakhenkethi** and lastly: **ukhenketho lukhuthaza ubudlelane nokwazana.** (Tourism promotes goodwill and understanding) All these units in this article are organized well and are linking one part of the text with another.

The last textual unit is the interactive units, which are concerned with the relationship between the writer and the reader, hence it is expressing the interpersonal metafunction of



language. This article has shown the relationship between the writer and the reader. The writer of the article is promoting the product, which is tourism, to readers. He is convincing and appealing to the tourist to come and visit this “world within one country”. The writer is promoting tourism, which is the product, to readers: **Umzantsi-Afrika unezinto ezintle emehlweni ehlabathi – intaba, amarhamncwa, izixeko ezinezihlewele ezihla zinyuka ... abantu abasuka kumazwe ngamazwe beze kubona ezi zinto nezinye.** (South Africa’s impressive sights, mountains, wildlife, bustling cities, people come here from all over the world to see these.); **Zininzi izinto oluluncedo ngazo ukhenketho ngaphandle kwemali oluyingenisayo.** (There are lots of benefits apart from all this money it brings into the country) The benefits are tabulated in paragraph 3, which are related to the production of tourism or what you gain after selling or promoting a product: **amathuba omsebenzi kubantu bakweli** (job opportunities for local people); **Ukhenketho lubangela ukuba kuphuculwe indlela nezinye izinto.** (Tourism leads to improved roads and other facilities); **Abakhenkethi bazisa imali kuluntu olukufutshane neendawo ezitsala abakhenkethi kanti nakwezinye.** (Tourism brings wealth to communities near tourist attractions and elsewhere); **Ukhenketho ukhuthaza ubudlelane nokwazana** (Lastly tourism promotes goodwill and understanding). All textual units, such as interactive organizational and topical or informing units occur in this article. The various textual units succeed in serving a specific communicative function within the text, which is reflected in the position each unit occupies within the text.

The sentences are ordered according to a recognizable chronological sequence. In the first paragraph, in the introduction, the writer uses **makhe** (let us) the first person, **siphonononge** (look) **si** where is the subject concord and in **siluthelekise** (we compared) **si** – is also the subject concord. **Lu** is the object of concord. This shows that the reader himself/herself is the part of the discourse. The author is referring to the reader included in person, implying that the reader is important, in what the writer writes. The textual units fit together and the closely related words create a strong sense of cohesion. In paragraph 1 and 2, the writer uses the conjunctive **Xa** to link or connect the two sentences in order to create meaning. **Xa siqala kumazwe ngamazwe, abantu abangaphezu kwama30 ezigidi baqeshwe kukhenketho.** The two sentences here are linked by the conjunctive **xa** and are in the first position in the sentence. This indicates the theme of the sentence or clause.



The author in this paragraph uses the noun **abantu** (people) **abangaphezulu** (more) than **baqeshwe** (employed). The **ba-** of **baqeshwe** (employed) is a subject concord. The use of adjective **nje** in paragraph 1 indicates the description of South African people. The author uses other adjective **omnye** (one) to indicate the importance of one person who gets a job because of tourism industry. These modifiers participate in the description of an object.

In paragraph 2, two conjunctives are used, which also occurs in the beginning of the sentence **Kanti ke ukhenketho lukwindawo yesine kweli engenisa imali evela kumazwe angaphandle**. (But tourism is actually this country's fourth biggest earner of foreign exchange.); **Kanti** and **ke** are the conjunctives. The writer uses various conjunctives, which indicate the link between sentences. In paragraph 3, the writer uses the conjunctive **ukuba** and **kuba** in one sentence to show linguistic links between sentences and to emphasize the importance of tourism industry to South African people. **Ukhenketho lubangela ukuba kuphuculwe indlela nezinye izinto kuba ukuze bababuye kwakhona baxelele nabahlobo ukuba batyelele abakhenkethi bafuna lindawo ezintle**. (Tourism leads to improved roads and other facilities, because if they are to return, and tell their friends to visit, tourists need the best possible facilities.) The author uses the conjunctive **ke** and **phofu** at the same time and in the beginning of the sentence, to establish links and connections across sentences: **Phofu ke iindlela ezilungisiwelyo zineda nabantu bakuthi**. (Of course, having better roads, for example, benefits our people too.)

In the sixth paragraph, the conjunctives occur: **kanti, xa, ukuba Abakhenkethi bazisa imali kuluntu olukufutshane neendawo ezitsala abakhenkethi kanti nakwezinye**. (Tourism brings wealth to communities near tourist attractions, and elsewhere); **Akukho mfuneko yokuba uthathe uhambo olunendleko xa ungafuni** (You don't have to take long expensive trips if you don't want to); **Ukuba uthanda ukukhe uyekude, iindlela ezakhiwe kakuhle kwelizikwenza kube lula ukuya kwipaki zezilwanyana, elunxwemeni nasezintabeni** (If you want to travel a little further, the country's excellent roads make it easy to travel to game parks, the coast or the mountains.) In the second paragraph the author uses the conjunctive **njenga** (like.): **Bacinga ngamashishini anjengemigodi yegolide nolimo njalo-njalo**. (They think of industries like gold mining, agriculture and so on.) The author uses the preposition **nga-** to show modification of events. In the first paragraph words **kumazwe ngamazwe** (worlds); **ngokhenketho**



(tourism) **nga + ukhenketho** (noun); **ngonyaka** (yearly); **nga + unyaka** (the noun); **ngazo – nga + zona** absolute pronoun > **ngazo**; **ngamashishini nga + amashishini** – noun (in plural); **angaphandle** (outside); **nga + phandle** (noun of class 16.)

The writer uses qualificatives like adjectives: **indawo ezintle** (beautiful places), **kuluntu olukufutshane** (nearer people) **lindawo ezintsha** (new places). Possessives **imigodi yegolide** (like gold mining) **umntu omnye** (one person) and the adjective **nje** in the introductory subsection and in paragraph 1 is used twice. In paragraph 3, **Zininzi** (many) is the adjective. The author uses locatives like **elunxwemeni** (coast) **nasezintabeni** (the mountains) in Paragraph 7. There is also the use of quantitatives in paragraph 1, **uwodwa** (itself) and in paragraph 7 **wonke** (all).

All these paragraphs exemplify cohesive ties and links between and across sentences. This makes the text coherent. The cohesive properties of the text are grammatical and/or lexical relationship between the different sentences or between different parts of the sentences of this article can be demonstrated. The initial element of a sentence relates back to and creates a link with the following sentence or previous one, and it represents the starting point from which the sentence is structured.

Consider, next the lexical (word) choice exemplified in this article. The lexical choice is important to the functions of the text. The lexical or word choice reflects the writer's communicative purpose or goals particularly in the use of nouns or noun phrases or verb and verb phrases.

Firstly, let us deal with the choice of verbs and verb phrases used in this article. The choice of verbs can create an interaction between the reader and the writer. Verbs indicate phenomena, which take place during time, activities, processes and states. Morphologically they are marked by conjugation, as well as the grammatical categories of voice, mood, tense, person and number. In the introductory paragraph, the writer uses the lexico-semantic relation of opposition, which is the relation of expressing opposites, e.g. **ezihla-zinyuka** (down up) **izixeko ezinezihlwele ezihla zinyuka**. (People moving down and up bustling cities). In the same paragraph the writer uses verbs for describing actions or states. Verbs like **luza kuba** (will be), in the future **kwixesha elizayo**.



Such choices of verbs clearly reflect the writer's intention to initiate a dialogue with the reader. In the introductory paragraph the writer uses the verb **makhe** (let us) which is the verb process here the writer is telling the readers to look at the world's tourism and how South Africa compares. **Siphonononge ukhenketho kumazwe ngamazwe siluthelekise noloMzantsi Afrika**. These verbs **siphonononge** (look) and **siluthelekise** (compares) helps to suggest interaction between reader and writer. The other example of where these verbs refer to mental processes and thinking are found in paragraph 2: **Xa abantu becinga ngamashishini angenisela ilizwe imali abakhe bacinge ngokhenketho. Bacinga ngamashishini anjengemigodi yegolide nolimo njalo-njalo**. (When most people think of industries than earn money for the country, they don't think of tourism. They think of industries like gold mining, agriculture and so on). In Paragraph 3, the writer uses the verb **oluluncedo** (benefits) which informs the readers about the benefits tourism brings to the country: **Zininzi izinto oluluncedo ngazo ukhenketho ngaphandle kwemali oluyingenisayo**. (There are lots of benefits apart from all this money it brings into the country).

In Paragraph 7 under the heading "See your country", the writer is using a verb in the imperative form. **Nawe kufuneka ukhenkethe**. (You need to see what this country has to offer). **Phuma nosapho lwakho** (Take a tour with your family). These verbs are used as an invitation to go and explore, even if you take an inexpensive trip. The writer uses the opposite word to describe the ostrich farm, which is not far or near Oudtshoorn. The opposite is **kude kufuphi** (far near) in paragraph 7. **Ukusuka kwidayimani zaseKimberly ukuya kwifama zeenciniba kude kufuphi nase Oudtshoorn**. (From the diamonds of Kimberley to the ostrich farm just outside Oudtshoorn).

Specific nouns are used in this article, which provide the relation with verbs and other parts of speech to create a meaningful text. Nouns are the nucleus of the noun phrase. They can be modified by categories expressing attributes. Proper, mass, collectives and common nouns are used in this article. Nouns perform a specific syntactic function e.g. as subject or object of the sentence. This is exemplified in this article. Nouns like **abantu** (people); **ilizwe imali** (money); **izithuba** (jobs) **ukhenketho** (tourism); **iindlela** (roads); **iindawo** (places) occur.

In the last paragraph, the writer is assuring the visitors or tourists that South Africa is really the world within one country. The practical framework for integrating the diverse



description used in this article is the one that can challenge the readers to read this article, because readers choose the text that are challenging for them to read.

This article will encourage the readers to read. Conventions of writing and language used portrays the attractiveness of coming to these sights. Language, context that is used in this article plays an important role in convincing the reader to read. The text is written in a way that the public can understand the message, because of language choice and kind of information given.

#### 4.2.4 Article 3

##### **IMAGALIESBERG ENTLE**

##### **(THE MAGICAL MAGALIESBERG)**

This article starts with an extract that describes the location of the Magaliesberg. Magaliesberg is situated in the Transvaal. The writer describes the beauty of the nature to people who wish to escape the hustle and bustle of the city life. The writer promotes the Magaliesberg by calling the Magaliesberg, a magical place. He/she persuades the tourist to visit Magaliesberg and escape the busy city life. The writer is promoting Magaliesberg by stating that it is a fun outing on the antique steam train, which runs from Johannesburg Station to Magaliesburg. There are hot air balloon safari's with which the tourist can enjoy the magic area. The writer highlights the hiking in the Hartebeespoort Dam, where the tourists enjoy themselves by walking. All these descriptions of places of enjoyment can be considered as exemplifying the promotion genre with the social purpose of promoting a product (that is tourism) in Magaliesberg and can be described as the discourse type of persuasion.

In the first introductory paragraph the author describes Magaliesberg as one of the most historic villages in the area. It is about an hour's drive from both Johannesburg and Pretoria. This short distance to Magaliesberg can arouse the interest of a tourist to visit the place. The author continues describing the location of Magaliesberg: **Igudle intlambo ekumathambeka asezantsi kwentaba iMagaliesberg**. (Nestling in the valley below the southern slopes of the Magaliesberg range). The author is exposing the small village **iMagaliesberg, le dolophana ikwasisikhululo sololiwe osinge kwenye indawo entle yokuchitha ikhefu kumantla-ntshona eSun-City**. (that it is also a whistle stop en route to the more glamorous resort of Sun City to the North West) The author mentions that



there are hotels in the area like Mount Grace where people can sleep and enjoy themselves.

In paragraph 3 the writer describes the Magaliesberg mountain range in a broader view: **Intaba zeMagaliesberg ziyi 400 m ukuphakama, zibanzi nge160 km** (the range seldom rises more than 400 m above surrounding country side and stretches in a 160 km) are roughly north-west of Rustenburg to the North eastern of Pretoria. The writer continues to describe the historical background of these mountains by mentioning the corruption brought about by Khashane, the chief who inhabited when early white whites hunted along the range. The Voortrekkers named the range area after Mohale, another black leader whose name they spelt and pronounced Mogalie.

In the 4th paragraph the writer describes the Magaliesberg's weather in these mountain ranges. The range as the writer writes has a fairly high rainfall which makes it major watershed nourishing the vegetation which contributes to the appeal of the region and sustaining the wild still life found in this area.

This article can be considered as a promotion genre with the social purpose of promoting Magaliesberg, which it includes places of picnic in the clear mountain air. For lovers of the good old steam - train days, this rail - trip is a rare treat. The text can be described as a predominantly persuasion discourse type because the text exemplifies description, exposition and persuasion. It is considered as a tourist promotion genre with the social purpose of promoting the product of Magaliesberg. The writer is successful in showing his/her broad social or communicative goals. In this article the writer is able to relate to real - world text. The writer's goals have been achieved because of his/her promotion of the Hartebeespoortdam, hiking trails and recreational resorts and the Magaliesberg Mountains.

This article reflects predominantly the rhetorical function and patterns of persuasion and description in relation with the promotion discourse type and genre. The rhetorical patterns there are patterns, which the writer uses show broad rhetorical purposes to describe short stretches of text. The comparison and contrast pattern is used in the article - this is found in the first introductory passage written in bold typed **ukuxinana nokuxokozela ezixekweni** (where there is hustle and bustle). The problem-solution pattern is also demonstrated in this article. The problem of noise in the city leads the



tourist to visit the quiet place with clear, mountain air, and outside city is the heaven of nature lovers.

The textual units are the important features of the article because they form a part of a complete text that serves a specific communicative function within the text. Various textual units are exemplified in this article. The informing unit is concerned with presenting information in the text. The writer starts this article by informing the readers about the location of Magaliesberg. He informs the reader that if he/she wishes to escape the hustle and bustle of the city Magaliesberg is the best for nature lovers. The author mentions the - **IHartebeespoort Dam yindawo yokuzonwabisa** (Hartebeespoort Dam is a popular recreational resort). The writer informs the readers about the activities, which are in Magaliesberg. **Ukuze ubone ubuhle bale ndawo babhabha ngeebhaluni ezibhabhayo.** (Hot air balloon 'safaris' are a gentle way to enjoy the magic of the area), **ukubethwa ngumoya ukhwele uloliwe wamalahle wakudala onduluka kwisikhululo soololiwe eRhawutini esiya eMagaliesberg** (A fun outing on the antique steam train which runs from Johannesburg Station to the Magaliesberg). This information is presented logically and coherently.

The writer continues informing the reader about the rainfall, which makes the area a major watershed nourishing the vegetation, which contributes to the appeal of the region: **Ezi ntaba zifumana imvula entle nto leyo eyenza zibe namanzi ahlaziya utyani obubangela ubuhle bale ngingqi** (the rainfall which makes it a major watershed nourishing the vegetation which contributes to the appeal of the region and sustaining wildlife still to be found in the area). The writer gives the information of the Magaliesberg in an appropriate manner, which arouses the interest of the tourist.

The second type of textual unit is organizational units or linkers which is concerned with linking one part of the text with another. All the facts in this article are logically organized and are linked appropriately. Firstly, the description of the place of Magaliesberg is given by the writer, then the location or where to find this place and the time taken to reach Magaliesberg. The historical background of Magaliesberg is given. **IMagaliesberg, iyenye yendawo zembali eTransvaal, xa uya khona usuka eRhawutini okanye ePitoli uhamba nje iyure enye.** (Magaliesberg, one of the most historic little villages in the Transvaal, is about an hour's drive from both Johannesburg and Pretoria). Magaliesberg is worth a visit because there are some resort hotels in the area. **Kodwa iMagaliesberg**



**iyindawo ekufaneleyo ukutyelelwa ngakumbi ukuba uza kuhlala kwenye yeehotele zokuchitha ikhefu kulo mmandla.** (But Magaliesberg itself is worth a visit particularly if one stays at one of the two popular resort hotels in the area). The author gives the historical background of the Magaliesberg. **Le ndawo fudula isaziwa ngokuthi yiCashen mountains yonakaliswa nguKhashane, ekuligama lenkosi eyayihlala kulo mmandla xa abamhlophe bokuqala bafika kweli babethanda ukuzingela kwezi ntaba.** (The range was once known as the Cashen mountains, a corruption of Khashane, and the name of the chief who inhabited the region when the early whites hunted along the range).

The third type of textual unit is the interactive unit, which exhibits a relationship between a reader and a writer. The writer is promoting the tourism industry by discussing Magaliesberg: **ukubethwa ngumoya ukhwele uloliwe wamaladle wakudala onduluka kwisikhululo sololiwe eRhawutinni esiya eMagaliesberg.** (The writer uses persuasive text convincing the reader to go and see the antique train, which runs from Johannesburg Station to the Magaliesberg). The writer promotes Magaliesberg by describing another place where tourist can go **IHartbeespoort Dam yindawo yokuzonwabisa ethandwayo.** (Hartebeespoort Dam and hiking are a popular recreational resorts). **Intaba zaseMagaliesberg zazibizwa ngokuba ziintaba zecashen. ukuze ubone ubuhle bale ndawo bhabha ngeebhaluni ezibhabhayo.** (There are also hot air balloon 'safari' they are the gentle way to enjoy the magic of the area). There is a relationship between a writer of the text and the reader because this article is a persuasive article, which promotes the product of tourism to consumers. The writer promotes tourism in Magaliesberg and invites the readers to go there and enjoy being outside the city.

Text coherence and cohesion reflected in this article relates to the structure of sentences that are chronologically organized, and the cohesion is evidenced by certain related words that contribute to the overall function of other texts. The completeness and well-structured sentences exhibit the appropriateness of coherence and cohesion, which create meaning and establish links and connections across sentences. The sentences in this article are grammatically and lexically linked. Links are formed between sentences and the interpretation of a sentence depends on items of the previous sentence.

The writer makes use of conjunctives to establish links between sentences and to accomplish the chronological sequence of sentence information. This enables the reader to see that the linguistic links occur. The function of conjunctives is to connect words,



phrases or sentences syntactically, while characterizing semantic relation between these elements. The subordinating conjunction is exemplified in this article where it shows the dependent clause and can occur sentence-initially. In the first paragraph the writer uses two conjunctives in one sentence: **IMagaliesberg, eyenye yendawo zembali eTransvaal, xa uya khona usuka eRhawutini okanye ePitolo uhamba nje iyure ibenye.** (Magaliesberg, one of the most historic little villages in the Transvaal, is about an hour's drive from both Johannesburg and Pretoria). The two conjunctives used here are **xa** and **okanye**. In the second paragraph there is a sentence which starts with the conjunctive: **Kodwa ke iMagaliesberg iyindawo ekufaneleyo ukutyelelwa ingakumbi ukuba uza kuhlala kwenye yehotele zokuchitha ikhefu kulommandla.** Three conjunctives are used in this sentence e.g. **kodwa, ke, ukuba**. (But Magaliesberg itself is worthy of a visit, particularly if one stays at one or two popular resort hotels in the area).

In the third paragraph the conjunctive **xa** is used. **Le ndawo ifudula isaziwa ngokuthi yiCashen Mountains nguKhashane ekuligama lenkosi eyayihlala kulo mmandla xa abamhlophe bokuqala abafika kweli babethanda ukuzingela kwezi ntaba.** (The range was once known as the Cashen Mountains, a corruption of Khashane and of the chief who inhabited the region when early whites hunted along the range).

The writer is making use of the adjective **nje** in many cases in the article. In the first paragraph an adjective is used in **uhamba nje iyure enye** (is about an hour's drive). In paragraph 2 the adjunct **nje** is used **iMount Grace entle phaya kumathambeka nakwiValley Lodge mva nje yalungiswa yaza yandiswa.** (Mount Grace high up in the hills and the recently renovated and enlarged valley lodge). There are other adjectives used like **indawo entle** (beautiful place), **imvula entle** (beautiful rain), **iyure enye** (one hour). There is also the use of relatives **zibanzi nge 160 kilometers** (stretches in a 160 km) and also **abamhlophe bokuqala**: (The white people) and **yeenkokheli ezintsundu** (black leaders). The writer also makes use of demonstratives followed by a noun without a prefix because of the influence of demonstrative. In the second paragraph the example is shown **le dolophana** (small town), the writer uses diminutive **dolophana** (small town) with the suffix – **ana**; **le ndawo** (this place is also used); **ezi ntaba** (these mountains). In these sentences the writer is showing the clause relations.

The writer uses demonstratives that emphasize the existence of something that is described. In paragraph 2 & 3 the writer uses **kulo mmandla** (in this region); **abafika**



**kweli** (coming to this); **kwezi ntaba** (in these mountains); In paragraph 4 **bale ngingqi** (this region). There are demonstratives, which can be used the copulative noun as in **olu luhambo** (this trip); demonstratives used by a writer establish cohesion and the selection of certain related words contribute to the overall function of the text. The possessives, which are used by the writer, are **uloliwe wamalahle wamandulo, wezo mini** (steam train of the olden days). The importance of cohesion is derived from the property that there is a range of different ways in which words are related to each other.

The choice of words chosen by the writer is important in creating the special meaning of some clauses and attracting the reader to read more about the article. The choice of verbs or verb phrases may suggest the interaction between a writer and a reader.

The writer's goals are revealed through the choice of verbs. In the first paragraph the writer uses the verb of intention: **uya, usuka, uhamba xa uya khona usuka eRhawutini okanye ePitoli uhamba nje iyure enye**. (village is about an hour's drive from both Johannesburg and Pretoria). The writer uses the verbs of future in paragraph 2 **uza kuhlala** (will stay). **Kodwa ke iMagaliesberg iyindawo ekufaneleyo ukutyelwa ingakumbi ukuba uza kuhlala kwenye yeehotele zokuchitha ikhefu kulo mmandla**. (But Magaliesberg itself is worthy a visit, particularly if one stays at one of the two popular resort hotels in the area). In paragraph 3 the writer uses a deficient verb e.g. **fudula isaziwa. Le ndawo fudula isaziwa ngokuthi yiCashen Mountains**. (The range was once known as the Cashen Mountains).

The verb - **thi** is followed by the noun **basuka bathi Magalie** (they spelt and pronounced Magalie). In paragraph 4 the writer uses a verb which refers to the present situation **zifumana** in **Ezi zintaba zifumana imvula entle**. (The range has a fairly high rainfall). There are verbs, which are predominantly verbs describing action or states and which leads to the results of whatever the writer is trying to show or prove - **nto leyo eyenza zibe namanzi ahlaziya utyani obubangela ubuhle bale ngingqi** (which makes it a major watershed, nourishing the vegetation, which contributes to the appeal of the region and sustaining the wild life still to be founded in the area). Certain verbs are used to reveal the writer's goals like **igudle** (nestling), where the writer starts the sentence with a verb describing the location of Magaliesberg. **Igudle intlambo ekumathambeka asezantsi kwentaba** (Nestling in a valley below the southern slopes of the Magaliesberg range). The writer uses adjuncts which are used after the verbs formed from the nouns e.g. in the



subtopic **ukubethwa ngumoya** (a fun outing), **ukuhamba ngololiwe** (an outing by steam train).

The writer includes nouns like **indawo** (place), **Imagaliesberg ikhefu** (holiday); **iintaba** (mountains); **iiVoortrekkers**; **utyani** (vegetation); **uloliwe** (steam train). These nouns are part of the broader class of nouns in the text because they have a relation with other parts of speech e.g. **indawo entle** (beautiful place), **entle**, the adjective. **lintaba zeMagaliesberg** (mountain of Magaliesberg) **zeMagaliesberg** - possessive.

In the last paragraph the writer persuades the reader to take the trip because the rail trip is a rare treat and it is only in Magaliesberg where the reader will get this kind of a treat. For this article the analysis of text in terms of levels for describing a text is exemplified.

#### 4.2.5 Article 4

##### **IPHULO LOKUKHUTHAZA ULUTSHA KUKHENKETHO (THE TOURISM YOUTH INITIATIVE)**

The South African Tourism Board, Satour, is promoting the youth to take the initiative in the tourism industry. Satour have the belief that an important aspect of tourism promotion in South Africa and in Southern Africa is to encourage a tourism culture among its youth. The writer is exposing the tourism industry to youth who seem not to care about the tourism factor. The writer uses words of hope, like **banenkolo** (belief) to explain that the youth can take initiative in the tourism industry.

In the sub-topic, the writer states Satour people are appealing to all (**bafanele**) to be involved in the tourism industry, not the youth only. The writer is persuading the readers: **abantu baseMzantsi Afrika bafanele bayikhathalele imimandla abahlala kuyo ukuze isoloko inomtsalane kubakhenkethi.** (all South Africans that we South Africans must take care of our environment to ensure that our country doesn't lose its appeal as a tourist destination)

The writer expresses the promises, which are persuasive using the discourse type of promoting tourism to the younger generation. The writer uses the verb **izimisele** (prepared) to persuade youth for a growing tourism industry. The writer uses **ukuze**, **ngokwenza**, **luzingce** (pride in our). This is a future promise where the writer uses the discourse type of describing the way they are prepared to empower youth and she is



persuading the youth to come and join her uses **luzingce ngelizwe lalo** (to be proud of our country). The writer convinces the youth that they should take the initiative. This is a promotion genre with the communicative or social goal of persuasion. This article can thus be considered as genre with the social purpose of promoting a youth to take the initiative in the tourism.

In the first and second paragraph, the article exemplifies the rhetorical functions of persuasion, description and exposition expressed by phases like **lukhuthazwe, luxhotyiswe** (empowered) **lubalulekile** (important). The first and second paragraphs express the broad social or communicative goals of the writer. The rhetorical pattern of the cause and effect pattern is displayed and exemplified in this article. The youth needs to be empowered and encouraged to participate in the tourism industry. **Ulutsha lufanele luxhotyiswe kwaye lukhuthazwe lube nenxaxheba kwishishini lokhenketho elikhulayo ngokwenza ulutsha lizingce ngelizwe lalo kwaye lubaphathe ngobubele nangobuhlobo abakhenkethi.** (paragraph 1 & 2) (Satour feels that it should invest in young people thereby preparing the ground for growing tourism industry through the cultivation of pride in our beautiful country and a culture of treating visitors with warmth and friendliness) **Ukungabikho kwemisebenzi eMzantsi Afrika kungancedwa kukuxhotyiswa nokukhuthazwa kolutsha lube nenxaxheba kwishishini lokhenketho ukuze lusihlangule ebuhlwempini, linciphise inani.** (paragraph 6) (The problem of South Africa having no jobs can be solved if youth can be empowered and encouraged in the tourism industry which is also important in the long term futures of tourism and bail S.A. out of poverty, high mortality rate etc.).

Various textual units are exemplified in this article where they establish a complete text that serves a specific communicative function within the text. The first and the second paragraphs are informing the youth that tourism **ibalulekile** (is important) **kwingomso lokhenketho eMzantsi Afrika** (for the future for South Africa) and that the youth should **lukhuthazwe** (be encouraged) **lube nenxaxheba** (to take part in building up the country). Paragraph 2 and 3 deals with presenting information about the importance of tourism and expresses the logical and ideational metafunction of language. Organizational units or linkers occur where one part of the text is linked with another. Using words like South African Tourism Board **nenkolo yokuba ulutsha lubalulekile.** (The South African Tourism Board regards the youth as the key to South Africa's future). Another sentence is Satour **izimisele ukusebenza ulutsha kakhulu ukuze ilungiselele ishishini**



**lokhenketho elikhulayo.** (Satour feels that it should invest in young people, thereby preparing for a growing tourism industry). The relationship between a writer and a reader hence this is also expressing the interpersonal metafunction of a language. The interactive units is displayed, where firstly the writer regards **ulutsha lubalulekile** (the youth as the key) **kwingomso lokhenketho** (and then the future of tourism), the youth needs to be empowered. The problem of South Africa having no jobs can be solved **lufanele luxhotyiswe kwaye lukhuthazwe** (if youth can be empowered and encouraged) in the tourism industry, which is also important in the longterm future of tourism **lube nenxaxheba kwishishini lokhenketho** (to participate in the tourism industry).

Consider, next text coherence and cohesion exemplified in this article. Text coherence and cohesion is exemplified in the structure of sentences and they follow a chronological sequence. The clause relations, and the selection of certain related words should contribute to the overall function of the text. The text exemplifies a range of different ways in which words are related to each other to create meaning and establish links and connections across sentences. In the first and second paragraph the writer uses subject concords to show this relationship like **ulutsha lubalulekile** (youth is important); **lufanele luxhotyiswe** (needs to be empowered); **lukhuthazwe** (encouraged) **luzingce** (be proud); **lubaphethe** (treat them). Certain phrases, which are chronologically related to one another occur like **ukubaluleka** (importance) of tourism and **ingomso lokhenketho** (better future of tourism). The youth should be: **luxhotyiswe** (empowered); **lukhuthazwe** (encouraged); **izimisele ukusebenzisa ulutsha** (Satour feels that it should invest in young people); **luzingce ngelizwe lalo** (the youth feel proud of the country); **lubaphathe abakhenkethi ngobubele nangobuhlobo** (culture of treating visitors with warmth and friendliness).

The use of clause relations plays an important part in the linking of sentences and in the creation of meaning. The writer uses words like **ngoko ke lufanele**, (needs to be), **ikakhulu ukuze ilungiselele** (thereby preparing), **Ukubaluleka kwempilo yolutsha ukulungiselela ingomso lokhenketho.** (The importance of tourism to the youth because most of the youth want a long term future.)

In the third paragraph, certain rhetorical functions and patterns occur, **ukubaluleka kokuba nolutsha olusempilweni ukulungiselela ingomso** (that the importance of the healthy youth for a long term future). The broad social or communicative goals of the



writer are displayed. Amongst the rhetorical patterns the matching patterns can be identified, the writer uses a generalization, example: **ukubaluleka kokuba nolutsha olusempilweni ukulungiselela ingomso lokhenketho kuyaqondwa nguRhulumente ngoMthetho wakhe wezokhenketho** (the importance of a healthy youth for the long term future of tourism is acknowledged by the Government in its White Paper on tourism).

Consider, next, other textual units exemplified in this article. Recall that interactive units demonstrate the relationship between the writer and the reader: **ulutsha olusempilweni ukulungiselela ingomso lokhenketho kuyaqondwa nguRhulumente ngoMthetho wakhe wezokhenketho** (that a healthy youth is necessary for a future tourism is understood by the government). The organizational units or linkers link one part of the text with another: if the youth is healthy the long term future is best for him/her and the Government is acknowledging the tourism industry. Topical or informing units are concerned with presenting information successfully and are expressed in a logical manner in this article.

Text coherence and cohesion plays an important part in the text analysis because it deals with the chronological organization of the information of the text. The selection of words here create meaning and establish links and connections across sentences. The clause relations used, show the logical structure in sentences and are in a recognizable chronological sequence with respect to the clause relations of cause and effect, **olusempilweni** (a healthy) youth and **ukulungiselela ingomso** (preparing for long future). The way a sentence fits into context and its relation to preceding sentences contributes to the cohesion of the text. As regards cohesion we consider connections and cross-references between sentences.

The lexical (word) choices reflect the communicative goals and the purpose of the writer. The author uses verbs which suggest interaction between reader and writer **ukubaluleka** (importance) **ukulungiselela** (to prepare) **kuyaqondwa** (acknowledgement). These verbs are verbs that are describing the intention of the youth that want to partake in tourism.

The promotion discourse and genre is exhibited through the descriptions of text through reference to its general rhetorical goals. Descriptions occur that express encouragement to the young entrepreneurs who wish to enter the tourism industry and exposing them to contribution to the socio- economic well being of all people of South Africa; to persuade



the reinforcement of community pride by making the youth aware of the beauty and potential of their country; to expose the youth to contribute significantly to the preservation and cultural resources and promote the youth to contribute to the creation of goodwill peace understanding and friendship among people of South Africa and around the world. According to the promotion genre these are the typical social purposes. The text is considered as a promotion genre because of social purpose of promoting tourism and the involvement of the youth in tourism. This texts can be described as being of the discourse type of persuasion.

In paragraph 5 the rhetorical functions of description, and persuasion. The writer persuades the youth by using words like **ukuzibandakanya** (to contribute) **negalelo ekuphuculeni ubomi babo bonke** (with socio-economic well being). The entrepreneurs should participate in the tourism industry. The Rhetoric function describes the broad social communicative goals of the writer for example the youth should be encouraged to contribute significantly to the preservation of environmental historical and cultural resources.

The rhetorical functions relate to the real world texts, that is the youth can be encouraged to contribute to the creation of goodwill peace, understanding and friendship among South and Southern Africa around. The rhetorical pattern of cause and effect are exemplified in this article. If the young entrepreneurs are persuaded to enter the tourism industry (the cause) **Ukukhuthaza oosomashishini abancinane abanqwenela ukuzibandakanya neshishini lokhenketho, ngaloo ndlela babe negalelo ekuphuculeni ubomi babo bonke abantu abaseMzantsi eAfrika** (will be contributing to the socio - economic well being of all people of South and Southern Africa).

The second example of cause and effect occurs where Satour, **Ukuvuselela iqhayiya eluntwini ngokwenza ulutsha lubazi ubuhle nezinto elinazo ilizwe lalo** (encourages the youth to contribute significantly to the environmental, historical and cultural resources).

The writer states that Satour aims to achieve the involvement of the youth in tourism. This is exemplified in various textual units. Recall that a textual unit should be complete and should serve a specific communicative function within text. There should be a relationship between reader and a writer. The article demonstrates the interactive units, where the interpersonal metafunction of language is expressed. **Ukukhuthaza osomashishini**



**abancinane abanqwenela ukuzibandakanya neshishini lokukhenketha ngaloo ndlela babe negalelo ekuphuculeni ubom babo bonke** (the encouragement of young entrepreneurs contribute in socio-economic well being of all people). Another textual unit is the topical or informing units, which are concerned with presenting information and expressing the logical metafunction of language and is exemplified in: **ukuvuselela iqhayiya eluntwini ngokwenza ulutsha lubazi ubuhle nezinto elinazo elizweni lalo** (to reinforce community pride by making youth aware of the beauty and potential of their country).

Various organizational unit or linkers which links one part of the text with another are exemplified in this article. **Ukukhuthaza ulutsha ukuba lube negalelo ekulondolozweni kwendalo izinto zembali nezesithethe, ukuba negalelo ekukhuthazeni umoya wemvisiswano, uxolo ukuqondana nobuhlobo ebantwini baseMzantsi eAfrika nakwihlabathi liphela** (is to encourage the youth to contribute significantly to be preservation of environmental historical and cultural resources and to contribute to the creation of goodwill, peace, understanding and friendship among people of South and Southern Africa and around the world). The title of this article attracts and invites the youth to be the part of tourism, to take the initiative whatever tourism is all about. The writer has a strategy of involving the youth to take part because youth think that tourism is for older people who need a rest. In the writer's subtopic this is shown by **AbakwaSatour banenkolo yokuba elona nyathelo libalulekileyo lokukhuthaza ukhenketho eMzantsi eAfrika kukukhuthaza ulutsha luzibandakanye nokhenketho** (Satour believes that an important aspect of tourism promotion in South and Southern Africa is to encourage a tourism culture among its youth).

The writer uses suitable choices of verbs and nouns to reflect her communicative or goals. The writer is persuading the youth to become exposed to the tourism culture because they are the leaders of tomorrow. The writer uses phrases like **banenkolo** (believes), **luzibandakanye** (encourage) which indicate that they have the belief that if youth can be encouraged they are sure that our country will not lose its appeal as a tourist destination. The choice of verbs in the text suggests interaction between reader and writer. This source of this text has a purpose of inviting the youth to take part in tourism: **ingomso lokukhenketha lufanelwe kukuxhotyiswa kwaye lukhuthazwe** (youth needs to be empowered and encouraged). The writer's goals are also revealed through the choice of verbs of intention followed by infinitive forms of the verbs, and through the future verbs.



In the first paragraph the writer uses certain phrases already mentioned as a device: **ukuxhotyiswa** (to empowered) **kwingomso** (for future) which are effective in achieving the writer's social goals.

The choice of words throughout the article reflects the writer's communicative approach or goals. The writer uses adverbial phrases of manner **ngobubele** (warmth) **nangobuhlobo** (friendliness) which establish grammatical cohesion and verbs like **ukubaluleka** (the importance) and **ukulungiselela** (to prepare) to reflect the writers communicative purpose. The writer uses the quantitative **bonke** (all) to express the idea that everybody in this promotion if tourism industry.

The writer states that Satour's aims of persuading the youth to take part in tourism industry. The contents displayed in a form of text coherence and cohesion. The structure of the sentences is organized well with respect to the clause relations. Certain words and phrases are related to each other. The writer, in the fifth paragraph, uses the infinitive verbs **ukukhuthaza** (encourage); **ukuzibandakanya** (to enter); **ukuvuselela** (reinforce). She uses the nouns **oosomashishini**, and the adjective **abancinane** (young). Nouns mentioned often are **abantu** (people), **ubomi** (life), **ubuhle** (beauty), **ilizwe** (country), **indalo** (creation), and **izinto** (things). All these nouns relate to one another in establishing the broader meaning. The occurrence of clauses contribute to coherence and cohesion: **ukukhuthaza ulutsha ukuba lube negalelo** (to encourage the youth to take part); **ukuvuselela iqhayiya eluntwini ngokwenza ulutsha lubazi ubuhle** (to reinforce community pride by making youth aware of the beauty); **ukukhuthaza ulutsha ukuba lube negalelo ekulondolezeni indalo** (encourage the youth to contribute significantly to the preservation of environment); **ukuba negalelo ekukhuthazeni umoya wemvisiswano**, (to contribute to the creation of goodwill).

The lexical choice successfully reflects the writer's communicative purpose or goal. The writer uses verb phrases, which relate to each other and offers the reader a range of possible optional roles as a potential reader. The text exhibits lexical cohesion which includes relations like collocation (that is, the tendency of certain words that occur together) e.g.; **ekukhuthazeni umoya wemvisiswano uxolo, ukuqondana nobuhlobo** (to contribute to the creation of goodwill peace, understanding and friendship).



In paragraph 6 the writer is convincing the readers about the importance of tourism, referring to **ukusihlangula** (bail us): tourism will help in poverty. The writer describes the prerequisites that are vital to the success of the industry. The writer clearly demonstrates her social purpose in writing about factors that will help in the success of the industry.

Various rhetorical function and rhetorical patterns are exemplified in this article. The rhetorical pattern cause and effect in the article states that if the tourism has potential, it will bail the country out of poverty. The problem solution pattern from the article is that if tourism increases its potential low life expectancy will be achieved. These words or phrases are effective in achieving the goal of promoting tourism.

The verb is an important element in the sentence structure of the text. The writer uses verbs **ukusihlangula** (bail us); **ebuhlwempini** (to poverty); **linciphise** (lowers); **abafayo** (death rate); **lolule** (increases); **ephilwa** (life expectancy); **liphumelele** (success). These phrases achieve the interpersonal function. Various organizational units or linkers occur. They are concerned with linking one part of the text with another. They go hand in hand to give a clear message. Topical units present information and are expressed logically. **Ukhenketho lunakho ukusihlangula** (Tourism has the potential to bail us) this informs us about the safety of tourism industry in **ebuhlwempini** (in poverty) **linciphise inani labantu abafayo** (reduce the high mortality rate) **lolule neminyaka ephilwa ngabantu** (increase the life expectancy).

Text coherence and cohesion is established well in this article, according to the structure of the sentences. The chronological organization of the information is well organized by the writer. These are clauses which relate to one another as in the cause and effect **ukusihlangula ebuhlwempini** (bail us out of poverty) and **linciphisa inani labafayo** (lower the high mortality rate). Clear linguistic links occur between sentences. The writer uses **ukusihlangula** (bail us) with a first person object concord, meaning all of us we are the part of this industry. The clause relations create a logical meaning: **kufuneka ezi zinto zilandelayo ukuze ziphumelele** (the following prerequisites are vital to success of the industry). In paragraph 6 verbs express the purpose of the writer, verbs like **linakho** (potential) **ukusihlangula** (to bail us) **linciphise** (minimize) **abafayo** (mortality) **lolule** (increase) **ephilwa** (life expectancy) **liphumelele** (success). These choices of verbs reveal a promise for a better future.



Paragraph 7 deals with the sub-topics of prerequisites that are vital to the success of the tourism industry. The writer in the promotion discourse type and genre describes the important factors for tourism to be successful. She firstly describes the potential stability as the prime factor. The writer describes political stability as one factor, which is important in promoting tourism industry. He is persuading people to be aware of this factor. The political stability can be included when dealing with the text concerning the social purposes. A stable country can attract tourist to come and invest in SA. The writer believes that an important aspect of tourism promotion in South Africa is to encourage a tourism culture among its youth.

The second factor, is attitude of welcome, where the writer is showing the importance of the facial expression and positive look of the face. This contributes when selling a product tourism because one looks at the smiling face. If the attitude is positive one knows that he/she is welcomed. This is also an important communicative aspect of genre. Others will visit the country with social purposes. Effective positive attitude will play a bigger role because tourist will return and spend more money. The author gives anyone a description on how the investors can formulate market directed and sound policies. The writer is exposing the investor with the government policies that could affect the business but also describing the way to overcome those problem.

The writer considers infrastructure as an important factor in promoting tourism. The article is written with the purpose to attract the tourists to come and invest in the country. The infrastructure covers the host items - roads and railways, electricity water and telecommunication. The writer describes another factor that can have an effect on persuading the tourist to come and visit are the educational standards of the population, the ability of workers, work ethics, work harmony, the availability of professional and technical personnel and productivity level. These descriptions of the labour aim to attract tourists to come and have a harmonious holiday.

The article reflects predominantly rhetorical functions of persuasion and description. The author first uses us the preview-detail pattern, where she mentions short descriptions of something that will happen in detail, and singles out certain points or facts. The rhetoric pattern of cause and effects is illustrated in **kufuneka kuqala sibe noxolo ukuze kubekho inzolo**. (What is required is an orderly environment where peace prevails); **Udushe olunjengolu silubona kule mihla lunokudodobalisa eli shishini** (is violence as



we are seeing it today, can cause harm to industry); **Xa imimandla yelizwe lethu lingcolile alinakuba nomtsalane kubakhenkethi. Xa usoloko uncumile kwaye ubonisa ukubamkele baya kuba nomdla wokuphanda batyelele okanye bahlale ixesha elide** (is when the environment is polluted or degraded. South Africa will lose its appeal as a tourist destination).

The other rhetorical pattern, which is displayed, is the general-particular pattern: **Xa zanelisekile iinkampani zamanye amazwe zezi zinto zingasentla zijonga ukuba ziyafumaneka na izinto eziyimfuneko ebomini nokuthi inomtsalane oko kuyakuchaphazela indleko zayo inkampani. Izinto eziyimfuneko ebomini ziindlela neziporo zikaloliwe, umbane amanzi noqhagamshelwano ngomnxeba.** (Generally if the investors are satisfied with all their needs of factors, which has been already mentioned above, this will particularly affect their expenses, infrastructure covers a host of items roads and railways, electricity, water and telecommunication).

The argument-exemplification pattern, which is often used to describe short stretches of text, is found in this article: **Kukho inkolo yokuba ziba ninzi iinkampani eziya kurweba emazweni abamkeliswa imali ephantsi abasebenzi. Iinkampani aziqwalaseli ukuhlawulwa kubasebenzi imivuzo ephantsi kuphela, ziqwalasela nezinye izinto ezichaphazela abasebenzi. Ezinye izinto eziqwalaselwayo ziinkampani ngamanqanaba emfundo abantu belizwe, iziphiwo zabasebenzi balo, iindlela zokusebenza zalo, ucwangco kwezemisebenzi, ukuthi bayafumaneka na abasebenzi abaqeqeshiweyo nabangamagcisa, nenqanaba labo lemveliso.** (It is assumed that more investment are made if the labour is cheap, but cheapness is not the absolute factor and many other labour related factors influence investment decision.) Exemplification factors are educational standard of population, the ability of workers, work ethics, work harmony, the availability of professional and technical personnel and productivity level.

A textual unit relates to informing and presenting information in a logical manner. The writer informs the reader that **Uzinzo kwipolitiki lenza kubekho uxolo nenzolo elizweni lethu ukuze luphumelele ushishino lokhenketho** (political stability in the country causes peace and orderly environment, which is vital to the success of the industry). The writer informs the readers about the attitude of welcome when the tourist arrives. If there is a smiling face, it means that the tourists are welcome. **Indlela yokwamkela abakhenkethi xa usoloko uncumile ibonisa ukubamkela ngolonwabo baya kuba nomdla**



**wokuphinda batyelele kwilizwe lethu okanye bahlale ixesha elide** (the attitude of welcome is being displayed this will result on returning back of the tourist to spend their money or stay longer). He informs us about the important aspects of Government policies. **Imithetho kaRhulumente nayiphina inkampani efuna ukuvula amashishini ayo kwamanye amazwe iyakhuthazeka yimithetho kaRhulumente enokuchaphazela ishishini layo** (an aspect of Government policies where the investors are concerned about the government policies that could affect business). The writer informs the reader audience about the health environment in SA: **Ilizwe elicocekileyo nelingenazifo abakhenkethi baphesheya batyelela befuna ukubona ubuhle bendalo** (that a clean and health environment attract the tourist to come to overseas to experience its natural beauty).

After the investors are satisfied with the above information, their next concern is the infrastructure and the attractiveness of the area because this will affect their expenses. The organizational unit or linkers link one part of the text with another: information about the political stability, and Government policies are well organized. The information about the infrastructure is concerned with the attractiveness of the area and covers items like roads and railways, electricity, water and telecommunication. **Ezinye izinto eziqwalaselwayo zinkampani ngamanqanaba emfundo abantu belizwe, iziphiwo zabasebenzi balo, indlela zokusebenza zalo, ucwangco kwezemisebenzi, ukuthi bayafumaneka na abasebenzi abaqeqeshiweyo nabanyamagcisa, nenqanaba labo lemveliso.** (Among factors to be taken into account are educational standards of the population, the ability of workers, work ethics, work harmony, the availability of professional and technical personnel and productivity level). **Amaziko okuvalela imali nanika uncedo lwemali amaziko anika inkxaso-mali afanele abe luncedo ingakumbi koosomashishini abatsala nzima** (Banking and finance - for funding institutions should be helpful especially to struggling entrepreneurs). This information on banking and finance link with labour related factors influence investment decisions.

The writer succeeds in using the interactive units of language by stating the important prerequisites that are vital to the success of the industry. The writer mentions **uzinzo kwepolitiki**, (political stability) **indlela yokwamkela abakhenkethi**; (attitude of welcome) **Imithetho kaRhulumente**; (Government Policies); **Izinto eziyimfuneko ebomini** (Infrastructure); **abasebenzi**; (labour) **Amaziko okuvalela imali nanika uncedo lwemali**



(Banking and finance) and lastly **Ilizwe elicocekileyo nelingenazifo** (a clean and healthy environment). All of these points are related to each other.

The structure of the sentences is organized in a chronological sequence, which provides the reader full information and understanding about the place. The use of pronouns by the writer creates emphasis. The writer uses the emphatic pronoun **yeyona nto** (is the prime factor) which emphasizes the importance of the stability in politics. The demonstrative **eli** (this); **kulo** (in this); **oko** (it); **leziya** (those).

The writer uses possessives like **elizweni lethu** (in our country) **indleko zayo nkampani** (its own investment) **Zezi zinto** (their next concern) **nenqanaba labo** (their technical personnel) **imimandla yelizwe lethu** (if our environment is polluted). The possessives used here refer to general relations between things mentioned above.

The clause relations show the linguistic links between sentences in the article. The use of **xa** a conjunctive, links the sentences in order to present the message in a chronological sequence. Other conjunctives are **Olunjengolu** (as), **kuba nomdla** (show an altitude), **okanye bahlale ixesha elide** (to stay longer), **ukuba** and **yokuba** (that), **ukuthi** and in the very first introductory paragraph **ukuze** is used. **Abantu bayikhathalele imimimandla abahlala kuyo ukuze isoloko inomdlalane** (People must take care of their environment to ensure that our country doesn't lose its appeal). In the fourth paragraph **ukuze** and **oko** are used in the same sentence and **ukuze** in the beginning of the sentence: **Ukuze bakuphumeze oko abakwa Satour bacebe ezi zinto zilandelayo** (to achieve this, Satour has identified the following aims). The use of two conjunctives in the same sentence establishes the linguistic links between sentences.

Notice the use of the conjunctive **ukuba** in **ukuba negalelo ekukhuthazeni umoya wemvisiswano** (to contribute to the creation of goodwill peace), and **ukuze liphumelele** (are vital to the success). Three conjunctives are used in the same sentence **xa**; **ukuba**; **nokuthi** e.g. Under the heading **Izinto eziyimfuneko ebomini**: (Infrastructure); **Xa zanelisekele iinkampani zamanye amazwe zezi zinto zingasentla zijonga ukuba ziyafumaneka na izinto eziyimfuneko ebomini nokuthi inomtsalawe na loo ndawo**. (Once the investors are satisfied with all the above factors, their concern infrastructure and attractiveness of the area). The use of the conjunctives clearly indicates that chronological sequence of the sentences can make sense in sentences linked with them.



Lexical (word) choices as a reflection of the writer's communicative purpose/goals are exemplified well in this article. The writer uses particular nouns e.g. **udushe** (violence) **iinkampani** (investors), **zindlela neziporo zikaloliwe** (roads and railways), **umbane** (electricity), **amanzi** (water), **umnxeba** (telecommunication), **inkolo** (assumption), **abasebenzi** (labourers), **amaziko** (institutions). All these choices of nouns are effective for on informing the reader who is interested in taking part in tourism. Using these nouns which express the informing role in the article, give evidence of promoting the tourism industry. The choice of verbs or verb phrases reveals the writer's goal. Verb phrases like **lunokudodobalisa** (can cause harm), **elizweni ekugquba udushe** (in violence torn country) appear. The writer uses the deficient verb **usoloko uncumile** (put on smiling) **isoloko inomtsalane** (leave attraction), in phrases describing actions. Various infinitive verbs are used: **ukuhlawulwa** (paid), **ukubona** (experience beauty) and **ukuvula** (formulate).

The article **Iphulo lokukhuthaza ulutsha** (the tourism youth initiative) displays all the five hierarchy levels of describing the text in an acceptable manner, showing that these levels can be implemented in analyzing Xhosa text.

#### 4.2.6 Article 5

##### UKUKHENKETHA IMPUMA-KOLONI

##### (THE EASTERN CAPE TRAVEL)

The first sub-topic of the article exemplifies the discourse type of the text fully through reference of the rhetorical goals e.g. description, exposition and persuasion: **Enoba uyathanda ukuqokelela amaqokobhe elunxwemeni xa ubethwa ngumoya ehlathini, nbuka amarhamncwa kwindawo ezigcinwa kuzo izilwanyana okanye usonwatyiswa esixekweni - unokukufumana konke oku kwiMpuma Koloni.** (there is something for everyone in the Eastern Cape whether you like being at the seaside, walking through forests or dancing at the clubs in the big cities.)

As the reader reads this article, it is evident that the writer is selling the Eastern Cape as a holiday destination. Tourism here is seen as a product. The description of this text displays the rhetorical goal of promotion. The writer describes the tourism industry by writing a public statement inviting the readers to spend enjoyable time at the seaside, walking through forests or dancing in the cities. The writer is promoting tourism in the



Eastern Cape by giving descriptions of travelling along the coast, hiking trails, the art festival and craft industry. This text can be considered as a promotion genre with the social purpose of promoting a product, which is tourism, and exemplifies the discourse type of persuasion. The goals of this genre and discourse type are also directed at real world audiences. This article genre has the broad social purpose of reporting and commenting on current events. The publicity of Eastern Cape Tourism travel shows that genre is promotional. This article is written for the social purpose of promoting tourism in the Eastern Cape.

This article presents the tourist the history of Eastern Cape. It is important for tourists to know the history of the place. The author describes where Eastern Cape is situated and gives the reader a reason why the area is no longer called the Eastern Frontier. In the introductory paragraph, the writer describes to the a reader what he/she is going to see in the Eastern Cape. The writer promises that **Apho udlula khona eli phondo linemihlaba engaphazanyiswanga etsho ngobuhle bendalo** (everywhere you go the province has unspoiled areas of natural beauty). The other promise is that there is something for everyone in the Eastern Cape.

In the first sub-topic - **Ukukhenketha ngaselunxwemeni** (travelling along the coast) the writer uses a question form to convince or persuade the reader to come and see the Eastern Cape; e.g. What can you see and do as you travel along the hundreds of kilometers of waistline in the Eastern Cape? After this question, the writer describes the places and things the tourist can do by describing Jeffreys Bay as one town, which is renowned for its seashells. Surfing, fishing and water sports are very popular activities for people who live in the Eastern Cape. As regards the hiking trails, the writer is firstly informing the reader about the forest hikes in this province. The writer informs the reader about the Forest National Park and its world famous Otter Trial. She describes the underwater trail and Shipwreck trail, which starts at the mouth of the Fish River. She gives a warning to those who might walk to the Shipwreck trail that they need to be quite fit before trying the hike.

The writer tries to convince the readers to go on a tour, informing them about all the things they should expect on their trips. The article exemplifies the broad social purpose of the tourism promotion genre. In the sub-topic about Cities, the writer describes each city in the Eastern Cape, starting with Bisho as the capital city of the Eastern Cape. Bisho is



situated inland, near King Williamstown, where there are collection of 30 000 African mammals at Kaffrarian Museum. Port Elizabeth, the fifth biggest city in South Africa is known as the “Friendly City”. The writer promotes Port Elizabeth by describing it is well known, because of dolphins that have been trained to perform at the local Oceanarium. There are also turtles, sharks and other kinds of fish at the aquarium. East London is South Africa’s only river port city. East London is the home to the coelacanth, an ancient fish with four fins. These descriptions of the towns and cities in the Eastern Cape aim to persuade a tourist to come and visit these cities. These descriptions arouse the interest of the reader to read more about the Eastern Cape.

The writer mentions that there are Arts Festivals, craft industries and famous people, which are important in the Eastern Cape. The Arts Festival occurs yearly in July in another town, called Rhini (Grahamstown.) The author describes the activities, which are performed in Grahamstown like plays, exhibitions, drama and dance performers music and cabaret. The writer arouses the interest of the reader by informing that their performances start in the morning and go until well after midnight. All these factors can attract the tourist. Under the subheading, Craft industry, the writer informs the reader that in the craft industry many people of the Eastern Cape have turned to self-help projects, manufacturing craft items for sale to tourists, as well as export to overseas countries. Apart from the craft industry, there is also an interesting project in Grahamstown, which include hosting tourist the traditional Xhosa lunches. They serve all sorts of food like **umphokoqo** (dry porridge and sour milk) **umngqusho** (samp and beans) and **isigwamba** (wild spinach and mealie-rice). Under the heading “famous people”, the writer invites the tourist to come, see and visit places of famous people, like Madiba’s place in Qunu in the Transkei, Athol Furgard in Port Elizabeth, The Olive Schreiner home in Cradock and The Thomas Baines Reserve.

In this article the description of the text in terms of exposition and persuasion is successfully displayed. The social purposes of promoting a product, which is the Eastern Cape, is achieved.

The article predominantly reflects the rhetorical functions of persuasion and description. The writer has achieved her goal in describing the Eastern Cape as a tourism destination where he mentions that **unokufumana konke okufunayo Kwimpuma-Koloni** (there is something for everyone in Eastern Cape). The writer describes the historical background of the Eastern Cape, informing the readers about the time when Britain administered the



Eastern Cape. The writer is trying to sell Eastern Cape as a holiday destination. The writer promotes the Eastern Cape by mentioning some of the places the reader might go. The article has subtopics, where there is a description under each topic. The first one is **Ukukhenketha ngaselunxwemeni**. (traveling along the coast) The writer mentions small towns and cities along the coast, Jeffreys Bay for its seashells, surfing, fishing and water sports.

Hiking is the second subtopic, where the author mentions forest hikes, the Otter Trail, which takes hikers along the coastline to Nature's Valley; and an Underwater trail for people who enjoy going diving. "Cities" is the third subtopic. The writer mentions Bisho, the capital city of the Eastern Cape, King Williamstown with African mammals at the Kaffrarian museum, Port Elizabeth, the fifth biggest city in South Africa, and is also known as "The friendly city". Port Elizabeth is well known, because of dolphins that have been trained in the local Oceanarium. There are turtles, sharks and other kinds of fish at the aquarium. East London is the only river port city and is set on the banks of the Buffalo River and is also the home to the coelacanth, an ancient fish with four fins. Arts Festival occurs every July for ten days in **iRhini** (Grahamstown). This town hosts South Africa's annual arts, crafts and culture festival. The author indicates that famous people were born in the eastern Cape. Madiba - the former president of South Africa, in Qunu in Transkei, the playwright, Athol Fugard in Port Elizabeth, and Olive Schreiner lived in Craddock.

Topical or informing units are concerned with the logical presentation of the information that is the ideational metafunction of language. The writer of this article is informing the reader about the places to go in the Eastern Cape. Firstly the writer presents the Eastern Cape as a place for everyone: **xa ubethwa ngumoya ngaselunxwemeni, uhamba ehlathini okanye usonwatyiswa esixekweni unokukufuma na oko** (if one likes being at the seaside, walking through forests or dancing at clubs in the big cities, this is possible). The writer is also informing the reader about the history of Eastern Cape. She gives information of the Eastern Cape in each subtopic, of places to go and she elaborates on what is happening under those subtopics e.g. **Ukukhenketha ngaselunxwemeni** (travelling along the coast) - **ukubethwa ngumoya** (hiking trails) **Izixeko** (cities), **imibhiyozo yobugcisa** (Arts festivals), **Amashishini obugcisa** (craft industry). **Abantu abadumileyo** (famous people). The information is given in a logical manner. After travelling along the coast, the tourist can go on hiking trails, because these trails have hikes along the coastline to Nature's Valley. From there the tourist can go to the cities of



Easter Cape, where in those cities, he/she can visit Grahamstown, the host town for the Arts Festival, where there is also a craft industry.

The second type of textual unit is organizational units or linkers. Facts in this article are well organized and there is a link between one part of the text with another. The introductory part of this article, gives information about what the reader will read in this article. The text is well organized. The writer starts by promoting tourism in the Eastern Cape. **Ukukhenketha ngaselunxwemeni ukuhamba-hamba emahlathini okanye ukonwatyiswa ezixekweni.** (being at the seaside, walking through forests or dancing). After this, the writer describes the historical background of the Eastern Cape in an organized manner, telling the reader why the Eastern Cape is no longer called the Eastern Frontier. The writer asks a question in the second paragraph **unokubona uze wenza ntoni xa uthe uthe wahamba kumxweme olukwiMpuma-Koloni,** (what can you see and do as you travel along the Eastern Cape coast line?). The writer mentions all the places in an orderly manner, starting with Tsitsikama, which stretches along to the Wild Coast near KwaZulu Natal, the Forest National Park with the Otter Trail: **Ukuba uyakuthanda ukubona iinqanawe ezantlitheka unokuya kwiShipwreck** (if you like to walk to Shipwreck Trail); **Io mzila mde kangange - 64 kilometa kolu nxweme nto leyo ethetha ukuba kufuneka womelele ukuze ulinge ukubethwa ngumoya.** (this trail stretches along 64 kilometers of beach, so you need to be quite fit before trying to hike). Jeffreys Bay is also along the coast, as the writer describes travelling along the coast: **Abaqokeleli bomaqokobhe basuka kumazwe ngamazwe beze eJeffreys Bay.** (Shell collectors come from all over the world to Jeffreys Bay); **Ukutshitshiliza kumaza olwandle, ukuloba intlanzi, nokukudlala emanzini zinzinto ezithandwa ngabantu abahlala kwiMpuma Koloni.** (Surfing, fishing and water sports are very popular activities for people who live in the Eastern Cape.) These facts demonstrate that the organizational units or links are successfully organized.

Various interactive units are exemplified in this article which deal with the relationship between the writer and reader. The description of the article by a writer leads to the relationship between the reader and the writer. The article arouses the interest of the reader. Firstly, the writer is selling the tourism industry of the Eastern Cape by informing the reader that there is something for everyone, including the seaside, walking through forests or dancing at the clubs in the big cities. The writer is promoting tourism by mentioning **Apho udlula khona eli phondo linemihlaba engaphazanyiswanga etsho**



**ngobuhle bendalo** (everywhere you go the province has unspoiled areas of natural beauty) The writer mentions that the tourist can travel along the coast where surfing, fishing and water sports are very popular activities for people who live in the Eastern Cape. The hiking trails with the Otter Trail, and Underwater Trail. People can enjoy visiting big cities of the Eastern Cape like Bisho, which is the capital town; King Williamstown with the African mammals at the Kaffrarian Museum; Port Elizabeth with its dolphins and other kinds of fish in an aquarium, and East London as South Africa's only river port city. The Arts festival and Craft industries are found in Grahamstown. The writer refers to famous people of the Eastern Cape; e.g. the former President of South Africa, Madiba, Athol Furgard for his plays; South Africa's playwright, Oliver Schreiner from Cradock, the first South African writer to have had her work published, and John Thomas Baines, well known for paintings in Southern Africa. These textual units combined form a complete text that serve specific communicative functions within the text, which is reflected in the position they occupies within the text.

Consider next, the text coherence and cohesion exemplified in the text. Cohesion refers to the use of same, similar, or related words in successive sentences so that later occurrence of such words refer back to, and link up, with previous occurrences. In cohesion the selection of certain related words contributes to the overall function of the text. There is a range of words are related to each other which create overall meaning and establish links and connections across sentences. The use of pronouns, demonstratives, subject and object concords is effective in this article. These elements establish semantic relations that ensure the continuity of meaning in a text.

Demonstratives are repeatedly used in this article. These are the linguistic elements that accompany a designation or function as definite articles. In the introductory part, **Eli phondo** (this province) occur. Under the subtopic **Ukukhenketha ngaselunxwemeni** (travelling along the coast); demonstratives occur in **olu nxweme** (this coast line); and **olu khakhayi** (this skull) is found in the history part. Other demonstratives, are used under the subtopic, **Ukubethwa ngumoya**; (Hiking trails) **apho** (there), **abo abathanda** (those who enjoy) **lo mzila** (this trail) **la mahlengezi** (these dolphins) and **olu hlobo** (this kind) occurs under the subtopic, "cities". Under the subtopic "Arts festival" **oku kuqala kusasa** (the performances start in the morning occur). Under the subtopic, "Craft and Industry" **eli phulo** (this project) occur. The last subtopic, which is **abantu abadumileyo** (famous people), the demonstrative is found in the second paragraph **eli bali** (this story).



The following demonstratives are preceded by the preposition **ku**. In the introductory remarks, there is **kule nyanga** (in this month) and under the heading, "History", **kulo mmandla kulo lonke** (in this whole province). Under the subtopic, City, **kweli iBhayi** (in Port Elizabeth); **Kule ndawo yezilwanyana** (In this animal's place); **kweli phondo** (in this province).

Consider the use of subject concords under the subtopic **ukukhenketha ngaselunxwemeni** (Travelling along the coast): e.g. **Ijeffreys Bay idume ngamaqokobhe** (Jeffreys Bay is renowned for its seashells); **Abaqokeleli bamaqokobhe basuka kumazwe ngamazwe** (shell collectors come from all over the world); **Impuma-Koloni ikummandla owawufudula ubizwa ngokuba yi** "Eastern Frontier" (The Eastern Cape lies in an area that is used to be called the "Eastern Frontier"); **AbakwaTyhila ufunde bathethe noToyoyo Koliti** (look and learn talked to Toyoyo koliti); **Amawakawaka abakhenkethi batyelela minyaka le**. (Thousands of tourists visit Eastern Cape annually). **Umsebenzi kaToyoyo uquka ukutenda abakhenkethi** (Toyoyo's responsibilities include hosting tourists). In **Abantu abadumileyo** (famous people), the example **Umbhali wemidlalo uAthol Fugard** occurs (The well known South African playwright, Athol Fugard.) **UJohn Thomas Baines uzalelwe eMzantsi Africa** (John Thomas Baines was born in South Africa).

The article shows how words related to one another clause relations, and the use of conjunctives contribute to coherence and cohesion. In the introductory paragraph, the conjunctive **xa** is used in linking and connecting sentences: **enoba uyakuthanda ukuqokelela amaqokobhe elunxwemeni xa ubethwa ngumoya** (whether you like being at the seaside collecting seashells when sprawling on the beach). The conjunctive **xa** also is used under the heading "Travelling along the coast" **Ukukhenketha ngaselunxwememi, unokubona uza kwenza ntoni xa ukhenketha kunxweme olukwiMpuma koloni**. (What can you see and do as you travel along the coastline in Easter Cape). Under the topic, "History", the conjunctive **xa** is used. **Lo mmandla useka umda weMpuma Koloni xa yayilawulwa ngamaBritane**. (This area formed the Eastern boarder of Cape Colony when it was administered by Britain); **Wathi xa ebaleka wadutyulwa wabulawa**. (When he tried to escape he was shot and killed).

The importance of these conjunctives **ukuba, ukuza, nokuba kungenxa** are to create meaning by linking and connecting clauses in sentences Under "History", the last sentence



contains **ukuze**. **Nyakenye, ixhwele lakhenketha eNgilane ukuze lifumane olu khakhayi**. (Last year, a sangoma traveled to England to find and reclaim the skull). The conjunctive **ukuze** is used under the subtopic **Ukubethwa ngumoya** (the Hiking Trails). This is found in the last sentence of the last paragraph **Kufuneka womelele ukuze ulinge ukubethwa ngumoya** (You need to be quite fit, before trying the hike). Under the subtopic, **Amashishini obugcisa** (Craft industry), conjunctives occur in **ambalwa amashishini kulo mmandla ukuze abantu baphile kufuneka babe namaphulo okuziqesha** (there is very little industry in the area and to make money, many people have turned to self help projects); and **ukutenda umsebenzi kaToyoyo ukuza abakhenkethi abeze ukuze banambithe ukutya kwamaXhosa**. (Toyoyo's responsibilities include hosting tourist who come to enjoy traditional Xhosa lunches).

The use of the conjunctive **ukuba** is shown linking sentences under the subtopic "History", where the conjunctive **ukuba** is preceded by the preposition **nga**. **Impuma-Koloni ikummandla owawufudula ubizwa ngokuba yiEastern Frontier**. (The Eastern Cape lies in an area that is used to be called the "Eastern Frontier"). Under the heading, "Hiking Trails", the conjunctive **ukuba** is at the beginning of the sentence **ukuba niyakuthanda ukubona iinqanawe ezantlitheka unokuya kwiShipwreck Trail eqala apho ingena khona iFish River elwandle** (If you enjoy exploring Shipwrecks, you might like to walk the Shipwreck Trail, which starts at the mouth of the Fish River. The last sentence **lo mzila mde kangange 64 km kolu nxweme nto leyo ethitha ukuba kufuneka womelele** (This trail stretches along 64 kilometers of beach so you need to be quite fit).

In the subtopic, Cities – **izixeko** in paragraph 3 **zokuba** is a conjunctive, which is formed with the possessive – **za**, **Esinye sezizathu zokuba iBhayi idume kungenxa yamahlengezi aqeqeshwe ukuba onwabise abantu kwindawo enezilwanyana zaselwandle**. (One of the reasons that Port Elizabeth is well known, is because of the dolphins that have been trained to perform at a local Oceanarium). **Kungenxa** (because) is used to join up the sentence. In the subtopic, - **Amashishini obugcisa** (craft industry), the conjunctive **ezinjengokuba**, or **njengokuba** occurs in **Bafundiswa izinto ezinjengokuba nesitiya ukwenza izinto zokoja, ukuyila namashishini obugcisa**.

The other conjunctive **ukuba** is found under the subtopic "Cities". This statement is in a form of a question e.g. **Ubusazi nje ukuba iMonti likhaya lecoelacanth olu hlobo lwentlanzi yamandulo enamaphiko amane nekwakucingwa ukuba yathi shwaka**



**kumashumi amahlanu ezigidi zeminyaka** (Did you know that East London is home to the coelacanth, an ancient fish with four fins that was thought to have been extinct for fifty million year). The author uses the conjunctive **njenga- njengephulo** (project) **njengomvubo** (dry porridge and sour milk) **njengesinxibo** (clothing).

The article predominantly uses the lexical (word) choice as a reflection of communicative purpose. The writer's choice of verbs and nouns manifests the interaction between a reader and a writer. In the introductory paragraph, the writer uses verbs, which refer to mental processes of perception and thinking – think, **cinga, khankanya Mpuma-Koloni, inkoliso yabantu icinga ngamanxweme abanzi**. (Mention the Eastern Cape and most people think of the sprawling beaches). The writer uses the verb **khankanya** (mention).

In paragraph 1 under the subtopic "Travelling along the coast", the author uses the phrase **unokubona** (you can see), which denotes mental processes or perception - see. Under the subtopic, Cities, **Usenokubona ufudo lolwandle ookrebe nezinye iintlobo zentlanzi kule ndawo yezilwanyana zaselwandle** (you can also see turtles, sharks and other kind of fish at the aquarium) and **Unokubona wenze ntoni xa ukhenketha kunxweme olukwiMpuma-Koloni** (There is also a question for what you can see and do as you travel along the coastline in Eastern Cape?) The choice of the question form, indicates that the writer is not only interacting directly with the reader, but also offering the reader a range of possible roles as a potential client.

Under the subtopic, Cities, the writer is using future verb: **Kukho iBhayi ekusisixeko sesihlanu esikhulu eMzantsi Africa**. (You will find Port Elizabeth the fifth biggest city in South Africa). The writer predominantly uses verbs, which are describing actions or statements: **IBhisho iphakathi kweli phondo ikufutshane naseQonce**. (Bisho is situated inland close to King Williamstown). Other action verbs, which contribute to creating the overall meaning in the article occur in the sentences **apho udlula khona eli phondo linemihlaba engaphazanyiswayo etsho ngobuhle bendalo** (Everywhere you go, the province has unspoiled areas of natural beauty). **Ukutshitshiliza kumaza olwandle, ukuloba intlanzi nokudlala emanzini zizinto ezithandwa ngabantu abahlala kwiMpuma-Koloni** (Surfing, fishing and water sports are very popular activities for people who live in the Eastern Cape). The verbs in **ukutshitshiliza kumaza, ukuloba, nokudlala ukubhexesha amaphenyane** are activity verbs or action done by a person (going out in canoes and small boats). These verbs are found under the subtopic



“Travelling along the coast.” The other verb which describes an action and experience **ukubethwa ngumoya kumahlathi adumileyo** (enjoy the breeze hiking in well known forests).

In the introductory paragraph, the writer uses specific nouns in describing the Eastern Cape: **Eli phondo linezinto ezininzi** (There is a lot more to the province; **Kukho ihlathi laseTsitsikama** (there is a lush Tsitikama Forest). Under the subtopic, **ukukhenketha ngaselunxwemeni** (Travelling along the coast), **Olu nxweme luqala kwihlathi laseTsitsikama** (the coastline starts at the Tsitsikama forest), and **IJeffrey’s Bay idume ngamaqokobhe** (Jeffrey’s Bay is renowned for its seashells).

The descriptions of tourists attractions are the sentence **Ukuba uyathanda ukubona inqanawe ezantlitheka unokuya kwiShipwreck**. (If you enjoy exploring shipwrecks, you might want to walk the Shipwreck trail); **Usenokubona ufudo lolwandle** (you can come and see turtles), **ookrebe** (sharks); **Inye kuphela idololophu enezibuko lomlambo eMzantsi Afrika** (South Africa’s only river port city is also found in the Eastern Cape); **Imibhiyozo yobugcisa** (Arts festival) **iindwendwe** (visitors) to Grahamstown; **amagcisa** (artists), **abaculi** (singers/performers). **Mhla ngamnye bakhetha abathanda okukwenza kumakhulu eziganeko ukudlala imiboniso imidlalo yegonga nokuxhentsa umculo**. (Each day they choose what they would like to do plays exhibitions, drama and dance performances, music and cabaret). Nouns like **umngqusho** (samp and beans) **isigwamba** (wild spinach and mealie rice). Under the subtopic “Famous people” the name of Madiba, Athol Fugard, Olive Sheiner and John Thomas Baines are mentioned in promoting Eastern Cape’s tourism.

This article is a tourism promotion text. The broad social purpose of the writer is to sell, persuade or promote the area and also to inform the reader audience about the Eastern Cape. The author has achieved the broad social goal of persuading and promoting particular places of the Eastern Cape. Choice of verbs as a reflection of the writer’s communicative purpose has been clearly manifested. Different levels of Davies’s framework for the analysis and description of the text have been illustrated.



#### 4.2.7 Article 6

##### UMNTLA-KOLONI

##### (THE NORTHERN CAPE)

This article is a tourist promotion article in which the writer is promoting a product, which is the Northern Province. The writer mentions in the introductory paragraph that most people only know about the diamond mines in Kimberley and the vast stretches of desert. He intends to inform the reader audiences more about the Northern Province in order that they can visit this province. In the first paragraph under the subtopic, **Iphondo elinezinto ezininzi**, (A province of extremes) the writer opens by stating that this Province is unlike any other Provinces because of the extreme weather conditions, the temperature of land between the day and night, and the number of people living there: **Iphondo laseMntla-Koloni alifani namanye amaphondo Zonke izinto kweli phondo zigabadele phakathi kwabantu abahlala kulo nomhlaba walo nobushushu phakathi kwemini nobusuku**. (In many ways the Northern Cape is like no other province in South Africa. This is a province of extremes, between the number of people and the amount of land, the temperatures between day and night). By this description, the writer is exposing the current situation of the Northern Province, which provides a background or real world context for what is to follow. The writer provides the reader with the outline of the problems of Northern Cape. This arouses the reader's interest to read more about these problems and how the Northern Cape overcome them.

The first problem, which the writer describes, is the temperature problem - the scorching heat of the day and the cold nights. This has an impact on the landscape, with vegetation being mainly thorn bushes and dry grass. The second description is from the subtopic **Abantu abahlala apha** (People living here). The writer describes Kimberley as the capital city and is a major economic and administrative center. Kimberley is a cosmopolitan city of the ethnic groups Griques, Batswanas, Coloureds, Xhosas and Afrikaners. The writer describes the languages of the people of Kimberley. This prepares the tourist, who wish to learn the language to be prepared to learn about different cultures.

The writer describes the current problems encountered by the people of the Northern Cape, like the scarcity of water, lack of jobs, in that nearly 30% people are unemployed. The writer's description of problems arouses the interest of the reader to be curious to know how the Northern Cape people are surviving under these conditions. The problems



mentioned attract the reader audience to read more. Problems can attract the tourist in order that they can learn how other people can solve their problems.

Under the subtopic, **Hlobo luni lwemisebenzi efumanekayo** (So what jobs are there), the writer describes the historical background of the Northern Cape as the center of diamond mining industry. The writer mentions that the diamonds were discovered in the 1800's. But things have changed since the turn of the century. These days many of the diamond mines are depleted. This is why many people of this province lost their jobs. But in spite of these problems, the writer mentions the farming as one of the dominant economic activities in the province.

Under the subtopic **Imfundo**, (Education) the writer describes the history of Education in the Northern Cape. He mentions that South Africa's first flying school started in Kimberley. The school of mines was opened, but after the diamond mines depleted, this school was transferred to Johannesburg, where it became the University of the Witwatersrand. This presents the knowledge to the reader about the historical background of the famous University of the Witwatersrand. The writer is exposing problems in education in the Northern Cape: **Akukho Univesithi yaye ulutsha oluninzi luyanyanzeleka ukuba luhambe kweli phondo luyokufunda kwamanye amaphondo** (there is no resident university, many young people leave the province to study for their higher education).

Under the subtopic **Okutsala umdla wabakhenkethi** (Some tourist attractions), the writer mentions that, despite of the problems in the Northern Cape, there are places, which attract the tourist. The writer promotes the tourism industry in the Northern Cape by describing places of historical heritage with the Memorial of the Pioneers of Aviation. This article is considered as a promotion genre, because of the social purpose of promoting the Northern Cape as a product and this in turn can be described as the discourse type "persuasive". The broad social purpose of the writer is to sell Northern Province to tourists and to persuade them to come and visit Vaalbos Renoster National Park at Sydney-on-Vaal. The writer persuades the tourist to come and see Vaalharts valley with its 1200 irrigation farms. The writer informs the reader about some of the famous people from the Northern Cape, e.g. the founder of the PAC, Robert Sobokwe and Bishop Njongonkulu of the Anglican Church who became the Archbishop of the church of the province of South Africa. The writer describes the enthusiasm and proudness of the people of the Northern Cape under the subtopic "Conclusion" despite being the province of extremes. **Abahlali**



**balapha bahlala ngoxolo nangokuzithemba** (residents of the Northern Cape are proud of where they live, they believe it has much to offer).

The rhetorical functions of the text are exemplified in this article through descriptions and persuasive, descriptive and expository units. These labels are seen as the broad social or communicative goals of the writer. The writer describes, **Umntla-Koloni** (Northern Province) as the province with extremes. He provides a description of the extremes by informing the reader about temperatures of the Northern Cape, with scorching heat of the day and cold nights. The author describes the people living in this Province, the Griquas, Batswanas, Coloureds, Xhosas and Afrikaners. The writer describes the problems encountered by the people of the Northern Province, the scarcity of water, and the lack of jobs. He also describes the historical background of the diamond fields in Kimberley in the 1800's, and the history of education in this region and its problems. The author persuades the reader to come to the Northern Cape to see the rich historical heritage. He mentions that there is some interesting enjoyment for "outdoor people" too. The writer mentions the Vaalbos Renoster National Park at Sydney-on-Vaal. There is also a Vaalharts valley. The writer in all, is exposing the Northern Cape, poor as it is, that a tourist can come and visit these places. The writer explains that the Northern Cape is associated with people, like the first founder of late Robert Sobukhwe and Bishop Njongonkulu of the Anglican Church.

One example of a rhetorical pattern exemplified in this article is the cause and effect pattern. In the first subtopic, A province with extremes, the writer starts in paragraph 2, 3 and 4 with the cause, the description of temperatures between day and night, which the scorching heat of the day and the cold night obviously has an impact on the landscape. **Umahluko phakathi kobushushu basemini nengqele yasebusuku yenye into oya kuyiqaphela. Oku kunegalelo kwindlela ome ngayo umhlaba izihlahla zakhona zinameva nengca eyomileyo** (The effects of the vegetation are mainly thorn bushes and dry grass).

Under the same subtopic, the writer states that more jobs need to be created in order to attract people: **ufuneka kuvulwe amanye amothuba emisebenzi ukuze abantu beliphondo babe nokuziphilisa** (people of this province can survive). Under the subtopic **Elokuqwele** (conclusion) the writer states **into abazimisele kuyo Kukuba ngumzekelo kwihlabqthi** (our main task therefore is to set an example to the rest of the world), **Ukuba**



**sinokuba phambili ekwakheni uMzantsi-Afrika oxube iintlanga** (that we can be the frontrunners in building a Rainbow Nation in South Africa).

The next rhetorical pattern, which the writer uses, is the problem-solution pattern. Firstly the problem of diamond mines, which were depleted in that most mining now is concentrated in Johannesburg, has resulted in people losing their jobs. People can engage themselves in farming. The solution is that farming is another dominant economic activity in the province. The annual Kimberley show attracts farmers of prime stock from around the country each year, making this important event for farmers to show off their breed. Under the subtopic, "Education" the writer states that when mines were depleted, the school was transferred to Johannesburg, where it became the University of the Witwatersrand. There is no resident University in this province. People have to leave the province to do their higher education in other provinces. Recently, national institutions of distance education began setting up their offices in the cities. Now it is easy to learn in the province for the higher education, using the offices.

Three types of textual unit, the informing or topical, organizational units or linkers and interactive unit are exemplified in this article and they serve a specific communicative function within the text, which is reflected in the position it occupies within the text. These textual units are part of the complete text.

The informing or topical is the textual unit, is concerned with presenting information and presents the logical metafunction of language. The writer gives the reader the information that **Tyhila Ufunde**, i.e. (look and learn), has visited the Northern Cape to see what is happening there. The writer of the text introduces the text by informing the reader about the current situation of the province, as the province of extremes and in doing so, is providing a background or real-world context for what is to follow. The writer firstly mentions the problem of weather conditions or temperatures during the day and night. This is explained in paragraph 2 and 4: **Zonke izinto kweli sigabadele phakathi kwabantu abahlala kulo nomhlaba walo ubushishi phakathi kwemini nobusuku nentlango nokuma komhlaba walo.** (This is a province of extremes, between the number of people and the amount of land, the temperatures between day and night, and the deserts and landscapes). In paragraph 4, the writer informs the reader about the impact of these temperatures. The writer mentions the differences in temperatures between the scorching heat of the day and cold nights: **Umahluko phakathi Kobushushu**



**basemini nengqele yasebusuku yenye into oya kwyiqaphela. Oku kunegalelo kwindlela ome ngayo umhlaba izihlahla zakhona zinengca nengca eyomileyo.** (This has had an obvious impact on the landscape, with vegetation being mainly thorn bushes and dry grass).

The writer informs the reader about the people living in the Northern Cape. He mentions different ethnic groups, from the Northern Cape. These groups are described under the subheading, **Abantu abahlala apha** (People are living here). The writer mentions Griquas, Batswana's, Coloureds, Xhosas and Afrikaners with their languages. The writer informs the reader about the problems of this province. In the last paragraph, the writer mentions that **phantse i30% yabantu abahlala khona abaphangeli** (nearly 30% of the people are unemployed). The reason for the lack of jobs is given under the subtopic, "So what jobs are there", that many of the diamond mines were depleted. **Uninzi kwemigodi yedayimani ayisambiwa ngoku kumbiwa kakhulu eJohannesburg ne Witwatersrand.** (Most mining is now concentrated in Johannesburg and the Witwatersrand.) The writer informs the reader about the scarcity of water, but mentions that farming is another of the dominant economic activities in the province.

About education, the writer informs the reader that the Northern Cape has a very interesting educational history. The writer mentions **Isikolo sokuqala sokufundisa abaqhubi beenqwelo-moya savulwa eKimberley.** (South Africa's flying school started in Kimberly.) He informs the reader about the problems of education that **Akukho yuniversity yaye ulutsha oluninzi luyanyanzeleka ukuba luhambe kweli phondo luyokufunda kwamanye amaphondo** (there is no resident university and many young people leave the province to study for their higher education).

The writer informs the reader that there are some tourist attractions in this region and these are discussed under the heading, "Some tourist attractions". The writer describes all the rich historical heritage venues, e.g. the Memorial of Pioneers of Aviation, in a logical manner. He informs the reader about the famous people from their region like the founder of the PAC, Robert Mangaliso Sobukhwe and the Bishop Njongonkulu of the Anglican Church, from Kimberley, became the Archbishop of the Church of the Province of South Africa. In the conclusion, the writer informs the readers that the residents of the Northern Cape, in spite of their problems about their province they are proud people, people of



confidence and peace and they will in the frontrunners in building a Rainbow nation in South Africa.

Organizational units or linkers, are exemplified in this article and are concerned with the linking of one part of the text with another. The writer divides his facts according to headings, which describes everything that is happening in the Northern Province. The author starts with the subtopic in headings e.g. A province with extremes, where the author mentions these extremes: **Zonke izinto kweli phondo zigabadele, ubushushu phakathi kwemini nobusuku oku kunegalelo kwindlela ome ngayo umhlaba izihlahla zakhona nengca eyomileyo.** (Firstly, the number of the people, the amount of land, the temperatures between day and night, which has the impact on landscape with vegetation being mainly thorn bushes and dry grass) These units are organized and they link together.

Under the heading, **Abantu abahlala apha** (People living here, the writer mentions that **Ikimberly likomkhulu yeli phondo yeyona dolophu isingethe ulawulo noqoqosho lweli phondo** (Kimberley is the capital city and is a major economic and administrative center) and **Umntla koloni unamaGrikwa, abeTswana, abeBala, AmaXhosa, nama Bhulu.** (The Northern Cape is made up of Griquas, Batswana's, Coloured, Xhosas and Afrikaners.)

The writer informs the reader that these people are scattered west-wards, west, northwest and, south of the Northern Cape. There are also problems in this area, like the scarcity of water and lack of jobs. He mentions that 30% of the people are unemployed. The writer indicates that this unemployment is caused by many of the diamond mines that were depleted and is mostly concentrated in the Johannesburg and Witwatersrand area. In spite of the fact that there is scarcity of water, farming is another of the dominant economic activities in the province: **Umntla koloni unembali enomdla kwimfundo.** (South Africa's first flying school started in Kimberley.) Things changed, because of the depleted mines. Schools were transferred to Johannesburg where it became the University of the Witwatersrand.

Under the topic, "Some tourist attractions", the writer tabulates all the places which can attract the tourist to come to the Northern Cape, despite of the fact of the problems. The



writer mentions the famous people from the Northern Cape, Robert Sobukhwe and Bishop Njongonkulu of the Anglican Church. All these points form the complete.

Interactive units are concerned with the relationship between a writer and a reader, and are exemplified in this article. Although Northern Cape is a province of extremes, there are some places, which promotes the tourism industry. People can be attracted by some places in the Northern Cape. The writer is persuading the tourist to come and see the rich historical Memorial of the Pioneers of Aviation, the Magersfontein Battlefield, Sol T Plaatjie's burial place, the first diamond rush canteen, Kopje at Barkley West and the Glacier Pavings at Nooitgedacht. These places are promoting the Northern Province as tourist destination.

The writer continues promoting the Northern Cape to tourists, mentioning **ebantwini ababuthandayo "ubomi baphandle" Kukho Vaalbos Renoster National Park entsha eSydney-on-Vaal** (that for people that like the "great outdoor", there is the new Vaalbos Renoster National Park at Sydney-on-Vaal.) The writer furthermore promotes the Northern Cape tourism industry by adding **Kukho neVaalharts eneefama zonkcenkceshelo eziyi - 1200 apho kutsalwa amanzi kwiVaal ahambe ikhilometha ezingama - 800 ukuze kunkcenkceshele umhlaba oyi 40 000 ha.** (Vaalharts valley with its 1200 irrigation farm, where water from the Vaal runs through an 800 km network of channels to irrigate some 40 000 ha of land.)

The writer mentions that **Idolophu yaseUpington ikwayindlela eya kwiFish River Canyon enomdla, I-Ai-Ais Spa, neKalahari Gemsbok, ne Augrabies Fall National Parks.** (Upington is the gateway to the much sought after Fish River Canyon, Ai-Ais Spa and the Kalahari Gemsbok and Augrabies Fall National Park). These units represent interactive units, which are the part of a complete text that serves a specific communicative function within the text and reflect the relationship between a writer and a reader and promote tourism industry in the Northern Cape.

The relations between words are known as cohesion. There is a range of different ways in which words are related to each other to create meaning and to establish links and connections across sentences that is exemplified in this article. The coherence of the text is characterized by structure in that sentences are ordered according to a recognizable chronological sequence with respect to clause relations. Cohesion i.e. the way in which



the information within sentences is organized according to the demands of the text and the ways, in which sentences are linked together into a cohesive whole, is achieved in the text.

Firstly pronouns are used in this article, which shows that they are related to the names of the characters to whom they refer. In paragraph 3 **Khona** is used, indicating the place and is the pronoun of class the locative<sup>17</sup>. **Nangona uMntla-Koloni unomhlaba ophantse ube yikota yoMzantsi-Afrika, bangaphantsi kwesigidi abantu abahlala khona.** (But while the Northern Cape covers nearly a quarter of the total land surface of South Africa, there are less than a million people living there). In the fourth paragraph, **zakhona** is used as pronoun, where **za** is a possessive concord, which also indicates that the place belongs to them. Under the subtopic **Abantu abahlala apha** (People living here) in the first paragraph the pronoun **yeyona** is used. This is the emphatic type of pronoun emphasizing that The Northern Cape is the major economic and administrative center. **Ikimberly likomkhulu leli phondo yaye yeyona dolophu isingethe ulawulo noqoqosho kweli phondo.** **Lolona** is also an emphatic pronoun which emphasizes the language **IsiTswana lolona lwimi luthethwa kakhulu eVaalharts Irrigation Scheme.** (Tswana, a predominantly language of the Vaalharts Irrigation Scheme).

The use of subject concords in this article relates verb phrases to subject nouns. In the introductory remarks the writer uses the subject concord **Abantu abaninzi bazi imigodi yedayimani**, the **ba** of **bazi** is the subject concord. (Most people only know about the diamond mines). In the same paragraph the sentence, **Utyhila ufunde kule nyanga utyelele kweli phondo**, the **u-** of **utyelele** is the subject concord of the subject **uTyhila**. **Kodwa izinto zitshintshile ukususela ekupheleni kwenkulungwane.** The concord **zi-** in **zitshintshile** is the subject concord. (But things have changed since the turn of the century). Under the subheading, **Elokuqwela** (Conclusion), subject concord **ba-** refers to **Abahlali bephondo laseMantla-Koloni baneqhayiya** the **ba-** of **baneqhayiya** and also in **Abahlali balapha bavota ngoxolo**, the **ba-** of **bavote** is the subject concord. (Residents of the Northern Cape are proud of where they live and the second sentence, The citizens voted in peace and confidence.)

The use of demonstratives indicates the relation of words to each other to create meaning and establish links across sentences. The writer uses a number of demonstratives to show this relation. Demonstratives are repeatedly used in this article with the same noun **iphondo** - province. In the second paragraph under the subheading, **Iphondo elinezinto**



**ezininzi** (A province of extremes), the demonstrative **eli** (this), is used with **phondo** - noun without a prefix. In paragraph 3 and 4, the demonstrative **oko** and **oku** of class 15. **Oko kuthetha ukuba kumhlaba oyikhilometa kuhlala abantu ababini.** (This makes it roughly two people per square kilometer). **Oku kunegalelo kwindlela ome ngayo umhlaba izihlahla zakhona zinameva nengca eyomileyo.** (This has had an obvious impact on the landscape with vegetation being mainly thorn bushes and dry grass). The use of demonstrative **eli** (this) occurs with the noun **ilizwe** (country). **IKimberley show ebakho minyaka le itsala abafuyi balo lonke eli lizwe yonke iminyaka, nto leyo eyenza imini ebalulekileyo kubafuyi ukuba bazokubonisa imfuyo yabo.** (The annual Kimberley show attracts farmers of prime stock from around the country each year, making this an important event for farmers to show off their breeds). Demonstrative **esi** is used with the noun **isikolo.** **Esi sikolo safudukela eJohannesburg** (This school was transferred to Johannesburg).

Several demonstratives are preceded by the preposition **ku-**. The example of these demonstratives are used in the introductory paragraph **kweli phondo** (in this province) **kule nyanga** (this month) **kule mihla** (in these days) in paragraph 7. **Utyhila funde kule nyanga utyelela kweli phondo** (Look and learn this month travels to this area). **Kule mihla uninzi lwemigodi yedayimani ayisambiwa** (These days many of the diamond mines are depleted). In the second paragraph **kulo** (in this) is used. **Zonke izinto kweli phondo zigabadele phakathi kwabantu abahlala kulo nomhlaba walo.** (This is a province of extremes between the number of people and the amount of land).

There are demonstratives, which are preceded by possessive concords. Possessives substitute for the definite article in definite specific reference but with the additional meaning of possession belonging or association. In the last sentence of the subtopic **Abantu bahlala apha** (People living here) there is a demonstrative **balo, bale, ba-** is a possessive concord **lo, le, eli** are the demonstratives. There is **lweli phondo** (for this region) **lu** - is the possessive concord. **Lwabo** - demonstrative **lu-** possessive concord, **abo** - demonstrative **lu.** **Kwiminyaka yoo1800 uninzi lwabo lwalusebenza kwimigodi yedayimani.** (In the 1800's many were linked to the diamond mines). Under the subtopic, **Imfundo** (Education), demonstrative **zeli phondo** is used with **za-** as the possessive concord and **eli** - demonstrative. **Kwidolophu zeli phondo** (in the cities of this province). In the last subtopic, **Elokuqwelo** (Conclusion), the use of demonstrative **zalo** is indicated **za** as the possessive concord and **lo** as the demonstrative **izinto zalo.**



Consider next, the chronological organization of information and the clause relations. The examples given in this article are the words that relate to one another. The use of conjunctives in this article also shows the link and connections across the sentences.

In the first paragraph, two conjunctives occur in the beginning of the sentence **Phofu ke oko akusimangalisa** (Well, this does not surprise us). The other conjunctive is **ukuba** and is used in the first line of this article. **Khawucinge okwethutyana ukuba wazi ntoni ngoMntla - Koloni**. (Just think for a moment what you know about the Northern Cape). **Ukuba** the conjunctive is repeated again in the same paragraph. **Utyhila Ufunde kule nyanga utyelele kweli phondo aze afumanise ukuba eneneni kuminzi okufumaneka kweli phondo**. (Look and learn this month travels to the area and show you that there are in fact lots and lots more).

In paragraph 3 the conjunctives **nangona** and **ukuba** are used. **Nangona uMntla-Koloni unomhlaba ophantse ube yikota yo Mzantsi-Afrika bangaphantsi kwesigidi abantu abahlala khona**. (But while the Northern Cape covers nearly a quarter of the total land surface of South Africa, there is less than a million people living there). The other example of **ukuba** in the same sentence occurs in **Oko kuthetha ukuba kumhlaba oyiKhilometha kuhlala abantu abebini** (This makes it roughly 2 people per square kilometer).

In the subtopic Education, **ukuba** is used: **Akukho ndawo yokuhlala kule yunivesithi yaye ulutsha oluninzi luyanyanzeleka ukuba luhambe kweli phondo** (There is no resident university and many young people leave the province). In the second last paragraph **nto leyo iyenza imini ebalulekileyo kubafuyi ukuba bazobonisa imfuyo yabo** (making this an important event to farmers to show off their breeds).

Under the heading, "People are living here", the conjunctive **xa** is expressed. In paragraph 2, the example **Xa usuka eKimberley** (If you move westwards from Kimberley). The other example **Xa usuka luthethwa ngaseNtla Ntshona isiTswana lolona lwimi kakhulu** (Up towards the Northwest, Setswana is the predominant language). Under the subtopic, **Okutsala umdla wabakhenkethi** (some tourists attractions), in the first line there is a conjunctive **njengoko: eli phondo linembali enkulu njengoko lineMemorial of Pioneers of Aviation** (There is rich historical heritage with Memorial of the Pioneers of Aviation). Under the subtopic **Abantu abadumileyo** (Famous People), the conjunctive



**kodwa** is used in the beginning of a sentence. **Kodwa kwiminyaka yamva nje kuthe gqi ezinye iinkokheli** (But more recently other leaders have emerged).

In the fourth paragraph of the first heading, **Iphondo linezinto zalo** (A province of extremes), the conjunctive **kodwa** is used, **Kodwa zintle iindawo ezinamanzi** (But at parts, where there is water). In subtopic conclusion, **nangona**, **kukuba** and lastly **ukuba** are used **nangona izinto zalo zingafani namanye amaphondo bathi kuninzi okunye elinako** (Despite being a province of extremes, they believe that it has much to offer). **Nangona** is also used in paragraph 5 in **Nangona bebancinane abantu abahlala kweli phondo** (while there might be few people living in this province).

The conjunctive **kukuba** occurs in **Into esizimisele kuyo kukuba ngumzekelo kwihlabathi ukuba sinokuba phambili ekwakheni uMzantsi-Afrika oxube iintlanga** (our main task therefore is to set an example to the rest of the world that we can be the frontrunners in building a Rainbow nation in South Africa).

In this article, the writer uses the word **phakathi** (between) which is the adverb indicating the locative. In the second paragraph **phakathi** is used **Zonke izinto kweli phondo zigabadele phakathi kwabantu abahlala kulo** (this is a province of extremes, between the number of people and the amount of land). The sentence contains **phakathi**, by stating **nomhlaba walo, ubushushu phakathi kwemini nobusuku neentlango nokuma komhlaba walo**. (The temperatures between day and night and the desert and landscapes). The fourth paragraph also states that **Umahluko phakathi kobushusi basemini nengqele yasebusuku yenye into oyakuyiqaphela**. (The difference in temperature between the scorching heat of the day and the cold of the night are what one notices next). The other **phakathi** is under the heading **Imfundo** (Education), **Phakathi kwazo kukho iAcademy of learning**. (Among them are the Academy of Learning).

The lexical (word) choice exemplified in this article indicates the reflection of the writer's communicative purpose. The choice of verbs and nouns and their phrases shows the interaction between the reader and the writer. A wide range of meanings is expressed by the use of verbs. Certain verbs refer to the mental processes of perception and thinking, **Khawucinge** (just think). This is written in the first part of the article. The use of a question form in the first sentence, indicates that the writer is offering the reader the range of possible optional roles as a potential client. **Khawucinge okwethutyana ukuba wazi**



**ntoni ngoMntla-Koloni**. (Just think for a moment what do you know about the Northern Cape). There are verbal processes “tell” and “show”: **Utyhila utyelela** (visits) **afumanise** (show) **okufumaneka** (lots). There are verbs, which reflect the writer’s intention to initiate dialogue with the reader. The use of verbs **ukuyiqaphela** (to be noticed). The verb in **isingethe ulawulo noqoqosho lweli phondo** describes the action of the verb (Kimberley is the capital city and is the major economic and administrative center). The verb, which describes or refers to mental processes of perception and feeling is **ukuva** (feel): **IKimberley ikwayidolophu obuva kuyo ubumnandi beli phondo**. (It is here you get a feel for the province and its people).

Verbs such as **elizisa** (creates), **itsala** (attracts), **sokufundisa** (to train), **bavota** (vote) describe the action or states the action taken by nouns, denoting agentslike **abantu** (people) **imigodi yedayimani** (diamond mines) **iphondo** (province). Nouns, that occur frequently in this article include **abantu** (people) **imfundo** (education), **abakhenkethi** (tourist), and the people who are famous, like Robert Sobukhwe and Bishop Njongonkulu **abahlali** (residence) **uRhulumente** (the government), these nouns show the informing role of the writer.

The five hierarchy levels of the framework for the analysis and description of text in describing the text is demonstrated in this article. The framework used above, demonstrates that there are different ways of describing and analyzing a text, thus making explicit the text properties of discourse, genre and structure.

### 4.3 OUTCOMES-BASED CURRICULUM LANGUAGE LEARNING

This section will consider how the analytical framework, which is utilized for the analysis of the Xhosa text can be used in order to accomplish optimally the reading competence advanced in the OBE curriculum for the learning field languages, literacy and communication. The analytical framework for describing the Xhosa text has been employed in the previous section of this chapter.

The aim of this section is to examine what kind of reading competence and ability is advocated in terms of the OBE curriculum, with the Performance Indicators specified in the curriculum with regard to the reading competence as communicative ability. The Outcome Based Education document (September 1997) has 1-7 Specific Outcomes in Senior level



phase (Appendix B). These specific outcomes each has range statements, which indicate what the learner at that level should be able to demonstrate. Each Performance Indicator (henceforth PI), indicates all the outcomes that can be achieved by the learner. The analysis of Xhosa text and learning outcomes, will be discussed with relation to the learning and teaching of reading.

The description and analysis of the Xhosa text as in terms of the hierarchy of five levels of text demonstrated in the preceding sections of this chapter, displays what is regarded as manifestations of communication of meaning. In the Outcomes-based education (OBE) document (Appendix B), the Specific Outcome 1 (henceforth SO1), indicates that the learners make and negotiate meaning and understanding. This outcome is specified in the OBE document in SO1, where the creation and interpretation of meaning is central to communication. The Specific Outcome 1, represents the development of a learner's ability to understand and negotiate meaning in various contexts by using appropriate language and communication strategies and by demonstrating listening, speaking, reading and writing skills. The framework used in describing and analyzing the text (The Bona Magazine) and SO1 are based on the assumption that text expresses meaning.

With regard to Specific Outcome 1 (SO1) Performance Indicator I (P1), indicates that original meaning is created through personal text. The Performance Indicator of SO1 states that this will be evident when the learners can create original meaning through personal text, e.g. tell or write ideas, opinions with the awareness of appropriate language. This kind of Performance Indicator can be accomplished from the use of the framework for the analysis of Xhosa text, where the discourse type and genre with communicative purposes and goals are demonstrated. The awareness of appropriate language by the learners from the SO1 Performance Indicator indicates that the discourse type from the framework for the analysis and description of Xhosa text is clearly described, and the learner is taught to be aware of the ideas, experiences, opinions expressed in the text (SO1 Performance Indicator). SO1, Performance Indicator gives an example of the learner's awareness of synonyms, antonyms, sentences and paragraphs. This kind of Performance Indicator in SO1 is reflected on the framework for the Xhosa text analysis, where synonyms and antonyms indicate the rhetorical patterns of comparison-contrast labels. Comparison-contrast labels of the rhetorical patterns are clearly indicated in the analysis of Xhosa Bona Magazine Articles. This is for example, found in the first



introductory passage written in Article 2: **Ihlabathi liphela kwilizwe elinye** (The world within one country). There is hustle and bustle of the city life.

The Specific Outcome 1 (SO1) Performance Indicator 1, 2, 3, 4 state that, meaning is created through reading and inferences are made from the text, where creating meaning through reading will be evident when learners can respond to explicit information, that is, recognizing details of the context and denotative meaning of words. The example of the performance is indicated in the SO1 PI, if a learner can rearrange words, sentences, and paragraphs in a logical manner. The rearrangement of words, sentences, paragraphs in a logical manner are displayed the framework for the analysis of Xhosa text in terms of coherence and cohesion of the text, which specifies that the sentences be ordered according to a recognizable chronological sequence. A range of different ways has been discussed in which words are related to each other to create meaning and establish links and connections across sentences.

The Performance Indicator (PI) 2 and 3 of SO1 state that learners can assess ideas or selection of facts according to intentionally, appropriacy, effectiveness, relevance and accuracy. This kind of outcome given from SO1 PI 2 and 3, is especially demonstrated in the framework for the analysis of Xhosa text under the rhetorical patterns in the framework for the description of text. The example of the problem-solution pattern under rhetorical patterns is displayed in that the SO1 PI indicates that learners can assess ideas or select the facts. These four factors in the SO1 PI can be reflected from rhetorical function of the framework for the analysis of Xhosa text, which indicates that rhetorical function is based on the text reference to description, persuasion and exposition and to the broad social or communicative goals of the writer. The SO1 PI is demonstrated in the analysis of all the Xhosa Bona Magazine articles (1-6).

The Performance Indicator (PI) 8 and 9 of SO1 specifies that "Reasoned arguments about interpretation and meaning are developed". The performance indicator states that this will be evident when a learner can interact pro-actively with a person or persons logically and sensitively until a conclusion is reached. Ways should be found to bridge communication gaps and to prevent breakdown. This kind of PI given in SO1 is implied in the framework for the analysis of Xhosa text under the analysis of the rhetorical function and patterns of all the Bona articles. The argument and exemplification is one example of a rhetorical pattern from the framework for the analysis and description of Xhosa text. This pattern is



demonstrated in for example, the Xhosa Bona Magazine articles, that is, The Tourism Youth Initiative. Funding institutions should be helpful especially to struggling entrepreneurs. Under this rhetorical pattern from the framework, the problem-solution pattern is demonstrated, when a learner in terms of SO1 PI 8 and 9 can find ways to bridge communication gaps or prevent breakdown. Continuing with this rhetorical pattern of the framework for the analysis of Xhosa, the other functions of rhetoric are to identify the acts, devices or means in terms of general and specific social goals, which are achieved. This kind of identification is implied in SO1 PI 8 and 9, which state that the learner can interact pro-actively with other persons logically and sensitively until a conclusion is reached. The example from the statement above given in SO1 PI 8 and 9, indicates that the learner must be able to manage and maintain discourse and interaction by using recovery strategies, checking his/her own and others understanding of the text, which leads to the success of communication. This kind of example is also accomplished through the framework for the analysis of Xhosa text in terms of the analysis of discourse type and genre. The discourse type is analyzed for description of text through reference to the rhetorical goals e.g. description, exposition and persuasion. The SO1 PI 8 and 9 indicate that discourse is sustained or encouraged, because it creates language awareness and communicative purpose of a reader.

The specific outcome (SO2) indicates that learners show critical awareness of language usage. This specific outcome aims to develop a learner's understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate people's beliefs actions and relationships. The range statement of SO2 indicates that at this level, learners engage with a wide range of text, forms of discourse and a variety of contexts. One of the Performance Indicators of SO2 states that purpose, audience and source of texts are identified and analyzed. The performance indicator states that critical awareness will be evident when the learner can identify the purpose audience and source of texts from a wide variety of familiar and unfamiliar genres. This element is exemplified in to the framework used for the analysis and description of Xhosa text in terms of discourse type and genre. SO2 PI displays the example that, learners can identify the purpose (why it was written). In the framework of the analysis and description of Xhosa text (the Bona Magazine) the why or purpose is answered as a tourist promotion magazine article aiming to attract tourist to the tourist industry. The "why" which is indicated in the SO2 PI is in terms of the framework of the analysis and description to sell or promote and inform the readers about tourism industry.



The second example in SO2 PI is the learner's identification of audience (for whom it was written). This is indicated in the analysis and description of Xhosa text under discourse type, where it is shown that the text is for tourists who wish to visit certain places to read and know about the holiday destination. The above explanation is accomplished in OBE SO2 PI, where the learners can identify the purpose, the audience and the source of the text. The class of genre and discourse type discussed in the framework for the analysis and description of the Xhosa text is reflected in the specification given in SO2 PI, which indicates that the analysis of how the purpose, the audience and the source have an impact on the effectiveness and appropriateness of each text.

The performance indicator of SO 2, states that there are ways in which language is used to transmit and shape socio-cultural ideas and values. In this assessment criteria of SO 2, the performance of the learner specifies that he/she can explore and explain (orally/written) the ways in which the language is used to transmit and shape socio-cultural ideas and values. This specification is one, which is demonstrated in the framework and analysis of Xhosa text under the level of discourse type and genre. The exploration and explanation of the ways in which language is used, exposes description, exposition and persuasion, which represent classes of genres. The analysis of the Xhosa text from (Bona Magazine) article 1 – 6 has demonstrated this discourse type and genre by giving descriptions of the location of the places, explaining the historical backgrounds of the places, indicating attractive or different expectations of places to see and visit, signaling the organization of the text and informing the reader what to expect in all articles. In the article, Northern Province, Eastern Province and The Tourism Youth Initiative, there are subtopics, which deal with entertainment, local attractions and people of those provinces. All of these facts from the analysis of Xhosa texts in terms of discourse and genre relate to the writer's social and communitive goals on tourism, and they aimed at achieving the broad social goal of persuading the readers, and the more specific goal of promoting a particular place.

The specification is given in the SO2 PI that learners can also read and discuss text such as advertisement, propaganda and some literary text, which convey socio-cultural ideas and values. They can also write about problems caused by lack of awareness of how socio-cultural ideas and values are conveyed in text. This kind of example in Performance Indicator SO2 is reflected in the analysis of Xhosa text under the rhetorical patterns of problem-solution pattern. Learners in SO2 PI enquire and investigate the ways in which



language is used and identify problems caused by lack of awareness. To solve these problems learners transmit shape, socio-cultural ideas and values. Learners can also discuss how these socio-cultural ideas and values are conveyed in the text. The problem-solution is exemplified in the Bona magazine articles of Northern Cape, The world within one country and The Tourism youth initiative.

The attitude towards languages and language varieties are explored, responded to and challenged in terms of the assessment criteria of SO2, where the performance indicator states that critical awareness will be evident when the learner can recognize, challenge and respond to power relations. This kind of SO2 PI is related to the rhetorical pattern of the problem-solution, described in the analysis of the Xhosa texts. In SO1 PI, the learner when reading must be able to recognize the problem. For example, in the analysis and description of Xhosa article Northern Cape, firstly in the introduction, this province is introduced as the province of extremes. By doing this, the writer provides a background of what is to follow, i.e. the problem. This is the situation that a learner can recognize. The reader wants to explore and respond to the problem. In the Bona article on the Northern Cape the reason for the problem is that the diamond mines were depleted and people lost their jobs. The solution presented is that farming is another dominant economic activity in their province. People engage themselves in farming. SO2 PI specifies that a learner can have his/her own suggestions for solving the problems and changing attitudes towards reading, because there is also evidence that in their own reading, student frequently deliberately choose text that are challenging for them to read.

The Specific Outcome (SO3) specifies that learners respond to the aesthetic, affective, cultural and social values in texts. This kind of outcome is to develop a learner's appreciation, use and creation of text as an artistic expression of thoughts, feelings, attitudes and values through exposure to a wide variety of genres.

The assessment criteria of SO3 (2) specifies that literary effects of texts are identified analyzed and described. The performance indicator of SO3 indicates that the ability to identify, analyze and describe the literary effects of text will be evident when the learner is able to compare examples. This PI of SO3 is demonstrated in the analysis and description of the Xhosa texts focusing on coherence of text. The main feature of structure and rhetorical function was dealt with in PI of SO3 as an aspect of style. According to the framework for the analysis text, coherence of the text is manifested in all the Xhosa Bona



articles. The Xhosa Bona articles 1 – 6 have structure and the sentences are ordered according to a chronological sequence and exemplify coherent clause relations. In terms of SO3 coherence in the analysis of Xhosa texts is exemplified. The coherence exhibited in the texts arouses a learner's appreciation of text and uses it to a wide variety of genres (SO3 PI). It is also indicated in SO3 that the emphasis in terms of process is on the enriching effect of text in relation to knowledge, relationship etc.

The SO3 PI specifies that the learner should be able to compare examples to discover varieties within a genre with respect of style. This is also demonstrated in the analysis of the Xhosa texts under the description of rhetorical function and patterns. Xhosa texts were described through reference to their rhetorical function and given descriptions such as persuasive, descriptive and expository. PI of SO3, which specifies that the learner must be able to discover varieties within a genre requires that the learner understand the aspect of style, which the important rhetorical function in the analysis of Xhosa text.

SO3 PI specifies that the learner must be able to compare examples within a genre. This kind of performance is demonstrated in the Xhosa text analysis and description under rhetorical patterns. According to the analysis given, rhetorical patterns have specific rhetorical labels such as cause-effect, comparison-contrast, argument-exemplification, and problem-solution pattern. In the Xhosa Bona Magazine analysis of text, the Eastern Cape, Northern Cape, The world within the country, and the Tourism Youth initiative rhetorical patterns mentioned above are reflected and exemplified.

The SO3 PI indicates that the learner must be able to uncover (make known) important aspects of style and move towards ability to discern and describe more subtle features. This kind of performance by a learner is in the analysis of Xhosa texts. The SO3 PI gives the example of a setting, in terms of which the learner uncovers a setting of the text and develops vocabulary to support it. This is also reflected in the Xhosa Bona Magazine, where the setting of the text is demonstrated in all articles 1 – 6. The other aspects, which are attained by the learner in terms of SO3 PI, are the contrast and comparison, showing differences. In the analysis and description of Xhosa text, the comparison is indicated under rhetorical patterns, such as cause-effect, comparison-contrast, problem-solution patterns. These patterns are also described in four articles of the Xhosa Bona Magazine analysis mentioned above. In SO3 PI specifies that a learner develops the awareness of metaphors in the text, as illustrated in the analysis and description of the Xhosa texts and



the lexical (word) choices as the reflection of communicative purposes or goals. The metaphors indicated in SO3 PI are reflected in the analysis of Xhosa text in terms of the description of a particular noun phrases, and choice of verbs and verb phrases.

The assessment criteria of SO3, specify that opinions on texts are given and justified. The performance indicators of SO3 specify that this will be evident when the learner is able to examine for example those aspects of text, which extend awareness (e.g. of relationship, cause and effect). This PI of SO3 is exemplified in the analysis of Xhosa texts in terms of rhetorical pattern. The cause and effect is demonstrated in the Xhosa Bona Magazine articles like A wine lover's paradise, The tourism youth initiative and Northern Cape.

SO3 PI specifies that the learner must be able to examine for example negative emotions and how they are dealt with. This performance indicates the problem-solution pattern described in the analysis and description of Xhosa text in terms of rhetorical patterns. The problem-solution patterns is demonstrated in articles of Xhosa Bona Magazine e.g. The world within one country; Northern Cape and the Magical Magaliesberg.

The problem-solution pattern is exemplified in the article **Ihlabathi liphela kwilizwe elinye** (the world within one country). **Ukungabikho kwamathuba emisebenzi kuMzantsi Afrika yinto enkulu kodwa abantu bancedwe kukuqesha kushishino lokhenketho ezihotele, ekuqhubeni, kwivenkile zokutya okuphekiweyo ujobo-njalo.** (paragraph 1). (The problem of jobless people in South Africa is the big issue, but tourism industry solved it by employing people in some way in hotels as drivers in restaurants etc.)

The second example is taken from the article **Umntla-koloni** (Northern Cape). The Northern Cape has a problem of not having a resident university, because, when mines were depleted, the school was transferred to Johannesburg where it became the university of the Witwatersrand. People have to leave the province to go and study their higher education in other provinces The solution is given that national institutions of distance education recently began setting up their offices in the cities: **Akukho yunivesithi yaye ulutsha oluninzi luyanyanzeleka ukuba luhambe kweli phondo luye kufunda kumanye amaphondo. Kutha nje umbutho wezikoto ezifundisa ngembalelwano uqalise ukuvula iifisi sawo kidilophena zeli phondo.**



The third example is demonstrated in the article **IMagaliesberg Entle** (The magical Magaliesberg). The problem of noise, in the cities lead the people to visit the quiet places with clear mountain air which also is the haven for nature lovers. **Ingxolo ukuxinana nokuxokozela ezixekweni kwenza ukuba abantu bahambele indawo ezizolileyo zasemaphandleni, iintaba ezinempepho eyolileyo ukanti ikwayindawo entle kubathandi bendalo.** Consider, also, the cause and effect rhetorical pattern exemplified in the article **Indawo yabathendi bewayini** (A wine lover's paradise). In this article, the rhetorical patterns, which can be identified, is cause-effect (paragraph 1 and 4). Simon van der Stel found this settlement for agriculture in 1679 (which is effect). **Yafunyanwa nguSimon van der Stel ngo1679 wayenza indawo yolimo. Ngoku kuveliswa kakhuly iwayini, ibrandi neziqhamo.**

Cause and effect is exemplified in the article **Iphulo lokukhuthaza ulutsha lokhenketho** (The tourism youth initiative). The cause and effect pattern is displayed in this article. The youth needs to be empowered, encouraged and participate in the tourism industry. Satour feels that it should invest young people, thereby preparing the ground for a growing tourism industry through cultivation of pride in our beautiful country and culture of treating visitors with warmth and friendliness. **Ulutsha lufanele ukuxhotyiswa kwaye lukhuthazwe lube nenxaxheba kwishishini lokhenketho Isatour izinisele ukusebenzisa ulutsha ikakhulu ukuze ilungiselele ishishini lokhentketho elikhulayo ngokwenza ulusha luzingce ugelizwe lalo kwaye inbaphathe ngobubele nangobuldo abakhenkethi.** In the article **Umntla – Koloni** (Northern Cape) the cause and effect rhetorical pattern is exemplified. In the subtopic, A province of extremes, the cause and effect is reflected: More jobs need to attract and create in the province for people to survive. **Kufuneka kuvulwe amanye amathuba emsebenzi ukuze abantu beliphondo babe nokuzphilisa.**

The SO3 PI specifies that the learner must be able to examine those aspects of text, which extend the awareness of relationships within the text. This kind of performance is demonstrated in the analysis of the Xhosa texts. This is explained in textual units, which are part of the complete text and serve a specific communicative function, within the text. The performance indicator (SO3) represents an example of an interactive unit, which is concerned with negotiating the relationship between the writer and reader and is expressing the interpersonal metafunction of a language. In all the 6 articles of the Xhosa Bona Magazine, the interactive units are well presented.



The Specific Outcome 4 (SO4) specifies that learners access processes and uses information from a variety of sources and situations. The aim of this specific outcome (SO4) is to develop the capacity of learners to function fully in the modern society by finding, evaluating and using information. The range statement indicates that at this level the information is obtained from variety of sources e.g. factual articles reports magazines etc. The assessment criteria, state that the information needed must be defined. The SO4 Performance Indicator specifies that it will be evident when the learner can define the information needed. In this outcome (SO4) the performance of the learner can be achieved if the learner independently analyze and identify the subject or theme of the information needed. This kind of PI is accomplished in the analysis and description of the Xhosa texts. The PI (SO4) is related to textual units that is topical or informing, and is concerned with presenting information, expressing the logical or ideational metafunction of language, which is demonstrated in the analysis of the Xhosa texts. This element from SO4 PI is exemplified in all the Xhosa Bona Magazine articles 1 – 6. All the texts open by informing the reader about the current situation of those places that is the location, historical background and then promote the product tourism and persuade people to visit these holiday destinations.

The informing units from the analysis of Xhosa texts arouse the reader's interest to read further, and thus provide motivation for what follows in the texts. It is exemplified in the analysis of the Xhosa texts that informing plays an important part in language choice and is a reflection of communicative purpose. This statement is the result of the specification given in SO4 PI where the learner must independently analyze and identify the subject or theme of the information needed. In the Xhosa analysis this PI (SO4) is reflected in relation to choice of sentence-initial elements where it states the language choices is that of the choice of elements in the first position in the sentence or clause, i.e. the theme of the sentence.

The assessment criteria of SO4 (4/5/7) indicate that the accuracy and relevance of the information is evaluated. The reliability of the information source is ascertained. The difference between fact, fiction and bias is identified. The performance specifies indicates that the assessment criteria of SO4 (4/5/7) will be evident when the learner can evaluate the accuracy, relevance and reliability of information. The learner can achieve this by using criteria for assessing information e.g. a text can be general, specific or truth versus propaganda. The learner can compare information on the same subject in different



sources etc. From the analysis of the Xhosa texts, this kind of PI is demonstrated clearly under rhetorical patterns of the text. The rhetorical patterns described from the analysis of the Xhosa texts are demonstrated in all the Xhosa Bona Magazine articles, e.g. Eastern cape, The Magical Magaliesberg, The world within one country and The tourism youth initiative.

The SO4 assessment criteria (no 6) specify that organizational skills are applied. The performance indicator specify that this will be evident when a learner can organize information in a meaningful way. This kind of PI is reflected in the analysis of the Xhosa texts in terms of discourse type and genre. These topics from the analysis of the Xhosa text are based on the describing and persuading the reader to read the text. The discourse types are represented as classes of genres with the very broad social purpose of promoting a product. This statement is exemplified in the analysis of Xhosa texts in terms of the organization of facts in the text. The organization of the information in a meaningful way is demonstrated in the analysis of Xhosa text under textual units. The textual unit is a part of a complete text that serves as a specific communicative function within the text, which is reflected in the position it occupies within the text. According to the analysis of Xhosa texts, the organizational units or linkers occur, which are concerned with linking one part of the text with another. In the Xhosa Bona Magazine articles (1-6) the organizational units or linkers of the analysis of Xhosa text are demonstrated clearly through the content, lexical markers and conjunctives.

The Specific Outcome 5 (SO5) specifies that learners understand, know and apply language structures and conventions in context. This specific outcome (SO5) aims to develop a language user's understanding and knowledge of grammar. In SO5, the development of grammatical competence empowers the learner to communicate clearly and confidently by using grammatical structures (e.g. word order) correctly. Clarity of communication includes a conscious awareness of the learner's own language usage. The assessment criteria of SO5 indicate that knowledge of grammatical structures and conventions is applied to structure text. The Performance Indicator of SO5 assessment criteria indicates that this will be evident when the learner creates texts as designated. This outcome SO5 PI can be achieved by the learner's engagements with the text such as completion of sentence structure, noun prefixes, verbal prefixes, concord, word order, verbal suffixes, qualificatives, adjectives, adverbs, pronouns and ideophones. This SO5 PI is exemplified and demonstrated clearly in the analysis and description of the Xhosa texts



in terms of text coherence and cohesion, entailing that sentences that are ordered according to a recognizable chronological sequence and the selection of certain related words, which contributes to the overall function of texts. The relevant properties in SO5 P1 are related to use of concords, word order, qualificatives, adjectives, adverbs, conjunctives and pronouns.

This kind of PI of SO5 is exemplified in the analysis and description of the Xhosa Bona Magazine articles (1-6). The other element, which is exemplified in the framework of the analysis and description of Xhosa text, is lexical (word) choice, which reflects the writer's communicative purpose and goals, have been illustrated in analyses of Xhosa texts.

Specific outcome 7 (SO7) states that learners must be able to use appropriate communication strategies for specific purposes and situation. This specific outcome concerns the development of the learner's ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation. The range statement of SO7 indicates that at this level learners are pro-active in identifying the situation and in applying the appropriate communication strategy. The Performance Indicator (SO7) states that this will be evident when the learner can identify the communication gap and choose the best way to bridge it. In the analysis and description of the Xhosa texts, this PI of SO7 is reflected in the discussion of genre and discourse type. Genre in the analysis of the Xhosa texts is presented as a process and an object. The example is given in the framework of the analysis and description that publicity leaflets can be considered as a genre with the social purpose of promoting a product and this in turn can be described as the discourse type of persuasion. All the Xhosa Bona Magazine articles (1-6) demonstrate the genre and discourse giving the description of places, their location, historical background, places to enjoy, attracting the reader to the tourism industry. Learners in terms of the SO7 must use the appropriate communication for strategies for specific purpose and situations. The Xhosa Bona articles must be identified by the learners, because they have the ability to use their communicative skills. In the Xhosa Bona Magazine articles, the promotion of the product, the tourism industry is clearly demonstrated. This description from the Xhosa Bona articles above can result in showing that of learner's ability to apply strategies appropriately for a specific purpose and a defined situation. The rhetorical functions described in the framework of the analysis of Xhosa text indicate that the descriptive, persuasive and expository units refer to the broad social or communicative goals of the writer. This statement is reflected in SO7 range



statement, which indicates that learners are pro-active in identifying the situation and applying the appropriate communicative strategies.

The assessment criteria of SO7 specify that appropriate medium of communication must be chosen. The performance indicator SO7 indicates that this will be evident when the learner can identify the communication gap and choose the best way to bridge it. This statement above from SO7 PI is accomplished in the framework of the analysis and description of the Xhosa texts in terms of the rhetorical patterns of the problem-solution pattern. The problem-solution pattern from the rhetorical patterns is described in the framework of the analysis and description of text is demonstrated in the Xhosa Bona Magazine articles e.g. The world within one country. The problem of jobless in South Africa is the big issue, but tourism industry solved it by employing people in hotels, as drivers in restaurants etc.

The SO7 assessment criteria state that register and tone are adapted for audience and situations. The performance indicator SO7 indicates that this will be evident when the learner can select the appropriate register and tone in a variety of contexts. This kind of PI from SO7 is exemplified in the framework of the analysis and description of Xhosa text, where relations between the interaction and the language of the text. The register relates to the social activity and goals that the text represent, that of selling a product as in the advertisement. In the case of the Xhosa Bona Magazine articles, this property of register is demonstrated, in that the texts promote holiday destinations and tourism is the product. The relationship is established between the writer and the reader of the text in that the writer tries to promote tourism to the consumers. The writer of the Xhosa Bona Magazine articles persuades the readers to visit tourism destinations.

The SO7 assessment criteria specify that purpose of the interaction is identified and achieved. The performance indicator states that this will be evident when the learner understands and employs different communication strategies. This outcome SO7 can be achieved if the learner supports argument by using examples from his own real world. The other example of communication strategy is argument-exemplification pattern of the rhetorical patterns, reflected in the framework of the analysis and description of Xhosa text. This kind of pattern is demonstrated in the analysis of the Xhosa Bona Magazine articles, e.g. The tourism youth initiative. The arguments from this Xhosa Bona Magazine article indicates that more investment are made if the labour is cheap, but cheapness is



not the absolute factor and many other labour-related factors influence investment decision. Among the factors to be taken account is educational standard of population, the ability of workers, work ethics, work harmony, the availability of professional and technical staff and productivity level.

#### **4.4 SUMMARY**

The hierarchy of five levels of text for the analysis and description of text proposed by Davies for integrating the diverse descriptions of texts is well demonstrated in the analysis and description of Xhosa text. In this Chapter, attention has been drawn to relating hierarchy of five levels of the text, which are discourse type, genre, textual units, rhetorical functions, patterns and lexical (word) choice to the analysis and description of Xhosa text. The hierarchy is a successful framework that can be used for the analysis any Xhosa text. The potentiality of different hierarchy for the analysis and description of the Xhosa text is seen to reflect the importance of social context in which text is produced and read. The hierarchy of the five levels of the text proposed by Davies as a practical framework for integrating the diverse descriptions is helpful in the analysis and description of the Bona Magazine. The OBE curriculum with the specific outcomes (1-7) and their performance indicators, entail recognition of Davies's framework for the analysis and description of text, and is needed for achieving the learners' competence in reading any Xhosa text given to them. The framework for the analysis and description of Xhosa texts and the OBE curriculum for language learning reflects the learner's awareness of language and its communicative purposes and goals.

From the above investigation it is clear that the employment of Davies's framework for the analysis and description of text for teaching the OBE curriculum is highly possible and desirable in order to achieve optimal learning of reading skills.



## **CHAPTER 5**

### **CONCLUSION**

The aim of this study has been to examine Davies's framework of five hierarchical levels of describing and analyzing the text with reference to the Xhosa Bona Magazine Articles. To be able to examine Davies's five levels of text discussion and examples have been given and categorized, for each level. This study has led to the conclusion that Davies's hierarchical levels of text provide a basis for the analysis of reading material in the classroom.

In Chapter 1 the aims of the study has been clearly indicated/given and the brief discussion of genre approach. The study has therefore achieved to show the main purpose for which it was mounted. The study gives an in-depth of the models of reading in Chapter 2, which, however, each of the different models can contribute in different ways to the understanding of reading behaviour in different contexts. What is achieved in Chapter 2 is the attempt to answer the question: What goes on in the visual system and brain during the process of reading? This has been answered by the discussion of the bottom-up and the top-down models of reading.

Chapter 3 of this study explores more closely a practical framework for describing and analyzing a text. The examination of different ways of describing text and different approaches to the analysis of the structure, function and language of different texts have been addressed, well discussed and demonstrated in Chapter 4. The main focus is based on Davies's hierarchy of levels of text as a practical framework for integrating the diverse descriptions for texts. Examining these levels of text such as discourse type and genre, textual units, rhetorical patterns and function, text coherence and cohesion and Lexical (word) choice has been demonstrated in analyzing Xhosa Bona Magazine text. Each and every level has been closely examined and analyzed in Chapter 4.

The first level of this hierarchy, discourse type and genre, displays its importance of communicative purpose, goals and social purpose of promoting a product. In the introductory section of all the Xhosa Bona Magazines, the writer has succeeded in persuading and promoting tourism industries. All the Xhosa Bona Magazine articles 1-6 demonstrate discourse and genre properties in the description and analysis of the text. Genre and discourse type has been examined in all the Xhosa magazine articles with



respect to phrases that are effective in terms of persuasion. The purpose of genre was also represented as being directed to the magazine readers, and convincing people to visit the tourism industries. The discourse type of persuasion, and the writer's communicative goals in the tourism promotion article, which represents the genre were examined.

The relationship between the writer and the reader is well demonstrated in all the Xhosa Bona Magazine articles with reference to the textual units. The language used arouses the interest of the reader to read more. The linking and organization of one part of the text with one another through content, lexical markers and conjunctives encourage the reader. The information is presented in logical manner. Another important factor, which is well displayed in all the Xhosa Bona Magazine articles, is text coherence and cohesion. All the sentences are ordered according to a recognizable chronological sequence. There are indeed clear linguistic links between sentences. The use of adjectives, pronouns, demonstratives adverbs, conjunctives contribute to the overall meaning of the sentence.

The language choice is important because it reflects the communicative purpose. The Xhosa Bona magazine articles were discussed with reference to the choice of verbs, nouns used. The lexical (word) choice may contribute to interaction between the reader and writer. The theme of the sentence or clause depends on the lexical (word) choice. The choice of certain sentence elements reflects the interaction between the writer and the reader.

The structure of the text in the Xhosa Bona magazine article is well organized. The information is presented in a simple descriptive structure. If one reads these Xhosa Bona magazine articles one will be able to identify the kind of information given by this article is one of the properties of a genre, which promotes the tourism industry. The information of these articles is concise. In all the Xhosa Bona magazine articles, the text opens by informing the reader about the background of the place, and in doing so, it provides a background of real-world context for what is to follow, It then goes on to outline the beautiful places to visit and this itself serves to inform and arouse the reader's interest in the tourism venues.

The author of these articles prepares and orientates readers in the introductory section for the most exciting description of the places in the rest of the paragraph. The author of the Xhosa Bona magazine articles is very selective when writing about tourism, because in all



these articles there are no negative things told about the places. Positive information attracts the readers to read more.

The framework for the description and the analysis of Xhosa Bona Magazine has been related to specific Outcomes 1-7 with the related range statements, assessment criteria and performance indicators to demonstrate how these models account for the learner's reading competence, e.g. knowledge of communicative purpose and awareness of the language. Davis's framework for the analysis and description of texts has been demonstrated in giving a representation of the learner's skills and awareness of reading. The framework is appropriate and can be used in accomplishing effective teaching and learning of reading skills.

In conclusion, the framework for the analysis and description of texts by Davies can be employed in the language learning process. The language learners should be exposed to a wide variety of books, which are interesting. The teachers should make learners aware that before one can write, planning is important and text should always be interpreted within a context or contexts.



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# **APPENDIX A**



*A typical Cape Dutch homestead built in the region's most distinctive indigenous architectural style.*



STELLENBOSCH is situated in the Boland, Western Cape, in the midst of orchards and rolling vineyards overlooked by magnificent mountains.

It was found by Commander Simon van der Stel as an agricultural settlement in 1679 and is, after Cape Town, the second oldest town in South Africa. It became a municipality in 1840.

Today it is one of South Africa's most beautiful towns, notable among other things) for the ancient oak trees which shade its thoroughfares and interesting historical buildings. Cape Dutch, the region's most distinctive indigenous architectural style, is characterised by perfectly balanced, gabled whitewashed walls and wooden shutters.

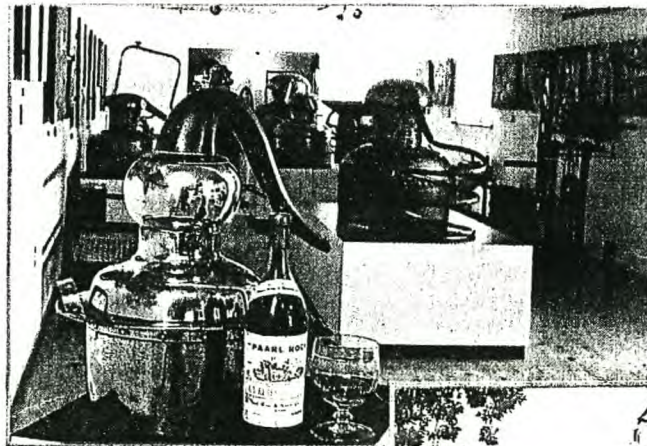
Farming is its main industry, most important being the production of wine, brandy and fruit.

As a tourist attraction, it is very popular for wine tastings, wine museums and guided tours of estates and co-operatives. Excellent restaurants are found in charmingly restored wine houses. Menus feature range from traditional Cape fare to up-market designer cuisine. Some of the country's most gracious country inns are situated in the town and vicinity.

For a relaxing vacation, Stellenbosch is one of your best options.

# A WINE LOVER'S PARADISE

*Stellenbosch, breathtakingly beautiful and rich in history, is one of South Africa's most prominent producers of excellent wine*



◀ *The Brandy Museum where the old art of making fine brandy is depicted.*

photographs courtesy of SATOUR

▶ *Uncle Samie's Shop is a general dealer and landmark in Stellenbosch well worth a visit.*





*ICape Dutch ngumzi owakhiwe  
ngendlela eyahlukileyo yamandulo*



## INDAWO YABATHANDI BEWAYINI



STELLENBOSCH yakhiwe kummandla weBoland, eNtshona-oloni, phakathi kwamabhoma amasimi eediliya phantsi veentaba ezintle.

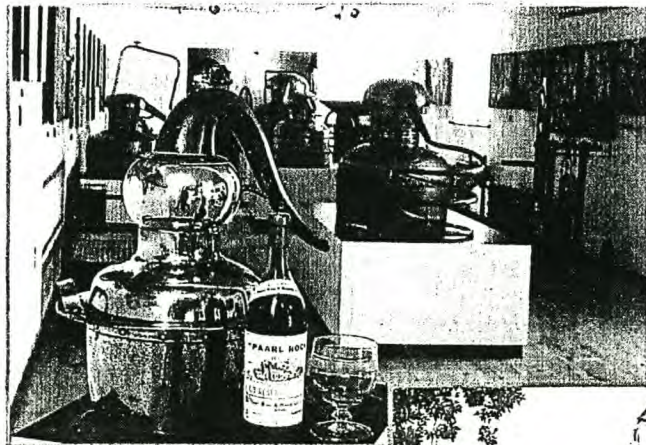
Yafunyanwa nguSimon van der el ngo-1679 wayenza indawo olimo. Ilandela iKapa ngokuba eyona dolophu indala eMzantsi-Afrika. Yaba ngumasipala ngo-1840. Namhlanje iyenye yeedolophu zintle eMzantsi-Afrika, phakathi vezinye izinto ibalasele ngemithi om-oki eyenze umthunzi zindleleni nakwizakhiwo kwimbali. ICape Dutch isisakhiwo ibalaseleyo kule ngingqi geendonga zayo ezimhlophe zibheke phezulu neengcango omthi ezikhusele iifestile.

Ulimo lishishini eliphambili apha, ziveliswa kakhulu iwayini, ibrandi eziziqhamo.

Njengendawo enomtsalane abakhenkethi, idume njengendawo yokungcamla iwayini angeemyuziyam zewayini.

Xa ufuna ukuchitha iholide, Stellenbosch yenye yeendawo anele uye kuzo. ■

***IStellenbosch yidolophu entle esembalini; inemizi-mveliso yewayini edumileyo eMzantsi-Afrika***



◀ *IBrandy Museum — apha unokubufumana khona ubugcisa bamandulo bokwenza ibrandi*

iifoto zezeSATOUR

***Ivenkile kaUncle Samie yivenkile ofanele ukuba ukhe uphambukele kuyo xa useStellenbosch***





**UMzantsi-Afrika unezinto ezintle emehlweni ehlabathi – iintaba, amarhamncwa, izixeko ezinezihlewele ezihla zinyuka . . . abantu abasuka kumazwe ngamazwe beze kubona ezi zinto nezinye. Ukhenketho lulishishini elikhulu kwaye luza kuba lukhulu ngakumbi kwixesha elizayo. Akunakubona nje kuphela izinto ezifumaneka eMzantsi-Afrika, uya kufumanisa nokuthi unaso isithuba somsebenzi kweli shishini lokhenketho**

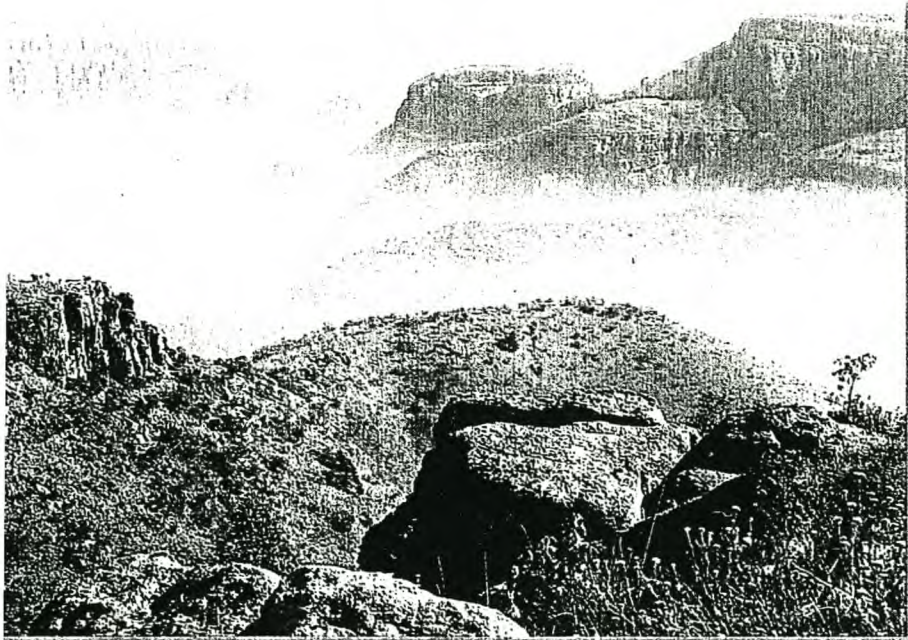
iifoto zezeSA TOURISM BOARD

2

elinako. Nawe kufuneka ukhenkethe. Phuma nosapho lwakho, utyelele iindawo ezintsha. Akukho mfuneko yokuba uthabathe uhambo oluneendleko xa ungafuni. Kwisixeko ngasinye zikho iindawo ezinomtsalane.

Ukusuka kwiidayimani zaseKimberley ukuya kwiifama zeenciniba kude kufuphi naseOudtshoorn, kukho okuthile okulungele wonke umntu. Ukuba uthanda ukukhe uye kude, iindlela ezakhiwe kakuhle kweli zikwenza kube lula ukuya kwiipaki zezilwanyana, elunxwemeni nasezintabeni.

Ngenene uMzantsi-Afrika ulilizwe elinezinto ezikho kwamanye amazwe. ■



▲ UMwonyo woMlambo iBlyde

# IHLABATHI LIPHELA KWILIZWE ELINYE

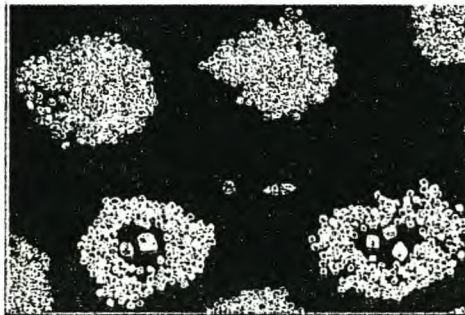
lakhe siphonononge ukhenketho umazwe ngamazwe, siluthelekise oMzantsi-Afrika.

Xa siqala kumazwe ngamazwe, abantu abangaphezu kwama-30 zigidi baqeshwe kukhenketho – zihotele, ekuqhubeni, kwiivenkile okutya okuphekiweyo, njalo-njalo. uMzantsi-Afrika nje uwodwa kukho ithuba zemisebenzi ezingaphezu wama-450 000; singathi nje umntu omnye kubasebenzi abangama-25 kumsebenzi wokhenketho.

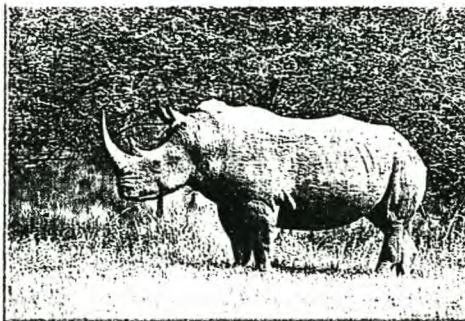
Xa abantu becinga gamashishini angenisela ilizwe nali, abakhe bacinge gokhenketho. Bacinga gamashishini anjengemigodi egolide nolimo, njalo-njalo. Kanti e ukhenketho lukwindawo yesine weli engenisa imali evela kumazwe ngaphandle. Ukhenketho ingenisa ngaphezu kweebhiliyoni zi-R6 ngonyaka eMzantsi-Afrika .

Zininzi izinto oluluncedo ngazo ukhenketho ngaphandle kwemali oluyingenisayo. Ngokomzekelo: Abakhenkethi abangama-30 abatsha badala amathuba amathathu emisebenzi kubantu bakweli.

Ukhenketho lubangela ukuba uphuculwe iindlela nezinye izinto uba ukuze babuye kwakhona baxelele nabahlobo ukuba batyelele, abakhenkethi bafunda indawo ezintle. Baziindwendwe ethu. Phofu ke iindlela



▲ Iidayimani zaseMzantsi-Afrika



▲ Lo ngumkhombe omhlophe

ezilungisiweyo zineda nabantu bakulhi.

\* Abakhenkethi bazisa imali kuluntu olukufutshane neendawo ezitsala abakhenkethi, kanti nakwezinye.

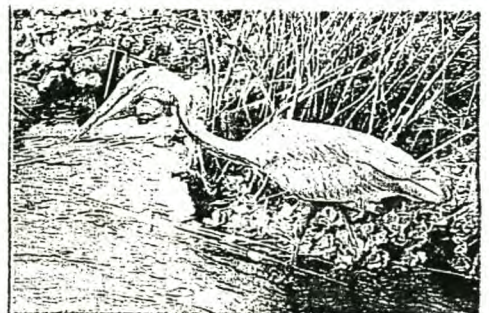
\* Ukhenketho lukhuthaza ubudlelane nokwazana.

### Khawubone ilizwe lakho

Kodwa asingobakhenkethi abavela kwamanye amazwe kuphela abafanele babone oko ilizwe lethu

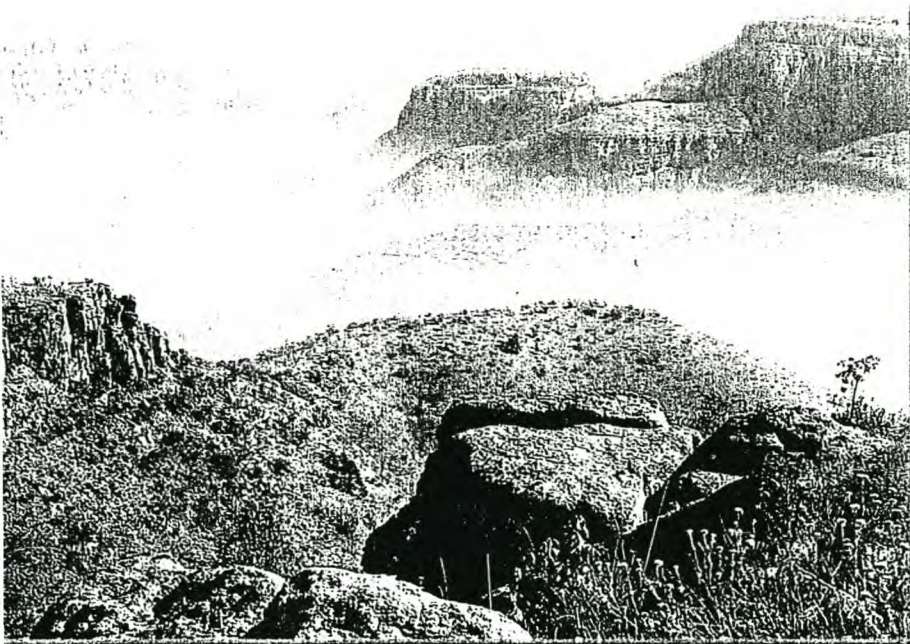


▲ Ifama yeenciniba eOudtshoorn



▲ IGoliath Heron





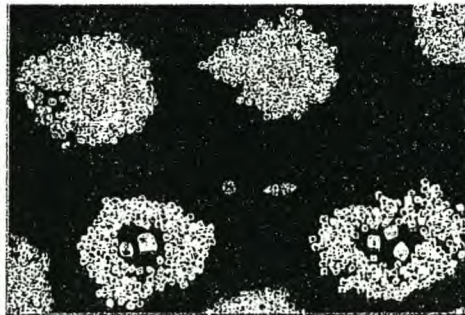
photographs  
courtesy  
of SA TOURISM  
BOARD

◀ *Blyde River Canyon.*

②

# THE WORLD WITHIN ONE COUNTRY

South Africa has some of the most impressive sights in the world – mountains, wildlife, bustling cities... people come from all over the world to see these and more. Tourism is a huge industry and will be much bigger in the future – and not only when you see for yourself what South Africa has to offer, you may also discover there is a job for you in the tourism industry or one that serves it



▲ *South African diamonds.*

and elsewhere.

\* Tourism promotes goodwill and understanding.

### See your country

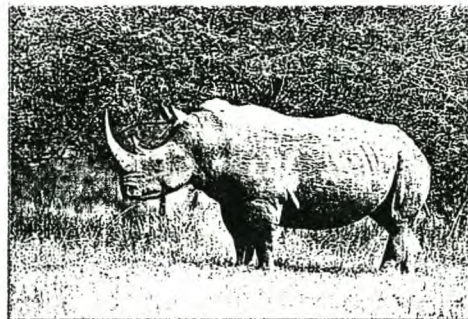
But the tourists from other countries are not the only people who should see what this country has to offer. You too should travel. Take your family, visit new areas. You don't have to take long expensive trips if you don't want to. There are many places of interest in every city, and nearby.

From the diamonds of Kimberley to the ostrich farms just outside Oudtshoorn, there is something for everyone. And if you want to travel a little further, the country's excellent roads make it easy to travel to game parks, the coast or the mountains.

South Africa really is the world within one country. ■

Let us take a look at the world's tourism, and how South Africa compares.

First of all, around the world, more than 30 million people are employed in some way in tourism – hotels, as drivers, in restaurants, and so on. There are 450 000 job opportunities in South Africa itself, and in fact, out of every 25 of our workers, one is in the tourism industry. When most people think of industries that earn money for the country, they don't think of tourism. They think of industries like gold mining, agriculture and so on. But tourism is actually this country's fourth biggest earner of foreign exchange. That's right – tourism earns South Africa more than R6 billion annually. There are lots of benefits apart from all this money it brings into the country. For example:

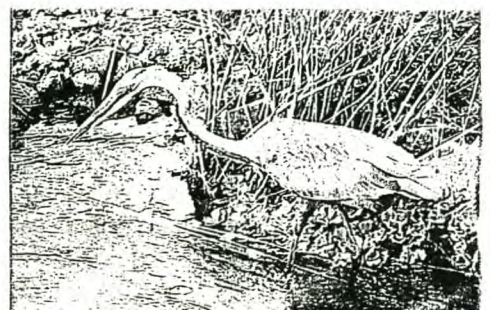


▲ *The white rhino.*

\* Every 30 new tourists create three job opportunities for local people.  
\* Tourism leads to improved roads and other facilities – because if they are to return, and tell their friends to visit, tourists need the best possible facilities. They are our guests. Of course, having better roads, for example, benefits our people too.  
\* Tourism brings wealth to communities near tourist attractions,



▲ *Ostrich farm, Oudtshoorn.*



▲ *A Goliath Heron.*



13

Adults Issues ● TRAVEL

Vaalharts valley with its 1200 irrigation farms, where water from the Vaal runs through an 800km network of channels to irrigate some 40 000 ha of land.

Upington is also the gateway to the much sought after Fish River Canyon, Ai-Ais Spa, and the Kalahari Gemsbok and Au-grabies Fall National Parks.

**Some Famous**

Many other famous people

have also lived in this province. In the 1800s, many were linked to the diamond mines. But more recently, other leaders have emerged. Firstly, the founder of hte PAC, Robert Mangaliso Sobukwe was banished to Kimberley in the 1970s and lived in Galeshewe until his untimely death a few years later. Then Bishop Njongonkulu of the Anglican Church, also from Kimberley, became the Archbishop of the

Church of the Province of South African less than a year ago.

**Conclusion**

Residents of the Northern Cape are proud of where they live. Despite being a province of extremes, they believe that it has much to offer. "Our citizens voted in peace and confidence. Our new government took office with very few hassles. Our main task therefore, is to set an example to the rest of the world that we can be the frontrunners in building a Rainbow Nation in South Africa.

Windmill/waterpump, in the Kalahari desert near the main entrance to the Kalahari Gemsbok National Park, in South Africa's Northern Cape Province.

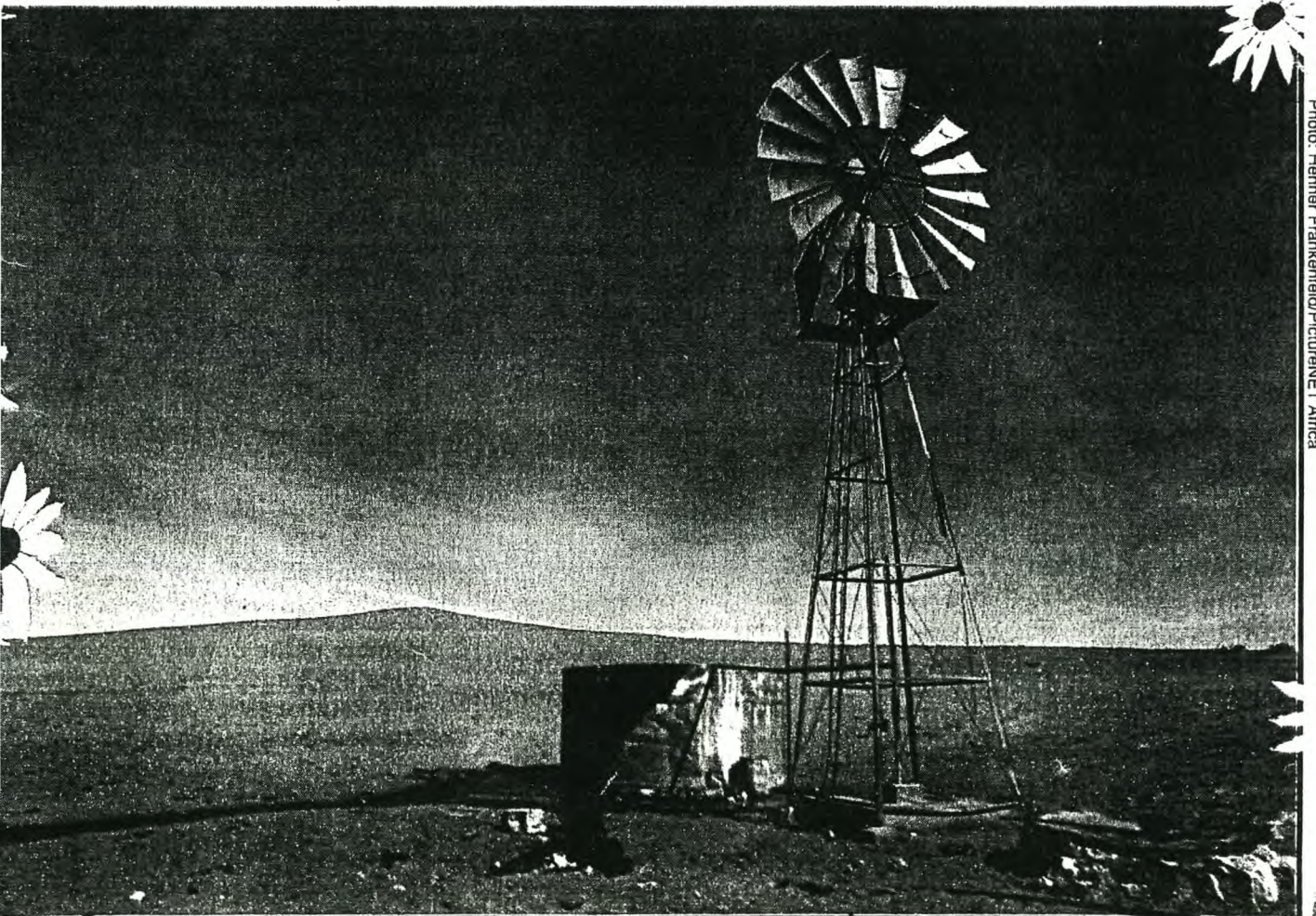


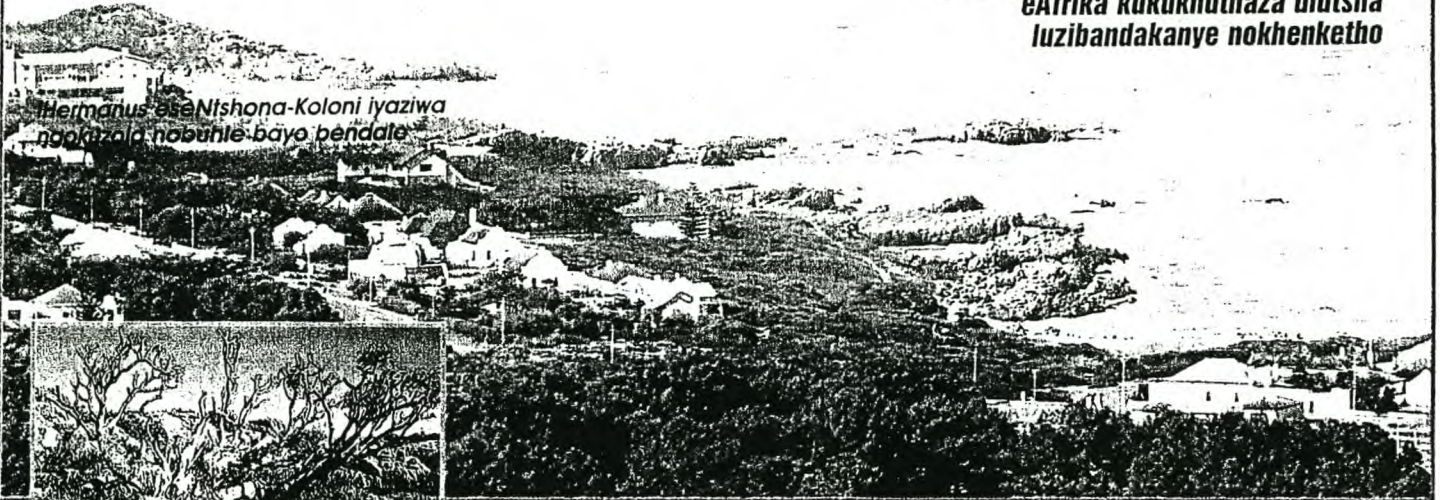
Photo: Hamer Frankenthal/PictureNET Africa



60 BONA XHOSA – November 1994

# IPHULO LOKUKHUTHAZA ULUTSHA KUKHENKETHO

**AbakwaSatour banenkolo yokuba  
elona nyathelo libalulekileyo  
lokukhuthaza ukhenketho eMzantsi  
eAfrika kukukhuthaza ulutsha  
luzibandakanye nokhenketho**



*Hermanus eNtshona-Koloni iyaziwa ngokuzala nobuhle bayo bendala*



*Abantu baseMzantsi-Afrika batanele bayikhathalele imimandla abahlala kuyo ukuze isoloko inomtsalane kubakhenkethi*

4

abakwaSatour bacebe ezi zinto zilandelayo abazimisele ukuzenza kule minyaka mine izayo:

- ukukhuthaza oosomashishini abancinane abanqwenela ukuzibandakanya neshishini lokhenketho, ngaloo ndlela babe negalelo ephuculeni ubomi babo bonke abantu baseMzantsi eAfrika;
- ukuvuselela iqhayiya eluntwini ngokwenza ulutsha lubazi ubuhle nezinto elinazo ilizwe lalo;
- ukukhuthaza ulutsha ukuba lube negalelo ekulondolozweni kwendalo, izinto zembali nezisithethe;
- ukuba negalelo ekukhuthazeni umoya wemvisiswano, uxolo, ukuqondana nobuhlobo ebantwini baseMzantsi eAfrika nakwihlabathi liphela.

Nangona ishishini lokhenketho linako ukusihlangula ebuhlompini, linciphise inani labantu abafayo, lolule neminyaka ephilwa ngabantu, kufuneka ezi zinto zilandelayo ukuze liphumelele.

**Uzinzio Kwipolitiki** yeyona nto ibalulekileyo. Udushe olunjengolu silubona kule mihla lunokulidodobalisa eli shishini. Kufuneka senze kubekho uxolo nenzolo elizweni lethu. Akukho mkhenkethi ufuna ukutyelela elizweni ekugqaba udushe kulo.

**Indlela yokwamkela abakhenkethi:** Xa usoloko uncumile kwaye ubonisa ukubamkela ngolonwabo abakhenkethi, baya kuba nomdla wokuphinda batyelele kwilizwe lethu, okanye bahlale ixesha elide.

**Imiithetho kaRhulumente:** Nayiphi na inkampani efuna ukuvula amashishini ayo kwamanye amazwe iyakhathazeka

yimithetho karhulumente enokuchaphazela ishishini layo. Kubalulekile ukuba ilizwe libe nemithetho ephilileyo nelubonelelayo ushishino.

**Izinto eziyimfuneko ebomini:** Xa zanelisekile iinkampani zamanye amazwe zezi zinto zingasentla zijonga ukuba ziyafumaneka na izinto eziyimfuneko ebomini nokuthi inomtsalane na loo ndawo. Oko kuya kuchaphazela iindleko zayo inkampani. Izinto eziyimfuneko ebomini ziindlela nezoporozikaloliwe, umbane, amanzi noqhagamshelwano ngomnxeba.

**Abasebenzi:** Kukho inkolo yokuba ziba ninzi iinkampani eziya kurhweba emazweni abamkeliswa imali ephantsi abasebenzi. Iinkampani aziqwalaseli ukuhlawulwa kwabasebenzi imivuzo ephantsi kuphela, ziqwalasela nezinye izinto ezichaphazela abasebenzi. Ezinye izinto eziqwalaselwayo ziinkampani ngamanqanaba emfundo abantu belizwe, iziphiwo zabasebenzi balo, iindlela zokusebenza zalo, ucwangco kwezemisebenzi, ukuthi bayafumaneka na abasebenzi abaqeqeshiweyo nabangamagcisa, nenqanaba labo lemveliso.

**Amaziko okuvalela imali nanika uncedo lwemali:** Amaziko anika inkxaso-mali afanele abe luncedo, ingakumbi koosomashishini abatsala nzima.

**Ilizwe elicocokileyo nelingenzazifo:** Abakhenkethi abaninzi baphesheya batyelela eMzantsi-Afrika kuba befuna ukubona ubuhle bawo bendala. Xa imimandla yelizwe lethu ingcolile, alinakuba nomtsalane kubakhenkethi.

**SOUTH AFRICAN TOURISM BOARD**  
Inenkolo yokuba ulutsha lubalulekile kwingomso lokhenketho eMzantsi-Afrika, ngoko ke lufanele luxhotyiswe kwaye lukhuthazwe lube nenxaxheba kwishishini lokhenketho.

ISatour izimisele ukusebenzisa ulutsha ikakhulu, ukuze ilungiselele ishishini lokhenketho elikhulayo ngokwenza ulutsha lusingce ngelizwe lalo kwaye lubaphathe ngobubele nangobuhlobo abakhenkethi.

Ukubaluleka kokuba nolutsha olusempilweni ukulungiselela ingomso lokhenketho kuyaqondwa nguRhulumente ngoMihetho wakhe wezokhenketho.

AbakwaSatour bazimisele ukulungiselela ingomso leshishini lokhenketho ngokukhuthaza ezokhenketho kulutsha lwaseMzantsi-Afrika nangokulubandakanya kwiphulo lokhenketho elibonisa iimbopheleleko noncedo lokhenketho ngendlela eyonwabisaayo.

Ukuze bakuphumeze oko,



60 BONA - November 1994

# THE TOURISM YOUTH INITIATIVE

**Satur believes that an important aspect of tourism promotion in South and Southern Africa is to encourage a tourism culture among its youth**

*Hermanus in the Cape is known for its tranquillity and breathtaking natural beauty.*



*We South Africans must take care of our environment to ensure that our country doesn't lose its appeal as a tourist destination.*

THE South African Tourism Board regards the youth as the key to South Africa's tourism future and believes that the youth needs to be empowered and encouraged to participate in the tourism industry.

Satur feels that it should invest in young people, thereby preparing the ground for a growing tourism industry through the cultivation of pride in our beautiful country and a culture of treating visitors with warmth and friendliness.

The importance of a healthy youth or the long term future of tourism is acknowledged by the Government in its White Paper on tourism.

Satur's vision with regard to tourism promotion among the youth is to invest in the future of tourism by encouraging a tourism culture among the South African youth and involving them in a tourism initiative which highlights the responsibilities and benefits of tourism in an exciting and enjoyable manner.

To achieve this, Satur has identified the following aims to be pursued during the next four years:

- to encourage young entrepreneurs who wish to enter the tourism industry, thereby contributing to the socio-economic well-being of all people of South and Southern Africa;
- to reinforce community pride by making the youth aware of the beauty and potential of their country;
- to encourage the youth to contribute significantly to the preservation of environmental, historical and cultural resources, and
- to contribute to the creation of goodwill, peace, understanding and friendship among people of South and Southern Africa and around the world.

While tourism has the potential to bail us out of poverty, high mortality rate and low life expectancy, the following prerequisites are vital to the success of the industry.

**Political stability** is the prime factor. Violence as we are seeing it today can cause harm to the industry. What is required is an orderly environment where peace prevails. No tourist wants to spend a holiday in a violence torn country.

**Attitude of welcome:** If you put on a smiling face and show an attitude of welcome, the tourist will return to spend more money, or stay longer.

**Government Policies:** Every investor is concerned about all

government policies that could affect business. It is important to formulate market directed and sound policies.

**Infrastructure:** Once investors are satisfied with all the above factors their next concern is infrastructure and the attractiveness of the area. It will affect their expenses. Infrastructure covers a host of items - roads and railways, electricity, water and telecommunications.

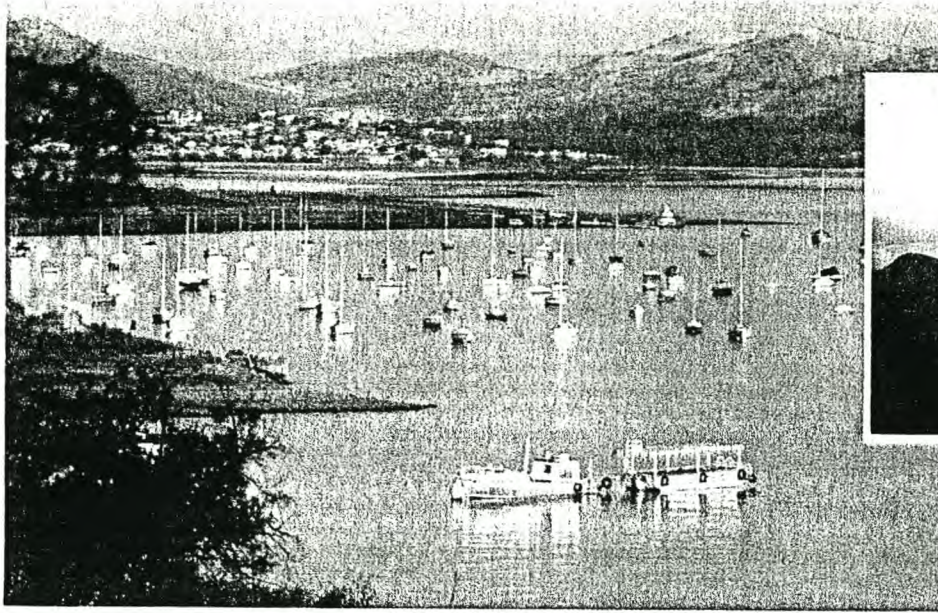
**Labour:** It is often assumed that more investments are made if the labour is cheap. Cheapness is not the absolute factor and many other labour related factors influence investment decisions. Among factors to be taken into account are educational standards of the population, the ability of workers, work ethics, work harmony, the availability of professional and technical personnel and productivity levels.

**Banking and finance:** Funding institutions should be helpful, especially to struggling entrepreneurs.

**A clean and healthy environment:** Most overseas tourists come to South Africa to experience its natural beauty. If the environment is polluted or degraded, South Africa will lose its appeal as a tourist destination. ■

④





◀ *Hartbeespoort Dam yindawo yokuzonwabisa ethandwayo*



▲ *Iintaba zaseMagaliesburg zazibizwa ngokuba ziiNtaba zeCashen*

# 3 IMAGALIESBERG ENTLE

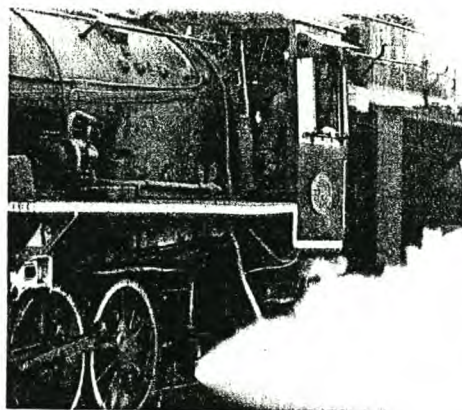
***IMagaliesberg eseTransvaal, ayiyondawo nje ezaliswe bubuncwane bezembali, kodwa ikwayindawo entle kubathandi bendalo abathanda ukuphumla kukuxinana nokuxokozela ezixekweni***

*Ukubethwa ngumoya ukhwele uloliwe wamalahle wakudala onduluka kwisikhululo soololiwe eRhawutini esiya eMagaliesburg*

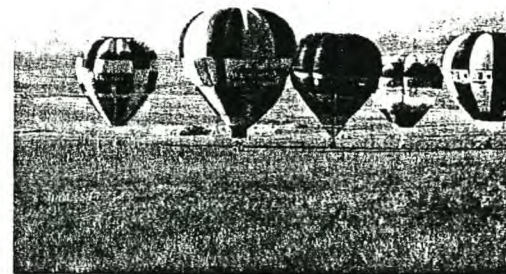
**I** MAGALIESBERG, eyenye yeendawo zembali eTransvaal, xa uya khona usuka eRhawutini okanye ePitoli uhamba nje iyure enye.

Igudle intlambo ekumathambeka asezantsi kweentaba iMagaliesberg, le dolophana ikwasikhululo sololiwe osinge kwenye indawo entle yokuchitha ikhefu kumantla-ntshona eSun City. Kodwa ke iMagaliesberg iyindawo ekufaneleyo ukutyelwa ingakumbi ukuba uza kuhlala kwenye yeehotele zokuchitha ikhefu kulo mmandla, iMount Grace entla phaya kumathambeka nakwiValley Lodge eye mva nje yalungiswa yaza yandiswa.

Iintaba zeMagaliesberg ziyi-400m ukuphakama, zibanzi nge-160km. Le ndawo fudula isaziwa ngokulhi yiCashen Mountains, yonakaliswa



***Babeltha ngezikaTshiwo kummandla weHartbeespoort Dam***



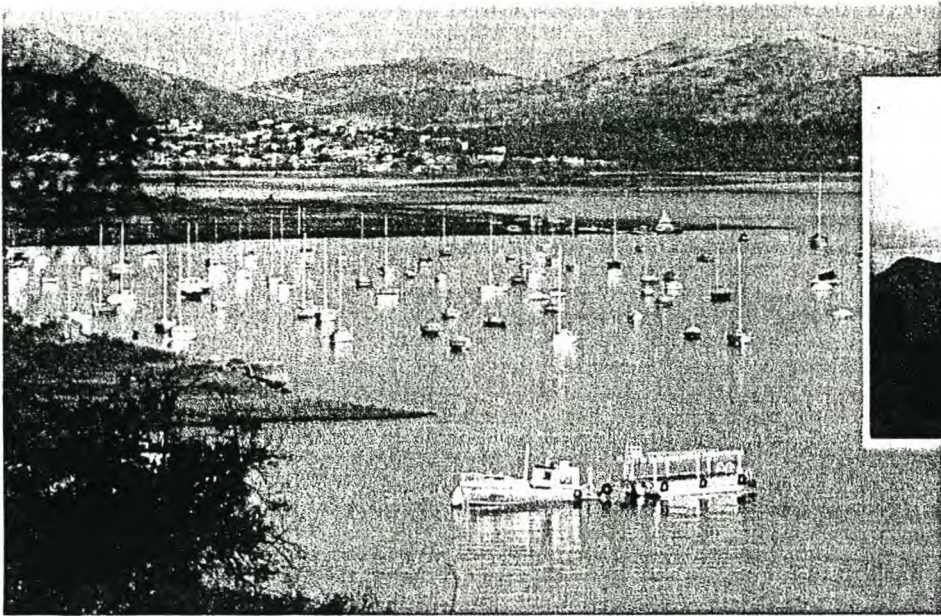
▲ *Ukuze ubone ubuhle bale ndawo bhabha ngeebhaluni ezibhabhayo*

ngukhashane, ekuligama lenkosi eyayihlala kulo mmandla xa abamhlophe bokuqala abafika kweli babelthanda ukuzingela kwezi ntaba. IiVoortrekkers zazithiya ezi ntaba nommandla okufuphi kuzo ngoMohale, ekuligama lenye yeenkokeli ezintsundu ababengakwazi ukuyibiza kakuhle basuka bathi Magalie.

Ezi ntaba zifumana imvula entle, nto leyo eyenza zibe namanzi ahlaziya utyani obubangela ubuhle bale ngingqi nobondla izilwanyana zasendle ezikule ngingqi.

Kukho uloliwe wamalahle wamandulo osuka kwisikhululo soololiwe eRhawutini esiya eMagaliesberg. Kwabathanda ukuhamba ngololiwe wamalahle wezo mini zamandulo, olu luhambo eninokuzonwabisa ngalo. ■





◀ *Hartbeespoort Dam is a popular recreational resort.*

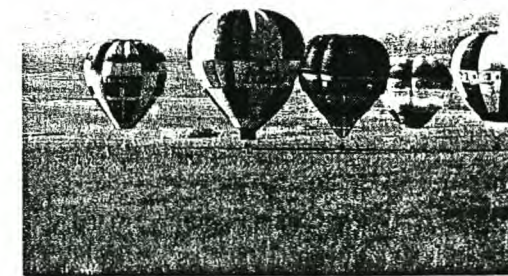
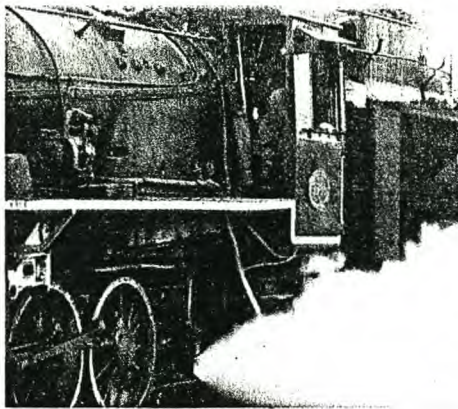


▲ *The Magaliesberg Mountains, once known as the Cashen Mountains.*

# 3) THE MAGICAL MAGALIESBERG

***Magaliesberg, situated in the Transvaal, is not only a treasurehouse of history, but is also a haven for nature lovers who wish to escape the hustle and bustle of city life***

***A fun outing on the antique steam train which runs from Johannesburg Station to the Magaliesburg.***



▲ *Hot air balloon 'safaris' are a gentle way to enjoy the magic of the area.*

**M**AGALIESBERG, one of the most historic little villages in the Transvaal, is about an hour's drive from both Johannesburg and Pretoria.

Nestling in a valley below the southern slopes of the Magaliesberg range, the village is often used as a whistle stop en route to the more glamorous resort of Sun City to the north-west. But Magaliesberg itself is worthy of a visit, particularly if one stays at one of the two popular resort hotels in the area, Mount Grace, high up in the hills and the recently renovated and enlarged Valley Lodge.

The Magaliesberg range seldom rises more than 400 metres above the surrounding countryside and stretches in a 160 kilometre arc, roughly north-west of Rustenburg to

the north-eastern suburbs of Pretoria. The range was once known as the Cashen Mountains, a corruption of Khashane, the name of the chief who inhabited the region when the early whites hunted along the range. The Voortrekkers named the range and area after Mohale, another black leader whose name they spelt and pronounced Magalie.

The range has a fairly high rainfall which makes it a major watershed, nourishing the vegetation which contributes to the appeal of the region and sustaining the wildlife still to be found in the area.

An antique steam-train offers day outings from Johannesburg Station to the Magaliesberg, which includes a picnic in the clear mountain air. For lovers of the good old steam-train days, this rail-trip is a rare treat. ■



***Hiking in the Hartbeespoort Dam area.***



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**UKUKHENKETHA**

5

# Ukukhenketha

**K**hankanya iMpuma Koloni, inkoliso yabantu icinga ngamanxweme abanzi. Noko kunjalo eli phondo linezinto ezininzi! IMPuma Koloni ineentlobo ntlobo ze zinto ezintle. Kukho iHlathi laseTsitsikama elisoloko lilu hlaza, iBaviaanskloof Wilderness erhabaxa, iintili ezinomtsalane zeWild Coast. Apho udlula khona eli phondo linemihlaba engaphaza nyiswanga etsho ngobuhle bendalo.

## Ukukhenketha ngaselunxwemeni

Unokubona uze wenze ntoni xa ukhenketha kunxweme olukwiMpuma Koloni? Phantse nantoni na oyithandayo. Olu nxweme luqala kwiHlathi laseTsitsikama entshona lu nabe ukuya kutsho kwiWild Coast kufutshane naKwaZulu-Natal. Kukho iidolophana ezintle nezixeko ngakolu nxweme.

IJeffreys Bay idume ngamaqokobhe. Abaqokeleli bamaqokobhe basuka kumazwe ngamazwe beze eJeffreys Bay, benethemba lokufumana amaqokobhe anqabileyo ingakumbi awohlobo oluthile loono krwece.

Ukutshitshiliza kumaza olwandle, ukuloba iintlanzi nokudlala emanzini zizinto ezithandwa ngabantu abahlala kwiMpuma Koloni kwa nabatyelela kweli phondo.

Enoba uyakuthanda ukuqokelela amaqokobhe elunxwemeni, xa ubethwa ngumoya ehlathini, ubuka amarhamncwa kwindawo ezigcinwa kuyo izilwanyana okanye usonwatyiswa esixekweni - unokukufumana konke oku kwiMpuma Koloni. Eli phondo linembali emnandi esuka kumakhulu khulu eminyaka. Kule nyanga uTyhila Ufunde utyelele iphondo lesibini ngobukhulu eMzantsi Afrika ukubona ukuba linokubatenda ngantoni abakhenkethi.

## Imbali

IMpuma Koloni (njengoko namhla ibizwa njalo), ikummandla owawufudula ubizwa ngokuba yi“Eastern Frontier” kumakhulukhulu eminyaka eyadlula. Lo mmandla useka umda wempuma Koloni xa yayilawulwa ngamaBrithani.

Abazingeli nabalusi abangamaKhoikhoi, amafama angamaNguni, amabhulu, amasetlani (ngokuphambili awayephuma eBrithani naseJamani) kwanamajoni, abarhwebi nabefundisi babehlala kulo mmandla.

Kwinkulungwane edlulileyo iEastern Frontier yayingummandla wemfazwe kuxatyanwa ngomhlaba. Ebutsheni bale nkulungwane ikumkani yamaGcaleka uHintsawabanjwa ngamagunya. Wathi xa ebaleka, wadutyulwa wabulawa. Kuthiwa wanqunyulwa intoko yasiwa eNgilani. Nyakenye, ixhwele lakhenketha eNgilani ukuze lifumane olu khakayi.

Inkoliso yabantu iyakuthanda ukubhexesha amaphenyane kwimilambo yalo mmandla engena elwandle.

## Ukubethwa ngumoya

Kukho amahlathi adumileyo apho unokubethwa khona

ngumoya kweli phondo. KwiTsitsikama Coastal and Forest National Park kukho iOtter Trail yodumo. Abo abathanda ukubethwa ngumoya bebetha ngezikaTshiwo bagudla unxweme baye eNature's Valley.





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# The Eastern

**M**ention the Eastern Cape and most people think of the sprawling beaches. But there is lots more to the province than this! The Eastern Cape offers the most amazing differences in scenery. There is the lush Tsitsikama Forest, the rugged Baviaanskloof Wilderness area and the rolling hills of the Wild Coast. Everywhere you go, the province has unspoilt areas of natural beauty.

## Travelling along the coast

What can you see and do as you travel along the hundreds of kilometres of coastline in the Eastern Cape? Almost anything you like! The coastline starts at the Tsitsikamma Forest in the west, and stretches along to the Wild Coast near KwaZulu Natal. There are all sorts of interesting small towns and cities along the coast.

Jeffreys Bay is renowned for its seashells. Shell collectors come from all over the world to Jeffreys Bay hoping to find rare shells especially cowrie shells.

Surfing, fishing and water sports are very popular activities for people who live in the Eastern Cape as well as visitors to the province. Many people enjoy going out in canoes and small boats on the rivers that feed into the

There is something for everyone in the Eastern Cape whether you like being at the seaside, walking through forests or dancing at the clubs in the big cities. And that's not all! This province also has a rich history dating back hundreds of years. Look and Learn visits the area to find out more.

## History

**The Eastern Cape (as we know the province today) lies in an area that used to be called the "Eastern Frontier" over a hundred years ago. This area formed the eastern border of the Cape Colony when it was administered by Britain. Khoikhoi hunters and herders, Nguni farmers, trekboers, settler farmers (mainly from Britain and Germany) as well as soldiers, traders and missionaries lived in the area. During the last century, the Eastern Frontier was a war zone with ongoing conflict over land. Early in the century, a Gcaleka chief named Hintsu was taken prisoner by the authorities. When he tried to escape, he was shot and killed. It is said that his head was taken to England. Last year, a sangoma travelled to England to find and reclaim the skull.**



sea in this area.

## Hiking trails

There are many well known forest hikes in this province. In the Tsitsikamma Coastal and Forest National Park there is the world famous Otter Trail. This trail takes hikers along

the coastline to Nature's Valley. An Underwater Trail has also been developed for people who enjoy going diving.

If you enjoy exploring shipwrecks you might like to walk the Shipwreck Trail which

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This supplement was printed on **Mondi Rotogloss 55 gm<sup>2</sup>**



# iMpuma Koloni

NeUnderwater Trail iye yase kwa ukwenzela abantu abathanda ukuntywila.

Ukuba uyakuthanda ukubona iinqanawa ezantletheka unokuya kwiShipwreck Trail eqala apha ingena khona iFish River elwandle. Lo mzila mde ka ngange-64 kilometha kolu nxweme nto leyo ethetha ukuba kufuneka womelele ukuze ulinge ukubethwa ngumoya!

## Izixeko

IBisho likomkhulu elihle eMpuma Koloni. Iphakathi kweli phondo, ikufutshane naseQonce, apha unokubona ingqokelela yezilwanyana zaseAfrika ezingaphezu kwama-30 000 eKaffarian Museum!

Kukho iBhayi ekusisixeko sesihlanu esikhulu eMzantsi Afrika, sikunxweme lweAlgoa Bay. Kweli iBhayi libizwa ngokuthi "Sisixeko Esinobuhlobo."

Esinye sezizathu zokuba iBhayi idume kungenxa yamahlengezi aqeqeshwe ukuba onwabise abantu kwindawo enezilwanyana zaseLwandle. Malunga ne-160 000 labantu liza apha ukuza kubona la mahlengezi minyaka le. Usenokubona ufudo lolwandle, ookrebe nezinye iintlobo zeentlanzi kule ndawo yezilwanyana zaselwandle.

Inye kuphela idolophu ene zibuko lomlambo eMzantsi

Afrika nefunywana eMpuma Koloni. IMonti likunxweme loMlambo iBuffalo.

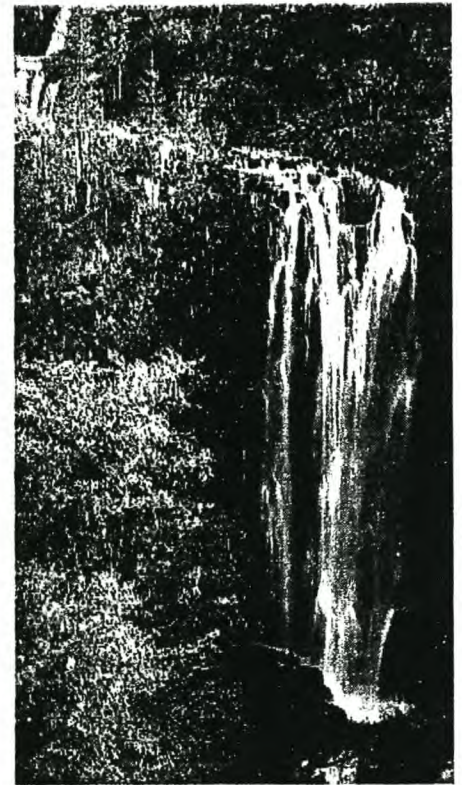
**Ubusazi nje ukuba iMonti likhaya lecoelacanth, olu luhlobo lwentlanzi yama ndulo enamaphiko amane nekwakucingwa ukuba yathi shwaka kumashumi amahlanu ezigidi zeminyaka? Olu hlobo lwentlanzi lwabhaqwa kunxweme olukufutshane naseMonti ngo-1938. Kumashumi amathandathu eminyaka edlulileyo olunye uhlobo lwezi ntlanzi lwabhaqwa.**



## Imibhiyozo Yobugcisa

Qho ngoJulayi, iintsuku ezi lishumi eRhini kubakho imi bhiyozo yonyaka yezobugcisa nenkcubeko eMzantsi Afrika. Ngeli thuba lonyaka malunga ne-100 000 eendwendwe, amagcisa, abaculi naba-thengisi bafika kule dolophu bezokuba nenxaxheba kulo

mbhiyozo. Mhla ngamnye bakhetha abathanda uku kwenza kumakhulu eziganeko – ukudlala, imiboniso, imidlalo yeqonga nokuxhentsa, umculo owenzelwa abantu abasemzini wokutyela. Oku kuqala kusasa de kube sezinzulwini zobusuku!



## Amashishini obugcisa

Amawakawaka abakhe nkethi atyelela minyaka le eMpuma Koloni. Ambalwa amashishini kulo mmandla, ukuze abantu baphile kufuneka babe namaphulo okuziqesha benze izinto abanokuzithengisa kubakhe nkethi nabanokuzithumela phesheya.

ERhini kukho iziko lezobugcisa elaqaliswa njengephulo leANC eDakawa eTanzania.



# CAPE

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starts at the mouth of the Fish River. This trail stretches along 64 kilometres of beach so you need to be quite fit before trying the hike!

### Cities

Bisho is the bustling capital city of the Eastern Cape. It is situated inland, close to King Williams Town, where you can see a collection of over 30 000 African mammals at the Kaffarian Museum.

You will find Port Elizabeth, the fifth biggest city in South Africa, on the shores of Algoa Bay. Locally, Port Elizabeth is known as "The Friendly City."

One of the reasons that Port Elizabeth is well known is because of the dolphins that have been trained to perform at the local Oceanarium. About 160 000 people come to see the dolphin shows every year. You can also see turtles, sharks and other kinds of fish at the aquarium.

South Africa's only river port city is also found in the Eastern Cape. East London is set on the banks of the Buffalo River.

Did you know that East

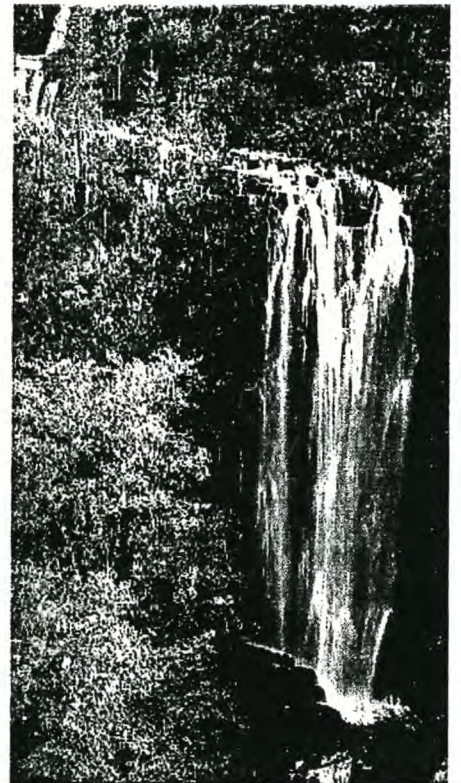
London is home to the coelocanth, an ancient fish with four fins that was thought to have been extinct for fifty million years? The coelocanth was caught off the coast near East London in 1938. Over the past sixty years, several other coelocanths have been caught.



### Arts Festival

Every July, for ten days, iRhini (Grahamstown) hosts South Africa's annual arts, crafts and culture festival. At this time, close to 100 000 visitors, artists, performers and vendors arrive in this little town to participate in the festival. Each day they choose what

**Mondi Paper puts learning into print**



they would like to do from over a hundred events, plays, exhibitions, drama and dance performances, music and cabaret. Performances start in the morning and go until well after midnight!

### Craft industry

Thousands of tourists visit the Eastern Cape annually. There is very little industry in the area and to make money many people have turned to





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## UKUKHENKETHA

Eli phulo liziswe eMzantsi Afrika kwiminyaka embalwa edlulileyo.

AbakwaTyhila Ufunde bathethe noToyoyo Koliti osebenza emaphandleni nokwayitoliki eUmthathi Training Project eRhini. Eli ziko liqeqesha abantu kulo lonke elaseMpuma Koloni ngobugcisa. Bafundiswa izinto ezinjengokuba nesitiya, ukwenza izinto zokoja, ukuyila namashishini obugcisa.

Umsebenzi kaToyoyo uquka ukutenda abakhenkethi abeza ukuze banandiphe ukutya kwamaXhosa. "Sibanika iintlobo ngeentlobo zokutya njengomvubo womphokoqo, umngqusho, isigwamba. Ndibachazela ngezithethe ezinento yokwenza nokutya - ngokomzekelo - isigwamba kukutya kwakwaNtu okutyiwa ngabasetyhini. Ndichazela abakhenkethi ngezithethe zakwaXhosa njengesinxibo namaso."

### Abantu abadumileyo

Inkoliso yeendwalutho zaseMzantsi Afrika yazalwa eMpuma Koloni. Omnye wazo nguMadiba. Umzi wakhe useQunu eTranskei. Umzi wakhe apho ufana nqwa



nalowo wayehlala kuwo kwi ntolongo iVictor Vester phambi kokuba akhululwe.

Nyakenye ube netheko lamawakawaka abantwana emzini wakhe ngeKresmesi.

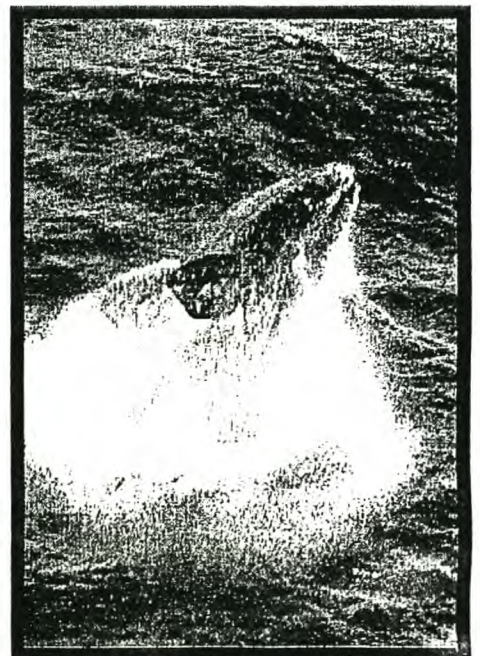
Umbhali wemidlalo uAthol Fugard odumileyo eMzantsi Afrika wakhulela eBhayi. Imidlalo yakhe emininzi njengeBoesman and Lena, nothi 'Master Harold and the Boys' idlalwe eBhayi. Ukwabhale imidlalo emibini eNiew Bethesda idolophana encinci kummandla weKaroo kweli phondo.

UOlive Schreiner wahlala eCradock kumakhulu khulu eminyaka eyadlulayo. Ngumbhali wokuqala waseMzantsi Afrika omsebe

nzi wakhe okhe washicilelwa. Incwadi yakhe yokuqala ithi 'The Story of an African Farm'. Eli bali laqhubeka kwifama eseCradock.

UJohn Thomas Baines uzalelwe eMzantsi Afrika kodwa udume ngemifanekiso awayizoba kumazantsi eAfrika kumakhulu eminyaka eyadlula. UBaines wayezoba imifanekiso yokwakuqhubeka mihla le kwiEastern Frontier. Imizobo yakhe yingxelo yendlela ababephila ngayo abantu apha.

Kubhale uSharon Ries. lifoto zifunyenwe kwaNaTal Newspaper





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self help projects manufacturing craft items for sale to tourists as well as for export to overseas countries.

In iRhini there is an arts and craft community centre that was started as an ANC project in Dakawa in Tanzania. The project transferred to South Africa a few years ago.

### Look and Learn

talked to Toyoyo Koliti who works as a field worker and translator at Umthathi Training Project in Grahamstown. This project trains people across the Eastern Cape in self-sufficiency skills. Skills taught include things like home food gardening, broiler production, product design and development and entrepreneurial skills.

Toyoyo's responsibilities include hosting tourists who come to enjoy traditional Xhosa lunches in the township. "We serve all sorts of foods, like umphokoqo (dry porridge and sour milk), umngqusho (samp and beans) and isigwamba (wild spinach and mealie rice). I explain the traditions associated with the food for instance isigwamba is a food traditionally eaten by women. I also explain to tourists about Xhosa customs, clothing and beadwork."


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### Famous people

Many world famous South Africans were born in the Eastern Cape. The most famous is Madiba. His home is in Qunu in the Transkei. His house is a replica of the one in which he lived at Victor Verster prison before being released. Last year he hosted a party for thousands of children at his home on Christmas Day.

Well known South African playwright, Athol Fugard grew up in Port Elizabeth. Several of his plays like 'Boesman and Lena' and 'Master Harold and the Boys' are set in Port Elizabeth. He has also written two plays set in Niew

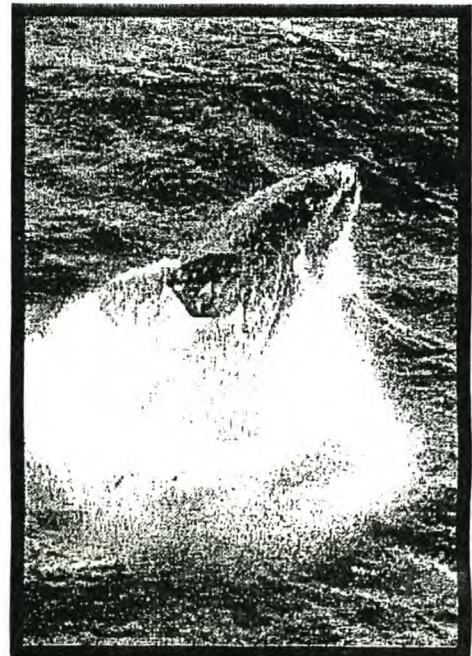
Bethesda, a tiny village in the Karoo area of the province.

Olive Schreiner lived in Cradock over a hundred years ago. She is the first South African writer to have had her work published. Her first book was called "The story of an African farm". The story takes place on a farm in Cradock.

John Thomas Baines was not born in South Africa but he is well known for pictures he painted in southern Africa more than a hundred years ago. Baines was an artist explorer who drew pictures of early settlements and daily life on the Eastern Frontier. His

paintings are a record of how people used to live here.

Written by Sharon Ries. Photos courtesy of Natal Newspapers



**Mondi Paper puts education in everyone's hands**



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**UKHENKETHO**


# iNtshona Koloni iphondo lolonwabo

**Zonke iinyanga, uTyhila Ufunde ukubhalela ngamaphondo eli lizwe. Sikuxelele ngeendawo onokulindela ukuzibona nabantu onokubabona kula maphondo. Kule nyanga sityelele kwiphondo laseNtshona Koloni elilelona lisezantsi kwiAfrika iphela.**

INtaba yeTafile (Table Mountain) yeyona ndawo inomtsalane gqitha xa ungena eKapa uhamba ngo-N2. Kodwa ke indlela enguN2 ayiphileli apho. Le ndlela inkulu iphinyeleza phakathi kwamafama awayini iyotsho kwiidolophu zeKaroo kwindlela ebizwa ngokuba yiGarden Route iye kutsho kwimihlaba evulekileyo yaseNamaqualand. Kulapha apho kubakho umboniso weentyatyambo wasentwasanolobo.

Ngokuya ziguquka iindawo, njalo ke nembali yeli phondo. Abahambi bamaDutch zokuqala bafikela apha xa abesingela eIndiya. Bashiya iphawu lokuba bakhe bafika ngezinto zokuzenzela abazishiya kulo lonke elo phondo.

Nanamhlanje, nokuba sekukho inkqubo yedemokhrasi iKoloni isahlu cile kwipolitiki. Iinguqu zenze kwabelwana ngolawulo phakathi kweAfrican National Congress neNational Party. Apha ubona uMzantsi-Afrika ymdala nomtsha usebenza



kakuhle.

Kodwa imeko yepolitiki ayibathinteli abakhenkethi ukuba bangatyeleli kweli phondo. Iindawo ezithandwayo ngabakhenkethi njengeKirstenbosch Gardens, iV&A Waterfront apho kukho umculo neevenkile ezikhethekileyo, indawo ekungcamlwa kuyo iiwayini, nezirhoxo zasezilokishini ezinabantu abaneziphiwo.

Kodwa ukuze ububone ubuhle beKoloni, kufuneka uthethe

nabantu abaneminyaka emininzi behlala khona. UTyhila Ufunde uthethe nabantu ababini abasibalisele imbali yeKoloni nezinto abazitha ndayo kwiindawo abahlala kuzo.

## Ukuvuselela umoya woluntu

USakkie Misbach uneminyaka engama-61 yaye ungumthungi onesiphiwo. Lo ngumsebenzi wosapho lwakhe. Xa wayeselula wayefuna ukuba ngumakhi kodwa usapho lwakowabo lwathi makalandele ekhondweni likayise. Eli libali lakhe lokukhula kwiKoloni eguqukayo. Uthetha ngeDistrict Six nangamaxsha ababefuduswa ngenkani.

“Ndakhulela eMackenzie Street eDistrict Six. Babehlala apha ababhali abanjengoBessie Head, uGeorge Hallet, ila Guma noJohnie Gomez. Lwaluxinene uluntu apha lungamahlwempu. Abantu abaninzi babeneentsapho ezininzi yaye kwakusoloko kukho ingxolo.



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# WESTERN CAPE

## a fun province

Each month, Look and Learn introduces you to the different provinces that make up South Africa. We show you the different places to see and the people you can expect to meet there. This month, we travel to the southernmost tip of Africa - to discover the Western Cape.

Table Mountain is what strikes you most when you drive into Cape Town along the N2. But the N2 does not stop there.

This National Road twists and turns through the winelands, into the Karoo towns along the Garden Route, northwards to the vast open spaces of Namaqualand. It is here that the greatest spring flower show is held. Just as the scenery changes and is unique, so too is the history of the province. It is here that the first Dutch settlers rounding the Horn of Africa stopped on their way to India. They left their mark in the form of the Dutch architecture spread throughout the Region.

Even today, with the transition to democracy, the Cape remains unique in its politics. The transition has resulted in a power sharing between the African National Congress (ANC) and National Party. Here you see a combi-



nation of the old and the new South Africa at work.

But politics has not stopped the tourists flowing into the province. The popular tourist resorts - like the Kirstenbosch Gardens, the V&A Waterfront for live music and speciality shops, the wine route for wine tasting, and the township shebeens with their local talent - all add to the region's appeal.

But to really understand and appreciate the Cape, you

need to talk to some of the people that have been living there for years. Look and Learn spoke to two people who shared with us the history of the Cape and what they like about where they live.

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### Reliving the community spirit

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Sakkie Misbach is 61 years old, and a skilled tailor. This is his family trade. As a young man he wanted to be a builder but his family insisted he follow in his father's footsteps. This is his story about growing up in a changing Cape. He speaks about District Six and of the times they were forced to move. 'I grew up in Mackenzie Street in District Six. This was the same area where the authors Bessie Head, George Hallet, the la Guma's and Johnie Gomez lived. It was a closely-knit, poor community. Most people had large families and we lived with lots of noise.



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## UKHENKETHO

### Umntu ufundis' omnye – kulungiselelwa ixesha elitsha:

Ishishini leempahla lelona liqeshe amabhinqa amaninzi eNtshona Koloni. Eyona nto ingenisa imali eninzi kweli phondo yimizi-mveliso.

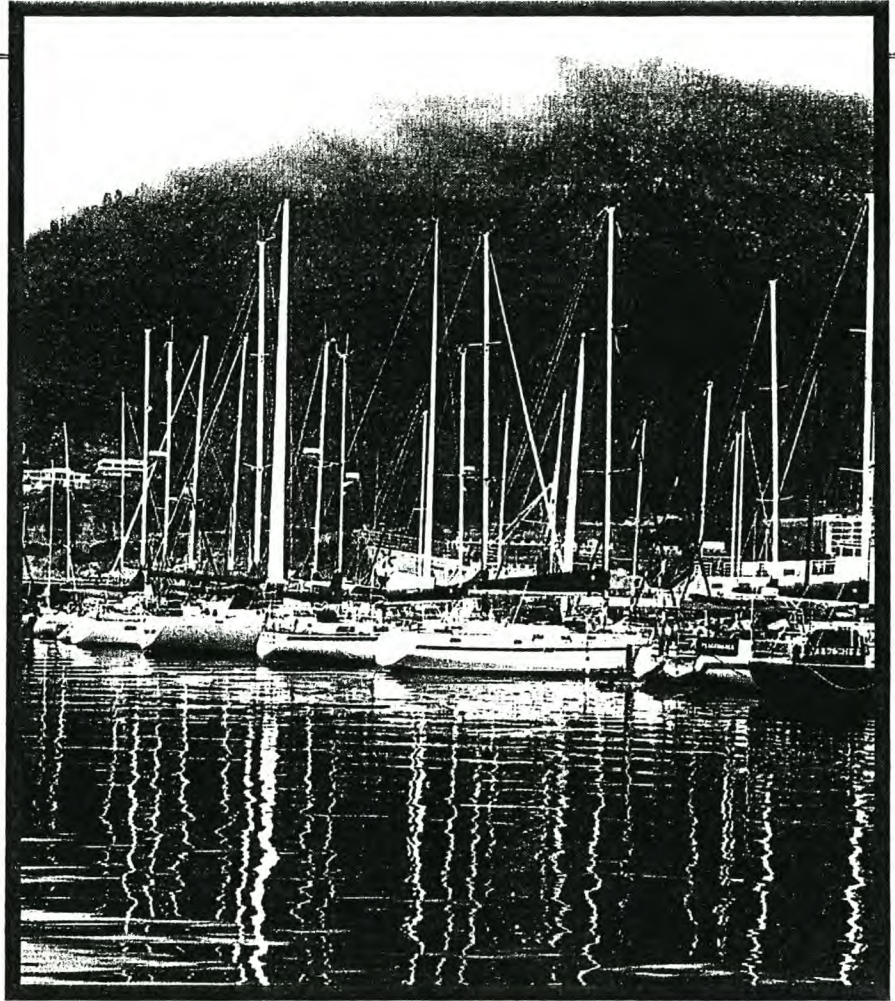
“Kudala ndicelwa ngabazali ukuba ndiqeshe oonyana okanye iintombi zabo evenkileni. Ndafumanisa ukuba andinako ukuqesha umntu engaqeqeshwanga. Ucalucalulo lwalenze abantu bangabi nalwazi lwemisebenzi. Emva kokucingisisa ndagqiba ekubeni ndiqeqeshe ulutsha.

“Kwiminyaka embalwa edlulileyo ndiqeqeshe abantu abangaphantsi kwemibutho eyiINGO abafuna uncedo.

Ndandibaqeqesha ngooma tshini bokuthunga iilokhwe ngoxa sisalindele oomatshini. Oko kwandenza ndavula iziko lokuqeqeshela ukuthunga.

“Ngoncedo lwam olungephi abantu bavula amashishini emisebenzi yezandla kwaLanga naseGugulethu. Ngokunceda abantu baseke le mibutho besenza izinto ezahlukeneyo ezilokishini, ndinegalelo eku-nikweni kwabantu abadala amandla.

“Urhulumente omtsha uncedile ekuveliseni amathuba amatsha emisebenzi. Ndinethemba lokuba xa siphumelela ukufumana imi-dlalo yeeOlympics, kuza kuvela amanye amathuba emisebenzi



### Amagqabantshintshi ngeli phondo

INtshona-Koloni ithatyathwa ngokuba lelinye lamaphondo aphucukileyo kweli. Makhe sijonge ukuba lihluke ngantoni kwamanye amaphondo.

#### ● Uluntu:

Bazizigidi eziyi-3,6 abantu abahlala kweli phondo. Leyo yi-10,6% yabantu beli yaye isiBhulu lolona lwimi luthethwa kakhulu. Bayi-62% abantu abathetha isiBhulu kweli phondo.

#### ● Ezemfundo:

Ama-36% abantu beli phondo baneBanga lesi-7 nangaphezulu. Ngokwamanani elizwe, iNtshona Koloni ilandela iGauteng ngokuba nabantu abaninzi abafundileyo. INtshona Koloni yeyona inabantu abaninzi abakwaziyo ukufunda nokubhala kweli.

#### ● Ushishino

Ukhenketho lolona luvulisa amathuba emisebenzi asusela ekubeni ngumtendi kuse ekuncedeni abakhenkethi nabahambi ngeenqwelo-moya. Oko kubalulekile njengoko iKapa lifuna ukuba kubanjelwe kulo imidlalo yeeOlympics.

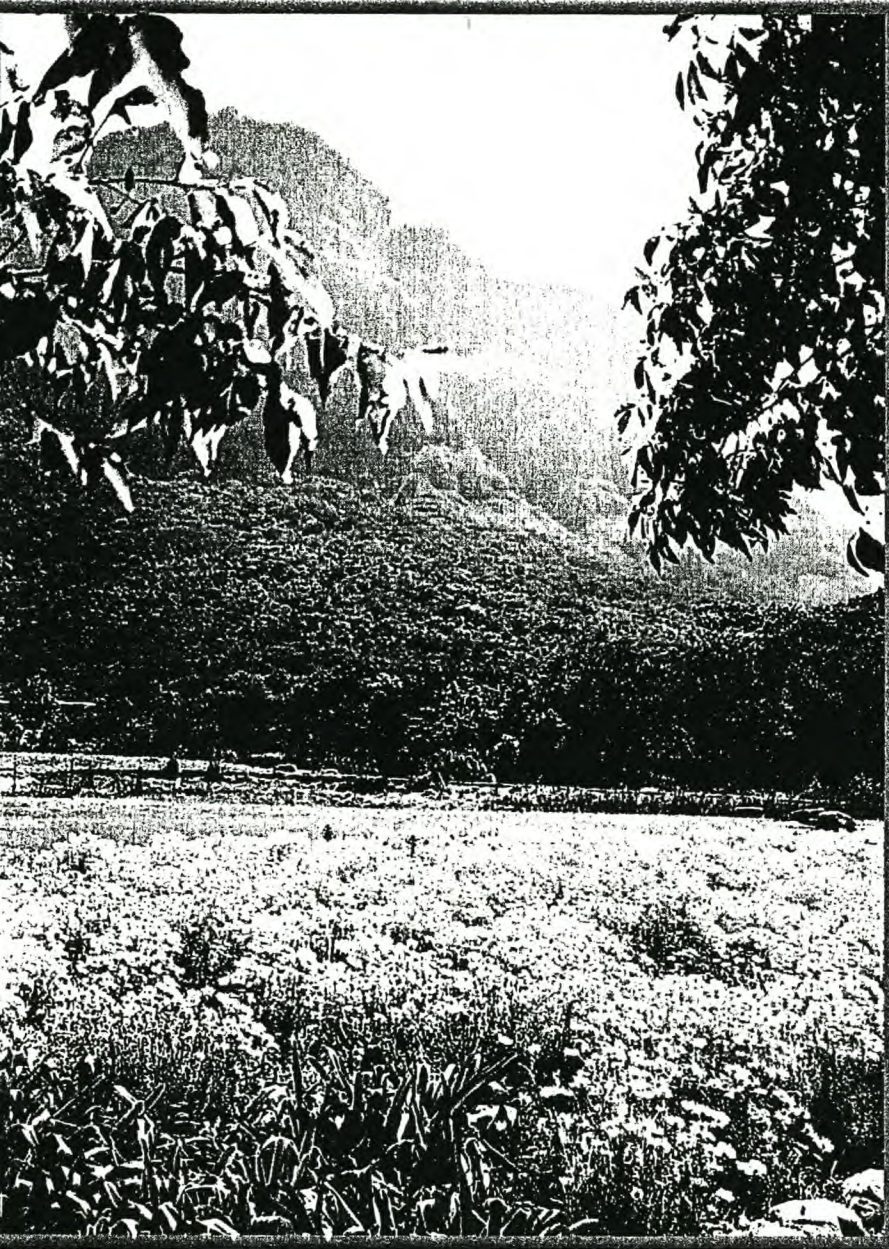


**Mondi  
Paper**

**AbakwaMondi Paper benza imfundo ifumaneke kumntu wonke**



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## Ukusebenza kwiminyaka yoo- 1960

ndaphuma esikolweni  
wiBanga lesi-8 ndaya  
usebenze kumzi-mveliso  
eempahla. Ndandincedisa  
tata ngorhatya nangee  
mpela-veki. Ngaloo minyaka  
abantu babefunda imisebenzi

emininzi baze bayenze yonke  
ukuze bafumane imali entle.  
Utata wayethenga ilaphu size  
sithunge iilokhwe zabantwana  
sizithengise elokishini.

Kwiminyaka yokuqala  
ndingumthungi, amadoda  
ayesamkela imali ethe kratya  
kunamabhinqa. Ngokuhamba  
kwexesha amabhinqa ayevala  
izithuba ezazishiywa nga-  
madoda. Abanye babecoca

ezibhedlele nasezivenkileni.  
Kodwa imisebenzi yayinqon-  
gophele kungamabhinqa  
ondla iintsapho.  
Ukukhathalela nokwabelana  
kwaba yeyona ndlela  
yokuziphilisa.

Kwaza kwakho ukufuduswa  
kwabantu ngenkani ngo-1970.  
Oko kwaziguqula izinto  
usapho lwakowethu lwafuduka  
eConstitution Street lwaya  
kuhlala kwindlwana yabalobi  
ngaphandle kweDistrict 6.

## Ukusebenza kwindawo yabelungu

USakkie wavula ivenkile  
yokuthunga apho wayelungisa  
iimpahla ethunga neempahla  
ezintsha. Le venkile  
yayiseMowbray, ekuyindawo  
yabamhlophe. Abantu  
ababehlala eCape Flats  
iMowbray yayiyindawo enee  
bhasi noololiwe. Le venkile  
yayithandwa ngamagcisa  
nabahlobo abanjengoJames  
Matthers. Babengena bacele  
into eselwayo okanye  
baboleke imali yokukhwela xa  
bengenayo.

“Ndafuduka neshishini lam  
kane eMowbray.  
Ndandingafuni ukuhlawula  
imali yerenti eyayinyuka nge-  
10% rhoqo ngonyaka. Oko  
kwandenza ndonga imali  
eninzi. Kwiminyaka esibhozo  
imali yerenti yanyuka ukusuka  
kwi-R50 ukuya kwi-R200  
ngenyanga.



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 Adults Issues ● **TRAVEL**

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### Work in the 1960s

I left school in Std 8 and started work in a clothing factory. I assisted my father during the evenings and over the week-ends. During the old days people had to learn more than one skill and do other things in order to make a decent income. My father

bought cloth and we would make children's knickers and sell them in the township. During my early years as a tailor, especially in the 1960s, men earned higher wages than women. But women slowly started to replace the men who were being sacked. This meant that men had to find other work. Many became cleaners in hospitals and

shops. But jobs were scarce and women became the breadwinners. Over time caring and sharing developed as a way to survive. This was a 'cultural' thing - something you found in the poorer areas. . Then came the forced removals of the 1970s. This changed things and our family moved from Constitution Street to a fisherman's cottage on the outskirts of District 6.

### Working in a white area

Sakkie opened a tailor's shop where he did alterations and tailoring. The shop was located in Mowbray, an historically white area. For people living on the Cape Flats, Mowbray is centrally situated on the bus and train routes. The shop became a 'focal point' in the lives of artists and friends like James Matthers, the poet. They would stop by for a drink or to borrow bus-fare if they were short of money. 'I moved my business four times in Mowbray. I avoided the 10% increase in annual rental by finding different premises. It allowed me to save a lot of money that way. In 8 years the rental rose from R50 - R200 per month.



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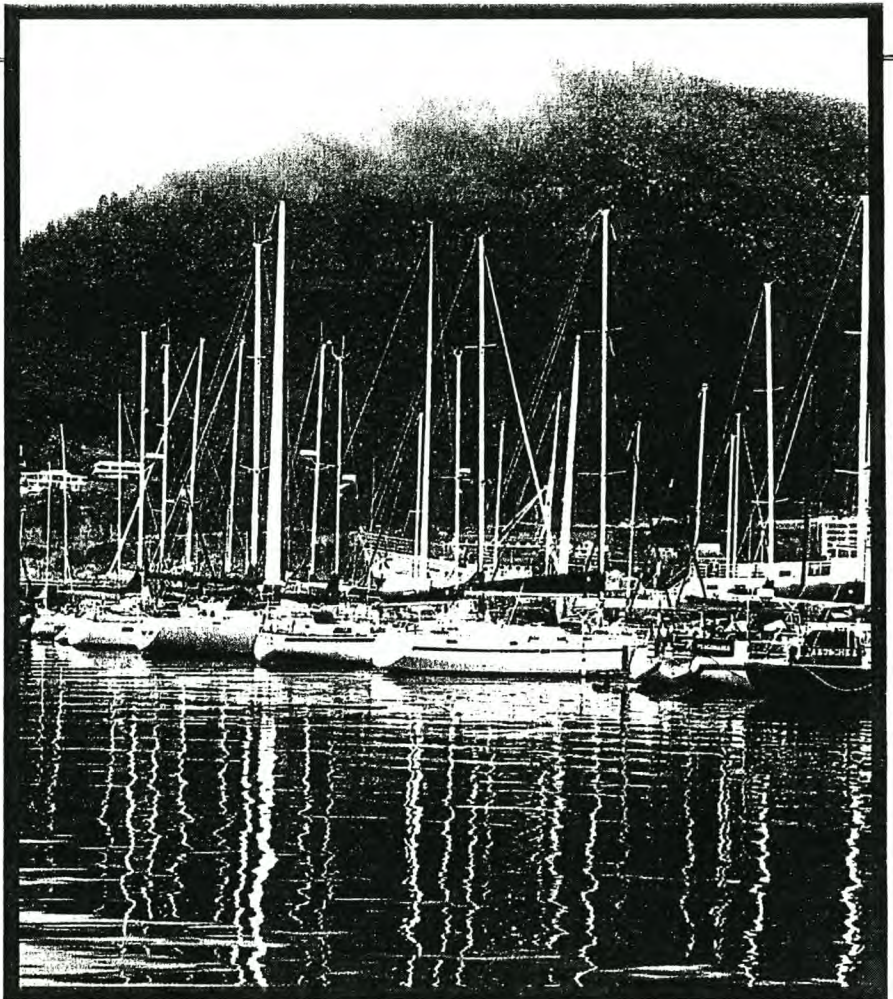

 Adults Issues ● TRAVEL

## Each one teach one

The clothing industry has always been the largest employer of women in the Western Cape. The biggest contributor to GDP for the province is manufacturing.

'I was approached many times by parents to employ their son or daughter in the shop. I found I could not employ someone without training. Because of Apartheid, there was a huge shortage of skills. After serious thought, I decided to start training the youth full-time. 'Over the past few years I have trained members of NGO's who needed help. It's difficult to train people because they do not have proper equipment. Often they would train on dressmaking machines when industrial machines were needed.

It was then that I decided to establish a training centre. 'In my small way, I am helping to set up small craft businesses in Langa and Gugulethu. By helping people to set up these co-operatives for batik making and textile making in the townships, I also contribute to the empowerment of adults. 'The new dispensation has helped to create some job opportunities. Hopefully, if we are successful with the Olympic Bid, jobs will start to be created.



The Western Cape is considered to be one of the more developed provinces in SA. Let's see what makes it different from other areas.

- **Population breakdown:**  
3,6 million people live in the Province. This is 10,6% of the population of the whole of S.A. Afrikaans is the dominant language. 62% of the people living there speak Afrikaans.
- **Educationally:**  
36% of the inhabitants have a Std 7 education and higher. In terms of the rest of the country, the Western Cape is second to Gauteng which has the highest educational level. The Western Cape has the highest literacy levels in the country.
- **Industry**  
Tourism is seen as crucial for creating jobs from waitresses through to tour guides and airline agents. This is a priority especially because Cape Town is bidding for the Olympics.





# THE NORTHERN CAPE

A province of extremes

Just think for a moment what you know about the Northern Cape. Very little? Well, this does not surprise us! Most people only know about the diamond mines in Kimberley, and the vast stretches of desert. Look and learn this month travels to the area and shows you that there is a fact, lots, lots more.

In many ways the Northern Cape is like no other province in South Africa. This is a province of extremes - between the number of people and the amount of land, the temperatures between day and night, and the deserts and landscapes.



Photo: Sally Shorkend/PictureNET Africa

Two children in the Northern Cape Province

The vast distance between places and people is the first thing that strikes you about this province. The Northern Cape stretches from Namibia in the west, through to Botswana in the north and the Cape in the east.

But while the Northern Cape covers nearly a quarter of the total land surface of South Africa, there are less than a million people living there. This makes it roughly 2 people per square kilometre!

The difference in temperatures between the scorching heat of the day and the cold of night, are what one notices next. This has had an obvious impact on the landscape - with vegetation being mainly thorn bushes and dry grass. But at parts, where there is water, the change is startling.

## People are living here

Kimberley is the capital city and is a major economic and administrative centre. Kimberley is also a cosmopolitan city - it is here you get a feel for the province and its people.

The Northern Cape is made up of Griquas, Batswanas, Coloureds, Xhosas and Afrikaners. If you move westwards from Kimberley, one discovers people who speak predominantly Afrikaans and Setswana. The further west you go the more Afrikaans you hear. Up towards the north west, Setswana is the predominant language of the Vaalharts Irrigation Scheme. Towards the south, Afrikaans and Xhosa become predominant languages.

While there might be very few people living in this province, the scarcity of water



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## Adults Issues ● TRAVEL

and the lack of jobs do not create ideal conditions for those who live there. Nearly 30% of the people are unemployed! More jobs need to be attracted and created in the province for people to survive.

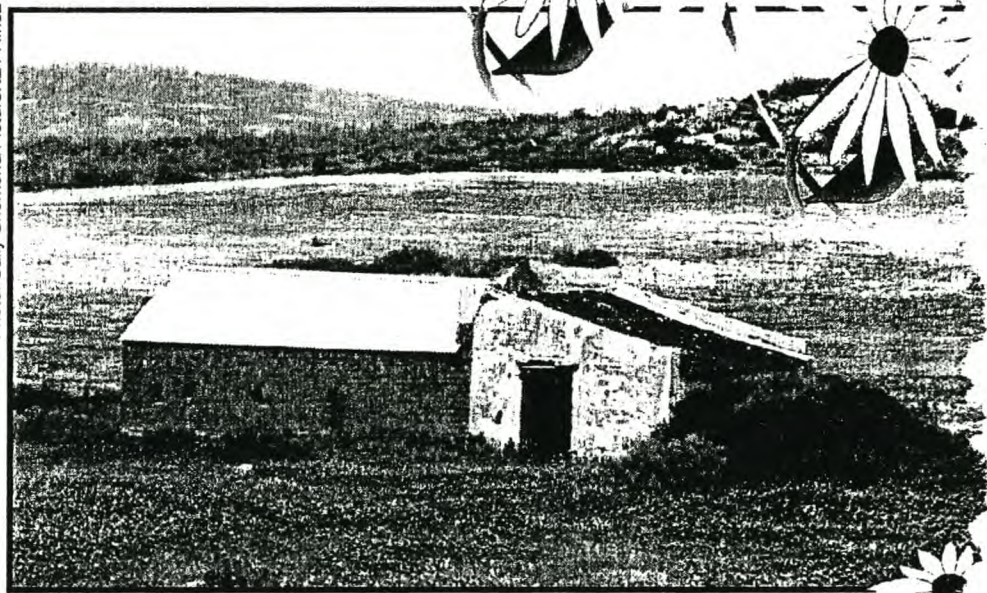
### So what jobs are there?

Many people know the Northern Cape as the centre of the diamond mining industry. In fact, it was this province that gave birth to many of South Africa's economic powerhouses. Kimberley, the capital city is synonymous with the Big Hole - the world's largest man-made hole - a place where diamonds were discovered in the 1800s. All around Kimberley are smaller big holes, a reminder of the diggings of the mid 1800's.

But things have changed since the turn of the century. These days, many of the diamond mines are depleted. Most mining is now concentrated in Johannesburg and the Witwatersrand. This has created problems for those people who made a living from the mines.

Farming is another of the dominant economic activities in the province. The annual Kimberley Show attracts farmers of prime stock from around the country each year, making this an important event for farmers to show off their breeds.

Photo: Sally Shorkend/PictureNET Africa



### Education

The Northern Cape has a very interesting educational history. South Africa's first flying school started in Kimberley. When diamond mining was at its height, the School of Mines was opened in 1896. Subsequently, this school transferred to Johannesburg where it became the University of Witwatersrand.

These days, things have changed. There is no resident university, and many young people leave the province to study for their higher education. Recently, national institutions of distance education began setting up their offices in the cities. Among them are the Academy of Learning, Damelin College, University of Free State, Tech South Africa and Tech Free State.

A number of prominent NGOs are also operating in

### Namaqualand Daisies Blossoming in Skilpad, Northern Cape Province.

the province in the education sector. These include READ TRUST, the Independent Examinations Board (IEB), Primary Science Programme (PSP), and the National Literacy Co-operation (NLC).

### Some tourist attractions

There is rich historical heritage with the Memorial of the Pioneers of Aviation; the Magersfontein Battlefield; Sol T. Plaatjie's burial place; the first diamond rush canteen, Kopje at Barkly West, and the Glacier Pavings at Nooitgedacht.

For people that like the "great outdoors", here is the new Vaalbos Renoster National park at Sydney-on-Vaal. There is also the



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## UKHENKETHO

gendawo ekumbiwa kuyo idayimani. Eneneni eli phondo lilo elizisa uqoqosho oluninzi eMzantsi-Afrika. IKimberley ikomkhulu leli phondo laziwa ngeBig Hole -- ekungowona mngxuma mkhulu wenziwe ngabantu -- apho kwafunyanwa idayimani ngeminyaka yoo-1800.

Kodwa izinto zitshintshile ukususela ekupheleni kwenkulungwane. Kule mihla uninzi lwemigodi yedayimani ayisambiwa.

Ngoku kumbiwa kakhulu eJohannesburg neWitwatersrand. Oku kwenza ingxaki ebantwini ababephila ngokusebenza emigodini.

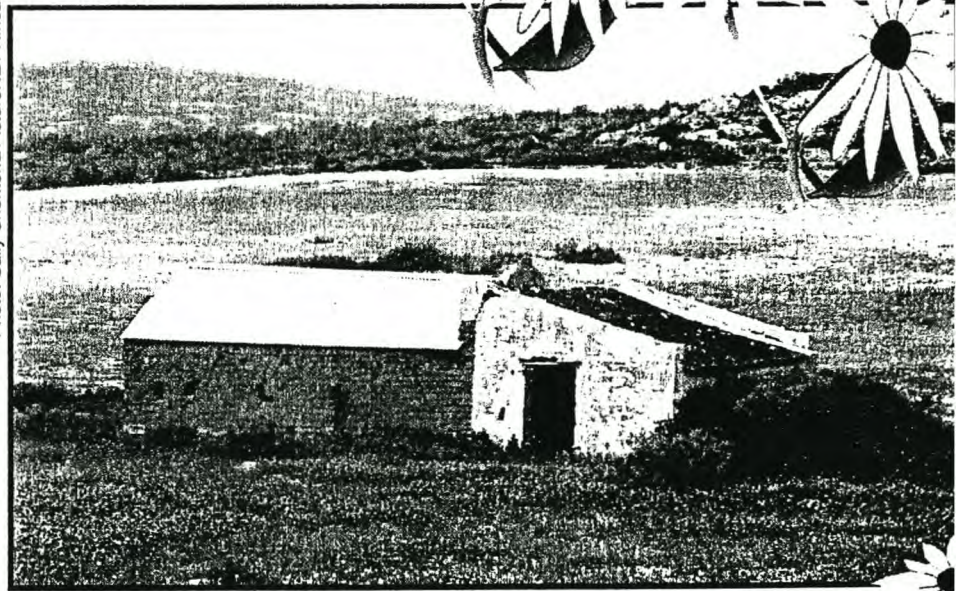
Ulimo yenye into engenisa imali kweli phondo. IKimberley Show ebakho minyaka le itsala abafuyi balo lonke eli lizwe yonk' iminyaka, nto leyo iyenza imini ebalulekileyo kubafuyi ukuba bazobonisa imfuyo yabo.

IiNamaqualand Daisies eziseSkilpad kwiphondo laseMntla-Koloni.

### Imfundo

UMntla-Koloni unembali enomdla kwimfundo. Isikolo sokuqala sofundisa abaqhubi beenqwelo-moya savulwa eKimberley. Lwathi lwakukhula umbiwo lwedayimani kwaqaliswa iSikolo Semigosi ngo-1896. Ngokuhamba kwexesha esi sikolo safudukela eJohannesburg apho ngoku siyiUniversity of

Photo: Sally Shortland/PictureNET Africa



### Witwatersrand.

Izinto zitshintshile kule mihla. Akukho yunivesithi, yaye ulutsha oluninzi luyanyanzeleka ukuba luhambe kweli phondo lu yofunda kwamanye amaphondo. Kutshanje umbutho wezikolo ezifundisa nge mbalelwano uqalise ukuvula iiofisi zawo kwiidolophu zeli phondo. Phakathi kwazo kukho iAcademy of Learning, iDamelin College, iUniversity of Free State, iTech South Africa neTech Free State.

Iliqela nemibutho eziiNGO esebenza kweli phondo kwicandelo lemfundo. Iquka iREAD TRUST, i-Independent Examinations Board (IEB), iPrimary Science Programme (PSP) neNational Literacy Co-operation (NLC).

### Okutsala umdla wabakhenkethi

Eli phondo linembali enkulu

### Namaqualand Daisies Blossoming in Skilpad, Northern Cape Province.

njengoko lineMemorial of the Pioners of Aviation; iMagersfontein Battlefield; ingcwaba likaSol Plaatjie; inkanti yokuqala yedayimani, iKopje eBarkly East; neGlacier Pavings eNooitgedacht.

Ebantwini ababuthandayo "ubomi baphandle", kukho iVaalbos Renoster National Park entsha eSydney-on-Vaal. Kukho neVaalharts eneefama zonkcenkceshelo eziyi-1200, apho kutsalwa amanzi kwiVaal ahambe iikhilomitha ezingama-800 aze ankcenkceshele umhlaba oyi-40 000 ha.

Idolophu yaseUpington ikwayindlela eya kwiFish River Canyon enomdla, i-Ai-Ais Spa, neKalahari Gemsbok neAugrabies Fall National Parks.







# **APPENDIX B**



**LANGUAGE,  
LITERACY  
AND  
COMMUNICATION**

**SENIOR PHASE**



## 1. RATIONALE

Language, literacy and communication are intrinsic to human development and central to lifelong learning.

Language (including Sign Language, and alternative and augmentative methods of communication) and language learning empower people to:

- make meaning;
- negotiate meaning and understanding;
- access education;
- access information and literacies;
- think and express their thoughts and emotions logically, critically and creatively;
- respond with empathy to the thoughts and emotions of others;
- interact and participate socially, politically, economically, culturally and spiritually;
- understand the relationship between language and power, and influence relationships through this understanding;
- develop and reflect critically on values and attitudes;
- communicate in different contexts by using a range of registers and language varieties; and
- use standard forms of language where appropriate.

The advancement of multi-lingualism as a major resource affords learners the opportunity to develop and value:

- their home languages, cultures and literacies;
- other languages, cultures and literacies in our multi-cultural country and in international contexts; and
- a shared understanding of a common South African culture.



## 2. SPECIFIC OUTCOMES

The outcomes for this learning area are:

**Outcome 1: Learners make and negotiate meaning and understanding.**

**Outcome 2: Learners show critical awareness of language usage.**

**Outcome 3: Learners respond to the aesthetic, affective, cultural and social values in texts.**

**Outcome 4: Learners access, process and use information from a variety of sources and situations.**

**Outcome 5: Learners understand, know and apply language structures and conventions in context.**

**Outcome 6: Learners use language for learning.**

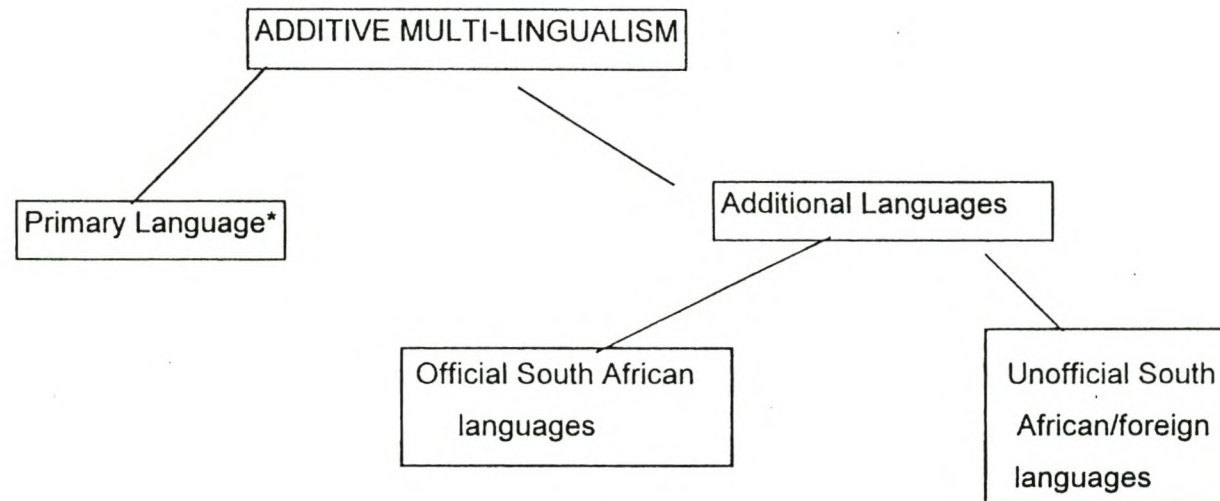
**Outcome 7: Learners use appropriate communication strategies for specific purposes and situations.**

## 3. EXPLANATORY NOTES

### 3.1 BACKGROUND

The outcomes for this learning area should be seen in relation to the Constitution of the Republic of South Africa (1996), the South African Schools Act (1996) and all related language policy and guideline documents. The Constitution advocates a policy of multi-lingualism. The proposed Language in Education Policy subscribes to the additive multi-lingualism model.





\*This is the first language a child acquires, which is sustained in a model of additive multi-lingualism.

### 3.2 Definition of Text

The term “text” refers to a unit of spoken, written, or visual communication, including Sign Language, and alternative and augmentative methods of communication.

*Spoken texts* include conversations, speeches and songs, etc.

*Written texts* include poetry, drama, novels, letters, magazine and newspaper articles and scripts, etc.

*Visual texts* include posters, cartoons, advertisements, environmental print (e.g. road signs, signs on electronic equipment, icons),



maps, diagrams, and charts, etc.

Texts should always be interpreted within a context or contexts. Contexts could include:

- *linguistic context*: the words or sentences surrounding any piece of written (or spoken) text;
- *extralinguistic context (context of situation)*: the whole situation in which an utterance is made, taking into consideration, for example, the backgrounds of speakers, writers, listeners, and readers.

### 3.3 Literacy and literacies

*Literacy*: Initially "literacy" was seen as a cognitive process that enables reading, writing, and numeracy.

*Literacies*: Currently the use of the term "literacy" has expanded to include several kinds of literacies. "Literacies" stresses the issue of access to the world and to knowledge through development of multiple capacities within all of us to make sense of our worlds through whatever means we have, not only texts and books.

*Examples of kinds of literacies:*

- Cultural literacy - Cultural, social and ideological values that shape our "reading" of texts.
- Critical literacy - The ability to respond critically to the intentions, contents and possible effects of messages and texts on the reader.
- Visual literacy - The interpretation of images, signs, pictures and non-verbal (body) language, etc.
- Media literacy - The "reading" of e.g. TV and film as cultural messages.
- Numerical literacy - The ability to use and interpret numbers.
- Computer literacy - The ability to use and access information from computers.



### 3.4 Language across the Curriculum

The outcomes in this learning area emphasise that language is not an end in itself. Language is a means to acting in the world in order to establish relationships, to engage with others in reciprocal exchange, to integrate new knowledge into existing knowledge, to obtain and convey ideas and information.

Competence in the language of learning and teaching (LoLT) is crucial for academic mastery across the curriculum. The learner's development of terminology and language relevant to the field of learning is the responsibility of the subject teachers in co-operation with language teachers.

### 3.5 Outcomes

The language outcomes are directed at an 'ideal language user' in that they relate to all languages and all levels of language learning.

The multi-dimensional and dynamic nature of language can hardly be expressed in a set of linear statements as found in the rationale, outcomes and assessment criteria. Different language outcomes tend to overlap. The function of an outcome is to **emphasise** a certain feature of language activity. This feature will often be exemplified in the context of an integrated set of language activities. An outcome and its associated assessment criteria and range statements should therefore not be viewed in isolation.

Learning programme designers could **select and cluster** certain outcomes as the main focus of a learning programme in order to meet the needs of a specific group of learners (e.g. for a phase, or for main, additional or foreign language learning).



### 3.6 Outcomes and Skills

The seven outcomes are achieved through the integrated use of listening, observing, speaking, signing, reading and writing skills.

### 3.7 The Development of Differentiated Learning Programmes

The next step in curriculum development will be the development of learning programmes from:

- A. Specific Outcomes
- B. Assessment Criteria related to Specific Outcomes
- C. Range Statements
- D. Listening, Observing, Speaking, Signing, Reading and Writing Skills underpinning all outcomes
- E. Performance Indicators.

A, B, C and D apply equally to all learning programmes, whereas E creates a basis for differentiation. A variety of learning programmes will be developed to cater for learners' different needs. Differentiation between main and additional language learning programmes, for example, is achieved through the performance indicators. Therefore, while all specific outcomes are achieved by all learners, the nature of achievement in main language learning programmes will differ from that in additional language learning programmes.

Different skills could be assessed to provide evidence of the achievement of outcomes. Learners with special education needs (LSEN) should be afforded the opportunity to demonstrate evidence through appropriate alternative skills or methods of communication where and when necessary.



## ASSESSMENT FOR LANGUAGE, LITERACY AND COMMUNICATION

### 1. GENERAL PERSPECTIVE:

Like Learning Programmes and instruction, assessment - how progress is measured - determines what and how well students learn. A new system of learner assessment should support the learning and instructional programmes. It must be a system that provides facilitators with continuous and constructive information about learner performance, information that specifies how learners are developing relative to the Assessment Criteria of each Specific Outcome and assists facilitators in drawing up learning programmes tailored to each learners's needs.

### 2. PRINCIPLES OF ASSESSMENT:

Assessment should contribute to:

- A. Improving the quality of education and training
- B. Improving the relevance of education and training
- C. Developing national standardisation throughout education and training
- D. Various components of assessment can be identified on a continuum with particular skills being assessed in the workplace and competences such as underpinning knowledge and understanding.
- E. The basic assessment principles (criteria) are:
  - 1. Validity
  - 2. Reliability
  - 3. Flexibility
  - 4. Fairness
  - 5. A holistic approach to assessment
- F. The Process of assessment based on outcomes, unit standards and moderation
- G. Planning the assessment system at all levels; transfer of assessment results from one level to another; from one province to another; from one school to another
- H. Procedures such as



1. Literature studies/research
2. Time-table implications
3. Preparing for assessment
4. Participation of and informing stakeholders

I. Carrying out the assessment

J. Selecting assessment procedures

### 3. TYPES OF ASSESSMENT:

The following types of assessment are listed as possible strategies for the Learning Programme. Change strategies whenever necessary.

Achievement Assessment

Criterion-referencing

Mastery learning

Continuous Assessment

Formative Assessment

Direct Assessment

Performance Assessment

Subjective Assessment

Checklist Rating

Impression

Holistic Assessment

Series Assessment

Assessment by Others

Continuum

Fixed Assessment Points

Summative Assessment

Indirect Assessment

Objective Assessment

Guided Judgement

Analytic Assessment

Category Assessment

Self Assessment



**4. CARRYING OUT THE ASSESSMENT**

- 4.1 Gathering evidence/data as indicated by the performance indicators, related to the assessment criteria.
- 4.2 Analysis and evaluation of data.

**5. MANAGING THE ASSESSMENT**

- 5.1 Recording and Evaluating

A form could be developed as illustrated below:

Language, Literacy and Communication (Senior Phase)							
Learner's Name .....		Class .....			Date .....		
Phase Organiser, e.g. Communication							
Learning Programme Organiser							
	SO1	SO2	SO3	SO4	SO5	SO6	SO7
	AC1-9	AC1-8	etc.	etc.	etc.	etc.	etc.
The Assessment Criteria, related to the Specific Outcomes, could be assessed according to descriptors mentioned below*							
Linguistic and Cultural diversity							
Communication							
Empowerment							



- \*1. Achievement at these levels is established
2. The learner is now working from these levels
3. The learner is not as yet working at these levels

- *The process above should be intensely collaborative. The assessment of cross-curricular assessment criteria would necessitate regular formal consultation.*
- *The process above should be engaged in as regularly as is practical in a given context.*

## 5.2 Reporting

A form should be developed on site by means of which parents and learners are fully informed of the development of the learner in his/her progress towards the eventual achievement of outcomes. This form should be anecdotal and diagnostic in nature. The following information could, for example, be considered: Name, Phase , Group, Skills, Knowledge, Participation, Project Work, Group Involvement, etc.



## LANGUAGE, LITERACY AND COMMUNICATION

### SENIOR PHASE

**SO1** Learners make and negotiate meaning and understanding

Meaning is central to communication. This specific outcome aims at the development of a learner's ability to understand, create and negotiate meaning in various contexts by using appropriate communication strategies and by using listening, speaking, observing, reading, signing and writing skills. These strategies and skills are developed and refined by constantly being exposed to a variety of situations which afford language users opportunities to interact in different ways.

#### RANGE STATEMENT

At this level learners create a wide range of texts of different kinds. Learners also interact with and respond to a wide range of texts. Interaction with other language users takes place with a wide range of audiences from both familiar and unfamiliar contexts.

#### ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

#### LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

**1. Original meaning is created through personal texts.**

**PI**

This be evident when learners can create original meaning through personal texts

Tell/ write of

- experiences,
- ideas,
- opinions,
- decisions, etc.

Write / produce

- sentences

Generate meaning in debates, discussions, forums

Demonstrate sensitivity to the use of words, e.g.

Write/produce

- poetry
- short plays, etc.

with awareness of appropriate language



**2+3. A key message is identified and clarified.**

**Meaning is created through reading and inferences are made from texts.**

**PI**

Creating meaning through reading will be evident when learners can

- respond to explicit information: that is, recognise details of context and denotative meaning of words
- recognise implicit or connotative meaning, make inferences
- assess ideas or selection of facts according to intention, appropriacy, effectiveness, relevance and accuracy

**4. Meaning is constructed through interaction with other language users.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• paragraphs</li> <li>• compositions etc.</li> </ul>   | <ul style="list-style-type: none"> <li>synonyms/ antonyms / metaphors</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Rearrange words, sentences, paragraphs in logical order</li> <li>• Use synonyms, antonyms in context</li> <li>• Paraphrase</li> <li>• Paraphrase common idioms</li> <li>• Summarise</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• Comment on and discuss key message</li> <li>• Comment on and discuss hidden agenda</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>• Formulate opinions</li> <li>• Comment and discuss opinions</li> </ul>  | <ul style="list-style-type: none"> <li>• Assess relevance to themselves and others</li> </ul> |



<p><b>PI</b> This be evident when learners can interact with other language users to interpret a range of texts</p> <p><b>5. Ways in which construction of meaning varies according to cultural, social and personal differences are identified and responded to.</b></p>	<p>Present and explain your own point of view and respond to that of others</p>	<p>Identify and explain the point of view of others</p>	<p>Synthesise own points of view with that of others</p>
<p><b>PI</b> This be evident when learners can show how personal, social and cultural differences and similarities between themselves and other learners impact on the making of meaning</p> <p><b>6. Ways in which context affects meaning and understanding are identified and responded to.</b></p>	<p>Discuss personal, social and cultural similarities and differences, for example with reference to birth, death, marriage, family</p>	<p>Research items of similarities and difference, e.g. lobola/ funerals/ weddings</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Read</li> <li>• etc.</li> </ul>	<p>Make comparative conclusions on the effects of these differences and similarities on the making of meaning</p>
<p><b>PI</b> This be evident when learners can show how context affects meaning and understanding</p> <p><b>7. Writer's/speaker's/signer's point of view is critically reflected on.</b></p>	<p>Text out of context placed in context</p>	<p>Analyse how the lack of understanding / knowledge of context gives rise to a variety of misinterpretations</p>	



<p><b>PI</b> This be evident when interpretations and/ or points of view can be critically reflected on by means of reasoned arguments</p> <p><b>8+9. Reasoned arguments about interpretation and meaning are developed. Discourse is sustained.</b></p> <p><b>PI</b> This be evident when learners can interact pro-actively with a person or persons logically and sensitively until a conclusion is reached. Ways should be found to bridge communication gaps/prevent breakdown</p>	<ul style="list-style-type: none"> <li>• Discuss and compare points of view in a variety of texts</li> <li>• Create/construct book reviews, film reviews, letters to the press</li> </ul> <p>Discussion group work (turn taking), debate, role play Manage and maintain discourse and interaction Use recovery strategies Check own and other's understanding/ success of communication</p>	<ul style="list-style-type: none"> <li>• Objective written reaction to editorials, magazine articles</li> <li>• Debates / discussions</li> </ul> <p>Ask questions Make suggestions to continue discussions</p>	<p>Chairing skills</p>
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**SO2** Learners show critical awareness of language usage

This specific outcome aims to develop a learner's understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate people's beliefs, actions and relationships. The complexity and sensitivity of a multi-lingual context specifically requires the development of a learner's skills to interpret and consciously reflect on how language is used. For this reason the development of the decoding skills (reading, listening and observing) is emphasised.

**RANGE STATEMENT**

At this level, learners engage with a wide range of texts, forms of discourse and a variety of contexts. These include texts created by learners themselves.

The complexity of texts relates both to level of discourse and range of text types.

Language as a social construct is discussed and analysed with emphasis on contexts such as:

- civil society
- literary contexts
- media contexts
- gender and race contexts
- historical, social and political contexts
- institutional contexts
- personal relations and interpersonal relations.

**ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS**

1. Purpose, audience, and source of texts are identified and analysed.

**LEVELS OF COMPLEXITY (EXTENSION STEPS)**

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.



<p><b>PI</b></p> <p>Critical awareness will be evident when learners can identify the purpose, audience and source of texts from a wide variety of familiar and unfamiliar genres</p> <p><b>2. Ways in which language is used to transmit and shape socio-cultural ideas and values are explained.</b></p>	<ul style="list-style-type: none"> <li>• Identify             <ul style="list-style-type: none"> <li>⇒ the purpose, (why it was written)</li> <li>⇒ the audience, (for whom it was written)</li> <li>⇒ the source (where you would find it)</li> </ul> </li> <li>• Spoken response to own texts and others' texts</li> <li>• Written or alternative response</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse how the factors in column one impact on the effectiveness and appropriateness of each text</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison and analysis of texts in terms of purpose, audience and source</li> </ul>
<p><b>PI</b></p> <p>Critical awareness will be evident when learners can explore and explain (orally/written) the ways in which language is used to transmit and shape socio-cultural ideas and values.</p>	<ul style="list-style-type: none"> <li>• Read and discuss texts such as advertisements, propaganda and some literary texts which explicitly convey socio-cultural ideas and values</li> <li>• Use songs, verses, folklore, National Anthem, Constitution to explore and explain how the language transmits ideas and values</li> <li>• Role-play familiar human situations, e.g. marriages, funerals where socio-cultural ideas and values are conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Write projects on the values or socio-cultural ideas contained in any single text explored</li> <li>• Discuss and write about problems caused by lack of awareness of how socio-cultural ideas and values are conveyed in texts</li> </ul>	



**3+8. Awareness of the power relations between different languages and between varieties of the same language is demonstrated by suitable responses.**

**Biased attitudes towards languages and language varieties are explored, responded to and challenged.**

**PI**

Critical awareness will be evident when learners can recognise, challenge and respond to

- ⇒ power relations
- ⇒ biased attitudes towards and between different languages and varieties of the same language

- **This will involve**
- ⇒ spoken responses
- ⇒ discussion
- ⇒ debates
- ⇒ written responses

Power relations

- Decode (examine and respond to) the language of different age groups which is used to establish power relations and group coherence (slang/ accents)

Biased attitudes and power relations

- Discuss and research some of the effects of colonialism and apartheid on South African languages
- Challenge racist and sexist language

- Examine the development of dialects and/ or regional accents and how these influence judgements about status, class, etc.
- Read fiction where characters interact and discuss the power relationships between the users of different languages

- Own suggestions for solving problems and changing attitudes are proposed and substantiated



**4. Awareness of how language changes over time and place is demonstrated.**

- Examine why people want to learn/ use certain languages

**This will involve**

- Spoken, written or alternative responses
- Discussions
- Pair work
- Group work

**PI**

Critical awareness will be evident when learners can demonstrate an awareness of the changing nature of language

- Explore the etymology (derivation of words), e.g. through dictionary work where available language dictionaries give such information
- Explore the influence of South African languages on one another, e.g. influence of Nguni on Sotho languages
- Examine the effect of multi-media sources (TV/computers) on South African languages
- Explore the impact of sensitivities on vocabulary where applicable, e.g. gender, race, etc.
- Examine the written language of previous eras and compare with modern texts where applicable
- Projects, debates, consider changes which may not enrich a particular language
- Consider questions such as:
  - ⇒ Should the changing nature of a language be controlled at all?
  - ⇒ What part should language structures play?

**This will involve**

- Spoken, written or alternative responses, discussions, pair







PI

Critical awareness will be evident when learners can identify and analyse visual and other non-verbal features of texts

- Study drawings done by self (e.g. posters) and others and analyse the placing and selection of items
- Study and analyse pop videos/ advertisements/ news broadcasts/ films and videos
- Analyse the symbolic implications of various colours in different languages
- Study photographs/ models/ sculptures and analyse mood, tone and intent
- Projects, debates, forums with the above as well as previous column
- Change the features identified and consider the implications
- Compare texts and analyse the effectiveness of the visual and non-verbal features in one as opposed to others
- How do they manipulate the learner?

**7. Ideologically driven and biased language is identified, analysed and responded to effectively.**

PI

Critical awareness will be evident when learners can identify, analyse and respond to ideologically driven language effectively

- Research the meaning of "ideology" and explore ideologies found in South African context
  - Identify, analyse and respond to typical occasions when ideological language may be used, e.g. political rallies, schools
  - Identify, analyse and respond to propaganda
  - Research ideologies in a world-wide context
  - Write critical responses to ideologically driven speeches/ articles
  - Projects
  - Debates
  - Forums
  - Compare and analyse, e.g. capitalism vs. communism (Formulate own world-view)
- This will involve**
- Spoken, written or alternative responses



<ul style="list-style-type: none"> <li>• Critical awareness will be evident when learners can identify, analyse and respond to biased language effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Forums</li> <li>• Role-play</li> <li>• Listening skills</li> </ul> <ul style="list-style-type: none"> <li>• Research forms of biased language found in e.g. editorials/ columns/ radio newspaper letters/ cartoons and stereotypes/ generalisations</li> <li>• Role play biased situations in inter-personal relationships, e.g. arguing with friends</li> <li>• Write eye-witness reports on real situations and consider whether these are objective or subjective</li> </ul> <p><b>This will involve</b></p> <ul style="list-style-type: none"> <li>• Spoken, written or alternative responses, debates, forums, role-play, listening skills</li> </ul> <ul style="list-style-type: none"> <li>• Role-play biased situations in less familiar interpersonal situations, e.g. racial conflict, adult problems</li> <li>• Projects</li> <li>• Subjective letters to the editor</li> <li>• Subjective reports</li> <li>• Rewrite these objectively</li> </ul> <ul style="list-style-type: none"> <li>• Explore and analyse the reasons for stereotypes and generalisations</li> <li>• Suggest corrective measures</li> </ul>
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**SO3** Learners respond to the aesthetic, affective, cultural and social values in texts

The aim of this outcome is to develop a learner's appreciation, use and creation of text as an artistic expression of thoughts, feelings, attitudes and values through exposure to a wide variety of genres. The development of learners' listening, reading and viewing skills to recognise and use literary devices enriches the quality of their own language use and lives.

**RANGE STATEMENT**

At this level, learners engage with a wide range of texts in a variety of contexts. The emphasis in terms of content is on:

- the expression of stylistic devices (e.g. extended metaphor) in all kinds of texts.
- the study of literary, visual, sign, auditory and multi media texts.

The emphasis in terms of process is on the enriching effect of texts in relation to :

- knowledge (e.g. related to history, social conditions, human experiences, human rights)
- aesthetics (e.g. appreciation of the artistic elements)
- relationships (e.g. social sensibility, power relations)
- emotions (e.g. sympathy, empathy, identification, rejection).

**ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS**

**LEVELS OF COMPLEXITY**

All outcomes can be achieved by attending to the descriptions in column 1 below, but **enrichment steps are recommended wherever possible.**

*For this outcome the levels of complexity and variety will be obtained by using a wide range of texts which could include anything from mini-texts and advertisements to novels and full length films.*



**1. Responses to the artistic effects of texts are demonstrated.**

**PI**

Responses to the artistic and aesthetic effects of texts will be demonstrated when learners are able to identify and talk about a wide range of written, visual and auditory genres

**2. Literary effects of texts are identified, analysed and described.**

**PI**

The ability to identify, analyse and describe the literary effects of texts will be evident when:

- learners are able to discover and describe the characteristics of certain genres
- learners are able to compare examples to discover varieties within a genre
- learners uncover important aspects of style and move towards the ability to discern and describe more subtle features
- Strong focus on a few genres (e.g. song/poetry, film, short stories, folklore, plays, novels - of acceptable literary merit)
- Focus is increasingly on main features-structure, aspects of style, literal/ figurative, elegance of expression
- Learners develop vocabulary to support impressions :
  - ⇒ setting
  - ⇒ contrasts
  - ⇒ ethos
  - ⇒ metaphors,
  - ⇒ mood
  - ⇒ milieu
  - ⇒ ellipses
  - ⇒ tone etc.



**3. Opinions on texts are given and justified.**

**PI**

This will be evident when learners are able to examine for example those aspects of text which extend awareness (e.g. of relationships, cause and effect)

- Develop sympathy, empathy, awareness of relevant history, social conditions, human rights and experiences
- Negative emotions and how they are dealt with

**4. Opinions are reviewed in relation to the opinions of others.**

**PI**

This will be evident when learners listen to others and meaning is negotiated

- Group work: "what do you think?"
- Listening skills developed

**5. Texts are critically evaluated.**

**PI**

This will be evident when all dimensions of text and language, including the opinions of others, are taken into account

- Group report
- Consensus
- Collaborative project
- Series of projects



**SO4** Learners access, process and use information from a variety of sources and situations

Note: Source for most of this section is the "Core Teaching Programme for Information Skills" 1994.

Relevant skills will be both taught and partially assessed in the Language classroom (Language of Learning and Teaching of school) but also applied and assessed in the other Learning Areas. These are NOT decontextualised skills.

The programme described here needs to be integrated with all learning areas.

In addition the sourcing / data collection and analysis / information literacy aspects of the learning areas needs to be co-ordinated at the level of site, so that the whole community is aware of both similarities and differences around data accessing / analysis and the role of these in each learning area. Cognisance needs to be taken of development of skills in the learner so that practice is given in integrated contexts and so that the learner is not treated as a novice per Learning Area.

The data-related outcomes which need site-based co-ordination are:

- LLC 4 Learners access, process and use information from a variety of sources and situations
- HSS 1 The sources from which a knowledge of the South African society is constructed are identified (AC1)
- HSS 9 Use a range of skills and techniques in the Human and Social Sciences context
- TECH 2 Apply a range of technological knowledge and skills ethically and responsibly
- TECH 3 Access, process and use data for technological purposes
- MLM 6 Use data from various contexts to make informal judgements
- NS 1 Use process skills to investigate phenomena related to the natural sciences
- NS 3 Apply scientific knowledge and skills to problems in innovative ways
- AC 5 Experience and analyse the role of the mass media in popular culture and its impact on multiple forms of communication and expression in the arts



EMS 5 Critically analyse economic and financial data to make decisions

This specific outcome aims to develop the capacity of learners to function fully in modern society by finding, evaluating and using information.

The development of information skills is indispensable for the attainment of quality lifelong learning.

**RANGE STATEMENT**

At this level information is obtained from a variety of sources: e.g. factual articles, reports, magazines, manuals, journals, cartoons, books, the media, reference material (e.g. catalogues, glossaries, dictionaries), Internet, and graphic material. Information can also be accessed from others, for example through interviews.

The information obtained is presented in accordance with the requirements of the different formats of presentation (e.g. essay, poster, drawing, speech, electronic message, written paper, model).

The emphasis is on the production of integrated projects, expository texts (non-fiction writing), non-verbal conveyors of information (e.g. symbols, signs, graphs, illustrations) and structured debates. These should show selection, assimilation and comparison of information.

Evidence of the use of resource centres, libraries or resource boxes should also be shown.

**ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS**

**LEVELS OF COMPLEXITY (EXTENSION STEPS)**

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

**1. The information need is defined.**

**PI**

Will be evident when learners can define the information need

Independently analyse and identify the subject/ theme of the information need

- Verbalise next step of process



**2. The aim of the information search is defined.**

**PI**

This will be evident when learners can define the aim of the search

- Decide on nature of information needed (fact/ fiction/ both)

- Formulate the aim of the search orally or in writing
- Analyse own present state of knowledge
- Identify the target audience (self/ class/ reader)
- Formulate the nature of the final presentation (written/ oral/audio-visual)
- Show broad framework planning
- Give written details on the scope and duration of the search
- Cater for information background of target group

**3. Information is located, accessed and selected.**

**PI**

This will be evident when learners demonstrate the ability to locate, access and select information

- Understand and use Dewey classification system
- Use bibliographic information to select appropriate source (e.g. periodicals - title, volume, number, year; books - author, title etc., title page)
- Use various aids in sources [e.g. table of contents / indexes / glossaries / keywords / headwords / chapters (with and without
- Understand and use other systems outside the school
- Use other retrieval aids where available, e.g. computers
- Use aids in sources (menus in computers)



headings) / paragraphs / graphic material]

**4/5/7. The accuracy and relevance of the information is evaluated. The reliability of the information source is ascertained. The difference between fact, fiction and bias is identified.**

**PI**

This will be evident when learners can evaluate the accuracy, relevance and reliability of information

- Use criteria for assessing information:
    - ⇒ general - specific
    - ⇒ objective - biased
    - ⇒ stereotyped - realistic
    - ⇒ primary - secondary
    - ⇒ truth - propaganda
    - ⇒ disinformation
    - ⇒ kind of information
    - ⇒ recency
    - ⇒ emphasis
  - Compare information on the same subject in different sources
- ⇒ alternate points of view given
- ⇒ supporting data etc.
- using**  
(where available): illustrations, pictures, charts, diagrams, photographs, slides, video, film, computer, books (reference, non-fiction, fiction), periodicals, newspapers, pamphlets etc.



<p><b>6. Organisational skills are applied.</b></p> <p>PI This will be evident when learners can organise information in a meaningful way</p>	<ul style="list-style-type: none"> <li>• Classify material according to the framework of the assignment (demonstrate points within a logical framework, make additions / deletions, identify when asked key words / points / essential facts)</li> <li>• Produce a draft framework</li> <li>• Use conventions regarding sourcing</li> <li>• Verbalise the next possible steps of the process</li> </ul>
<p><b>8. Reasoned arguments are developed in the course of applying information.</b></p> <p>PI . This will be evident when learners can develop reasoned arguments in the course of the research process</p> <p><b>9. The results of the information search and processing are presented.</b></p>	<ul style="list-style-type: none"> <li>• Interact with others during the working process</li> <li>• Make adaptations accordingly (e.g. looking for more information, changing focus etc.)</li> <li>• Interpret information visually, e.g. diagrams, graphs, tables, sketches</li> </ul>



PI

This will be evident when learners can present the information obtained in a variety of appropriate formats

- In presentation of completed assignment, learners should conform to the identified criteria
- ⇒ sense of target audience
- ⇒ nature of information needed
- ⇒ clarity
- ⇒ coherence ✓
- ⇒ cohesion etc. ✓

**10-13. The relevance of the information search is evaluated by the learner(s).**

**Awareness of the value of informed decision-making is demonstrated.**

**The ability to integrate new information into existing knowledge is shown.**

**The ability to apply the newly acquired knowledge to real-life situations is demonstrated.**

PI

These will be evident when learners can evaluate the results of the search and apply new information to real life situations

- Judge own product on the basis of criteria
- Evaluate and verbalise the value of the process for self-development
- Determine the value / potential of the information, e.g.



- ⇒ is knowledge of subject extended?
- ⇒ are there changed attitudes towards information / source / topic?
- ⇒ is new 'knowledge' applied to satisfy need by developing a further product, or producing work in integrated projects?
- ⇒ is there a measurable impact by the information on group opinion?
- ⇒ has the information assisted problem-solving?



**SO5** Learners understand, know and apply language structures and conventions in context

This specific outcome aims to develop a language user's understanding and knowledge of grammar. The development of this grammatical competence empowers the learner to communicate clearly and confidently by using grammatical structures (e.g. word order) correctly. Clarity of communication is improved through the development of a learner's editing skills which includes a conscious awareness of the learner's own language usage.

**RANGE STATEMENT**

At this level learners study and apply a range of grammatical structures and conventions in a range of texts.

A variety of texts is studied and generated. An activity for this outcome could be meaningful paragraphing using logical opening and concluding sentences.

Similar grammatical structures and conventions are recognised across languages and applied in interpretation, translation and code -switching

**PERFORMANCE INDICATORS**

**LEVELS OF COMPLEXITY (EXTENSION STEPS)**

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

**1. Knowledge of grammatical structures and conventions is applied to structure text.**

**PI**

This will be evident when learners create texts as designated in the following columns:

**Engage with texts such as**

- completion of sentences
- close procedure
- descriptive and factual paragraphs
- dialogues

**Engage with texts such as:**

- essays
- critical analysis
- newspaper reporting
- advertisements

**Engage with texts such as:**

- writing of poetry
- short stories
- newspaper editorials and columns
- film and book reviews
- business plans



- memoranda
- subjective and objective reports
- minutes
- all types of letters
- short compositions
- oral texts

**to illustrate (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)**

- adequate and correct vocabulary
- word formation
- derivations
- spelling
- noun prefixes
- verbal prefixes
- basic tenses
- concord
- word order
- verbal suffixes
- active and passive
- qualificatives
- adjectives
- adverbs
- prepositions
- pronouns
- ideophones
- interjectives
- simple sentences

**to illustrate all items in column one as well as: (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)**

- knowledge of appropriate technical language
- jargon
- complex tenses
- vivid adjectives
- complex sentences
- variation of sentence and paragraph length
- progression in figurative language
- humour/ irony
- ability to vary style extensively
- clarity and originality
- improved sensitivity of language

**to illustrate (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)**

all items in previous columns as well as:

- original descriptions
- logical connectors
- extended use of figurative language
- mastery of style
- absolute clarity and inspiring originality
- complete sensitivity of language regarding gender/ race/ cultural issues/ ethnicity



- punctuation
- common expressions
- paragraphing
- reported speech
- simple figurative language
- appropriate tone
- appropriate style
- avoidance of clichés/  
ambiguity/ verbosity
- general sensitivity of  
language regarding gender/  
race/ cultural issues

**2. Incorrect and/or inappropriate language usage by self and others is edited.**

**PI**

This will be evident when learners can apply the language structures and connections in the following tables to own work and work of others:

Engage with texts (own and others) showing the ability to recognise and correct the following:

- inappropriate vocabulary
- basic tense errors
- spelling errors
- concord errors
- incorrect and inappropriate punctuation
- incomplete sentences
- incorrect expressions
- faulty paragraphing
- inappropriate figurative language
- inappropriate tone and style

All from first column with the following additions:

- limited vocabulary
- inadequate connectors

Texts of others approached with great sensitivity

All from first and second columns with the following additions:

- mixed metaphor
- language confusion - identify and explain

Texts of others edited in such a way that a learning experience is created and enjoyed



<p><b>3. Common features and patterns of different languages are identified, explained and applied.</b></p> <p><b>PI</b></p> <p>This will be evident when learners can communicate at a basic level with learners from a different language background</p>	<ul style="list-style-type: none"> <li>• use of clichés, stereotypes</li> <li>• insensitivity of language</li> </ul> <p>Texts of others approached with sensitivity</p> <p>Identify common features and patterns of different languages by, for example:</p> <ul style="list-style-type: none"> <li>• engaging in examination of the National Anthem in the different languages represented in the class</li> <li>• engaging in examination of the Constitution in the different languages represented in the class</li> <li>• engaging in examination of verses/ songs in the different languages represented in the class</li> <li>• role play involving greetings and farewells by different members of the class or members of the school community</li> </ul> <p>Explain and translate simple sentences from the following in order to recognise features and structures:</p> <ul style="list-style-type: none"> <li>• the National Anthem in the different languages</li> <li>• the Constitution in different languages</li> <li>• verses/ songs in different languages</li> <li>• greetings</li> <li>• introductions</li> <li>• farewells</li> <li>• asking directions and giving directions</li> <li>• requests</li> <li>• thanking</li> <li>• congratulating</li> </ul> <p>Converse in and designate differences and similarities between languages with the following, for example, as basis:</p> <ul style="list-style-type: none"> <li>• the National Anthem</li> <li>• the Constitution</li> <li>• verses/ songs</li> <li>• greetings</li> <li>• farewells</li> <li>• introduction</li> <li>• asking and giving directions</li> <li>• requests</li> <li>• thanking</li> <li>• congratulating</li> </ul>
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**SO6** Learners use language for learning

This specific outcome aims to develop the learner's ability to use language as a tool for learning in all learning areas. Learning is mediated through language as the learner interacts with new knowledge, materials, peers, teachers and other people. The intrinsic value of language as a tool for problem-solving, decision-making, and creative, critical and evaluative thinking should be developed across the curriculum. The role of language in cognitive and conceptual development should furthermore be reflected in and promoted by the total school environment.

**RANGE STATEMENT**

At this level learning strategies include memorisation, the transfer of information from one text form to another, synthesising, summarising, skimming, scanning, note taking, drafting and redrafting, asking for clarification, etc.

At this level learners understand and use terminology about learning such as define, discuss critically, evaluate, etc.

**ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS**

**LEVELS OF COMPLEXITY (EXTENSION STEPS)**

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

Without exception these skills will be both taught and applied and partially assessed in the language classroom, but also taught/applied and always assessed in the other Learning Areas. These are NOT decontextualised skills.

1. Different styles and terminology suited to the demands of a particular learning area are used.

**PI**  
This will be evident when learners can:

- Use sentence variety for clear expression

Variety of sentence length for



- Use appropriate terms
- Identify and use area specific language
- Work out meaning of unfamiliar area specific words
- Practises with styles

**2. Learning strategies are evaluated and adapted according to the demands of the task.**

PI

This will be evident when learners can evaluate and adapt learning strategies according to the task as follows:

- listening
- work with data

- clarity
- condense and rework sentences
- academic terminology
- experiment with looser terms to understand the need for technical terms/ jargon
- Prefixes and suffixes
- Colloquial to formal  
Emotive to factual

- word stems  
(amphibious, bilateral)  
Discursive to direct

- conscious listening
- listening for detail
- understanding of literal meaning
- extraction of main ideas
- assimilation of details
- Can interpret graphs

- Move data from graphs to paragraph and vice versa, retaining the original logic and still fore-grounding the main point



<ul style="list-style-type: none"> <li>• rewrite/ reshape</li> </ul>	<ul style="list-style-type: none"> <li>• Prose to point form</li> <li>• Prose form to mind maps</li> </ul>
<ul style="list-style-type: none"> <li>• synthesise</li> <li>• summarise</li> </ul>	<ul style="list-style-type: none"> <li>• Combine short points/ sentences</li> <li>• Combine major/ significant points</li> <li>• Rewrite new text with different register/ audience intention in mind</li> </ul>
	<ul style="list-style-type: none"> <li>• Select key words and ideas</li> <li>• Extract essence from long piece of prose</li> <li>• Extract half in connected prose</li> <li>• Reduce original by two thirds</li> </ul>
<ul style="list-style-type: none"> <li>• note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes from verbal input of varying length or complexity</li> </ul>
<ul style="list-style-type: none"> <li>• drafting/ process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence such as changing words, adding words and phrases</li> <li>• Evidence such as changing word/ sentence position, sentence structure, paragraph location</li> </ul>
<ul style="list-style-type: none"> <li>• invent and use mnemonics</li> </ul>	
<ul style="list-style-type: none"> <li>• skim</li> </ul>	<ul style="list-style-type: none"> <li>• Skim for known key words/ ideas</li> </ul>
<ul style="list-style-type: none"> <li>• scan</li> </ul>	<ul style="list-style-type: none"> <li>• Describe broad trends</li> </ul>



**3. Language is used in order to refine ideas and solve problems.**

**PI**

This will be evident when learners can use language to refine ideas and solve problems

- Ask higher order questions and use complex chains of questions (e.g. What if...; And then what...)
- Solve a complex problem relevant to the learning area

**4. Language to talk about learning is used.**

**PI**

This will be evident when learners can use language to talk about learning

- Use the following:
  - ⇒ compare
  - ⇒ describe
  - ⇒ explain
  - ⇒ define
  - ⇒ discuss critically
  - ⇒ evaluate, etc.

**5. The ability to transfer terminology and concepts from one language to another is demonstrated.**

**PI**

This will be evident when learners can transfer terminology and concepts from one language to another

[This applies to

- a) learners using language not their own for learning
- b) learners who communicate in one language and are learning another language.]

- Dictionary usage
- Code-switching
- Translation
- Use the following words in more than one language:
  - ⇒ compare
  - ⇒ describe
  - ⇒ explain
  - ⇒ define
  - ⇒ discuss critically
  - ⇒ evaluate, etc.
- Think of own metaphor when the metaphor of another language is inaccessible



**SO7** Learners use appropriate communication strategies for specific purposes and situations

This specific outcome aims at the development of the learner's ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation.

**RANGE STATEMENT**  
 At this level learners are proactive in identifying the situation and in applying the appropriate communication strategy.

**ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS**

**LEVELS OF COMPLEXITY (EXTENSION STEPS)**  
 The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

Engage in the activities listed below to illustrate a variety of speaking, listening and communication strategies such as:

- voice/enunciation
- pausing and pacing
- quality of presentation
- body language/eye contact (being sensitive to cultural differences)
- turn taking/establish, manage and maintain discourse and interaction
- using recovery strategies when interrupted (strategic competence)
- checking own and others' understanding/success of communication
- empathising (tune into) with audience/sensitivity to cultural conventions/discourse interactions.

Evidence of the following is shown in all activities.

- Structural organisation
- Clarity of expression
- Originality of ideas
- Appropriate use of language
- Care and attention to the quality of presentation



**1. Appropriate medium of communication is chosen.**

**PI**

This will be evident when learners can identify the communication gap and choose the best way to bridge it. The choice will show evidence of attention to the communication need, timeframes available for communication, the climate for communication and the scope of the communication required

- For interpersonal communication use notes, phone calls, formal or informal letters where appropriate
- Use signing and Sign Language
- Switch language where applicable
- Decide when to speak and when to write when dealing with condolences, apologies, invitations and congratulations
- Using drawings and maps for directions
- For structured communication needs use formal/ informal speech, poster presentation, book presentation, lecture presentation, question and answer where appropriate
- For public communication needs use announcements, press releases, advertising campaigns
- Use visual aids for business presentations or submissions, e.g. graphs, flow charts, mind maps
- Use electronic media, e.g. E-mail, faxes

**2. Register, tone and body language are adapted for audience and situation.**

**PI**

This will be evident when learners can select the appropriate register, tone and body language in a variety of contexts

- Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of familiar contexts, e.g. apologising, explaining,
- Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of less familiar contexts, e.g. ⇒ counselling
- Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of less familiar contexts in scenarios in and outside the classroom: ⇒ interviews with strangers (setting
- giving directions, speaking ⇒ forum discussions



**3. Purpose of the interaction is identified and achieved.**

PI

- This will be evident when learners demonstrate a successful conclusion to the following interactions:

- This will be evident when learners understand and employ different communication strategies

to young children, speaking to elders and using a variety of tones, e.g. neutral, persuasive (gentle) and appropriate body language (e.g. maintaining eye contact)

⇒ committee meetings  
⇒ interviews  
⇒ formal speeches, etc. using a variety of tones, e.g. persuasive (insistent), humorous with appropriate body language, e.g. use of gestures

- Role-play of
  - ⇒ job interviews
  - ⇒ telephone talk and messages
  - ⇒ giving directions
- miming
- dramatisation

- Support argument by using examples from own lived-in world
- Use devices like emotive language effectively

- Role-play of
  - ⇒ mediation
  - ⇒ arbitration
  - ⇒ TV-appearances

- Discussion and analysis of the activities in the previous columns

- ⇒ up project/ meeting; market research, etc.)
- ⇒ addressing gathering of school or strangers
- ⇒ telephoning/ writing to an unknown person

- Support argument by referring to wide range of suitable contexts, e.g. ecology, history, politics, etc. and presenting arguments of others in support of own point
- Use devices such as humour, poetic license, selective omission, effectively



**4. Evidence of planning, drafting and checking is produced.**

**5. Evidence of the following is shown:**

- structural organisation
- clarity of expression
- originality of ideas
- appropriate use of language (e.g. vocabulary, register, grammar, spelling, syntax, punctuation etc.)
- care and attention to the quality of presentation

PI

Planning, drafting and checking will be evident when learners can produce draft and final copies of the following examples of written work:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Posters</li><li>• completed forms</li><li>• postcards</li><li>• greeting cards</li><li>• telegrams</li><li>• letters(all types)</li><li>• curriculum vitae</li><li>• reports (objective and subjective)</li><li>• speeches/ dialogues</li></ul> | <ul style="list-style-type: none"><li>• memoranda</li><li>• minutes of meeting</li><li>• editorials and newspaper columns</li><li>• book and film reviews</li></ul> | <ul style="list-style-type: none"><li>• submissions</li><li>• business plans</li><li>• transcripts</li><li>• short stories</li><li>• plays</li><li>• poetry</li><li>• mini-theses</li></ul> |
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