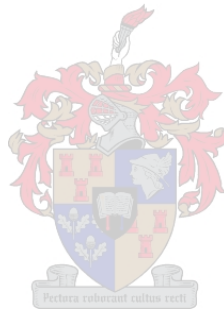# AN ANALYSIS OF ACCOUNT ON LOVE AFFAIRS IN ISIZULU

BY

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicity otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: January 2009

ABSTRACT

This study explores the theoretical work in the articulation of the motivations and conditions for account-giving in isiZulu. In this context, accounts are similar to narratives and can be retained at the level of private reflections or written diary entries or for others to read and refer to from time to time.

The account-giving process, according to Waldron (1997), is like a "life in motion" in which individual characters are portrayed as moving through their experiences, dealing with conflicts or problems in their lives and, at the same time, searching for resolutions. It is the quest to understand the major stresses in each individual's mind that is at the core of this study. The why-questions that are the result of the daily experiences of destitution, depression, death, disability, etc. are also addressed here.

Narrative accounts form the basis of moral and social events and, as such, stories have two elements through which they are explored. They are explored from the point of view of, firstly, the way in which they are told and, secondly, the way in which they are lived within a social context. These stories follow a historically or culturally based format and, to this effect, Gergen (1994) suggests narrative criteria that constitute a historically contingent narrative form. Narrative forms are linguistic tools that have important social functions to fulfil satisfactorily, such as stability narrative, progressive narrative and regressive narrative. According to Gergen (1994), self-narratives are social processes in which individuals are realised on the personal perspective or experience and, as such, their emotions are viewed as constitutive features of relationship. The self-narratives used and analysed in this study portray the contemporary culture-based elements or segments of a well-formed narrative.

OPSOMMING

Hierdie studie ondersoek die teoretiese werk in die artikulering van die motiverings en voorwaardes vir verslagdoening in isiZulu. In hierdie konteks is verslagdoening soortgelyk aan narratiewe wat bedryf kan word op die vlak van persoonlike refleksies of dagboekinskrywings, of vir ander om van tyd tot tyd na te verwys.

Volgens Waldron (1997) is die verslagdoeningsproses soos 'n lewe in beweging waar individuele karakters voorgestel word asof hulle deur hul ondervindinge beweeg, konflik en probleme in hul lewens hanteer en terselfdertyd op soek is na 'n oplossing. Hierdie soeke om die belangrikste spannings in 'n individu se gedagtes te verstaan, vorm die kern van hierdie studie. Die hoekom-vrae wat die gevolg is van die daaglikse ervaring van gebrek, depressie, dood, gestremdheid, ens. geniet ook hier aandag.

Narratiewe verslagdoenings vorm die basis van morele en sosiale gebeure en as sodanig het stories twee elemente waardeur hulle ondersoek word. In die eerste plek word die manier waarop hulle vertel word, ondersoek en in die tweede plek die manier waarop hulle in die sosiale konteks beleef word. Hierdie stories volg 'n histories- of kultuurgebaseerde formaat en in hierdie verband stel Gergen (1994) narratiewe kriteria voor wat 'n histories-afhanklike narratiewe vorm behels. Narratiewe vorme is taalkundige gereedskap wat sekere belangrike sosiale funksies bevredigend moet vervul, bv, stabiliteitsnarratiewe, progressiewe narratiewe en regressiewe narratiewe. Volgens Gergen (1994) is self-narratiewe sosiale prosesse waarin individue op die persoonlike dimensie of ondervinding verwesentlik word en as sodanig word hul emosies as bydraende eienskappe van verhoudings beskou. Die self-narratiewe wat in hierdie studie gebruik en ontleed is, beeld die kontemporêre kultuur-gebaseerde elemente of segmente van 'n goedgevormde narratief uit.

OKUQUKETHWE

Lolu cwaningo lungumsebenzi ocubungula izintshisakalo ezimayelana nezimo okuyizona zona ekuthulweni kwezingxoxo ngolimi lwesiZulu. Kule ngqikithi, izingxoxo ziyizindaba ezingagcinwa zibe umtapo wolwazi olungasiza nabanye ekuzifundeni, noma ekutholeni ulwazi oluthile, nanoma isiphi iskhathi lapho beludinga.

NgokukaWaldron (1997) ukubunjwa kwezingxoxo kuyefana nokuzakhela indaba ethize ngomlingiswa lowo oveziwe, onolwazi olunzulu kanye nolwazi olusobala lokuhlaziya izinkinga zosuku nosuku. Khona manjalo ukuze kube nesisombuluko esicacile. Ikona lokhu-ke okuyimbangela yokuthi kwaziwe kuhlale obala lapho kucutshungulwa ngalezi ngxoxo. Izingqinamba ezingasombululekile zemihla ngemihla eziyimiphumela yobuphofu, indumalo, ukufa, ukukhumbazeka njalo njalo, nokunye, izona zinto ezibhekeliwe lapha.

Izingxoxo ezibunjiwe ngenkambiso kaMac Intyre (1997) ziyisisekelo ekwakhiweni kwezimilo zomphakathi ezidinga ukunakekelwa nsuku zonke. Izingxoxo ezifana nalezi zicubungula lokhu okulandelayo: Okokuqala, kucutshungulwa ukuthi zethuleke kanjani. Okwesibili zinamthelela muni ezimpilweni nasenhlalweni yomphakathi.

 Lezi zingxoxo zinokhondolo oluthize lomlando noma losikompilo ezilulandelayo, futhi zagxiliswa kulo njengoba no Gergen (1994) ekweseka lokhu ukuthi omunye weminxa yezindaba ezilandelayoukwakha isisekelo esithize esizoba inqubo-mgomo ekubunjweni kwazo.

Ukubumbeka kwalezi zingxoxo kubukeka kuwusizo olujulileyo empilweni yansuku zonke yoluntu. Zibukeka futhi ziletha, ukwaneliseka okuthize, njengasendabeni enesimo esizinzile esinokuthula, nakuleyo enegxathu elihle lempumelelo kanye naleyo eshikashikeka nje, ndawonye engenampumelelo etheni eyaphambili.

NgokukaGergen (1994) izingxoxo lezi, ziyisibuko salowo nalowo muntu azibuka ubuyena kuzo.Ulwazi kanye nemizwa ekahle ngempilo kwakha ubudlelwano obumqoka kulezi zingxoxo.Lezi zingxoxo okucutshungulwa ngazo lapha zibeka isithombe esicacile bha, ngosikompilo lwanamuhla, ukuthi lugxile kuziphi izisekelo.

ACKNOWLEGEMENT

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CHAPTER 1

INTRODUCTION

1.1   AIMS

The aim is to study an extensive research on self-narrative accounts concerned with life stories on various subjects, some of which are related to traumatic stories. These narratives have been used because they are all life stories and are aimed at accounting for one's social and culturally questionable behaviour. They are also aimed at restoring one's dented or threatened image. The narrative accounts in this study are analyzed according to well-formed narratives from culture-based perspective.

Self-narratives, according to Gergen (1994) are forms of social accounting or public discourse in which narratives are perceived as conversational resources and construction opens to continuous transformation as interaction continues. They can also be used as instruments for indicating future actions in a form of morality stories of a given society such as self-identification, self-criticism and social solidification. The other aim of this study then is to form self-narratives as a form of social accounting beginning with the character of self-narratives, the structuring of narrative accounts, varieties of narrative forms and the motion as a relationship fulfil such as stability narrative. According to Gergen (1994) self-narratives are social processes in which the individuals are realized on the personal perspective or experience and as such, their emotions are viewed as constitutive features of relationship. The self-narratives used and analyzed in this study portray the contemporary culture based

Element or segments of a well formed narrative.

1.2   STATEMENT OF THE PROBLEM

There is a high rate of HIV/Aids among the Zulu speaking people; this implies that there are numerous problems embedded to the love affairs. The murders committed by one partner against another in love affairs, sometimes the brutal killing of the innocent victims by men is on the rise. In moist cases, the problems associated with love affairs are always implicated as the cause of those brutal killings. Others tend to commit suicide and the suicide in love affairs is sometimes associated with unmanageable love affairs problems in the Zulu community. This study is an attempt to get the valid findings on what actually is happening in love affairs

and the findings will help re-shape the life of people who are in love and it will also enable them to take informed decisions about their affairs in future.

Fullan (1993:2) alludes to the fact that people's lives are always surrounded by problems and, as such, problems are the friends of the people. Problems are not there to destroy people but as stepping stones to sharpen their minds. One of the problems encountered presently is the lack of respect between age levels. The democratic situation that is prevailing in South Africa emphasizes equality, gender sensitivity, human rights and transparency. On account of this, people tend to abuse their rights in love affairs, especially through language when they request something from their partners. Cultures and languages are constantly in flux, sometimes due to political, social and economic forces prevalent in a country. It is for this reason that societies are marked by internal cleavages along the lines of sex, age, kinship relations, and caste or class ethnicity. Correlated to these societal divisions are differences in cultural attitudes and practices so much that ultimately no culture in a homogenous monolithic system of belief and practices (Foley, 1987:381).

IsiZulu, like any other language, is no exception to the impact of the changes in the present multilingual setting of South Africa. In way, love affairs associated with taboos are also affected as language undergoes change. The status of men as superiors to women and breadwinners has been affected by the modern socio-economic status of women. This study will also reveal the relevance of love affairs in Zulu speaking people.

1.3   RATIONALE

Gergen's (1994) proposals about the construction of self-narratives and the features that the self-narratives should reflect are the cause of this research. This research is a response, which proves whether Gergen's (1994) theory is practical and implementable in Zulu narratives. Gergen (1994) suggests that narratives must have the structure of narrative account, narrative form, self narrative, practices of self narration: process, pragmatics of self-narrative, interknitting of identities and emotions.

The findings of this study would broaden an understanding of the people about the worthiness and unworthiness of being in a serious relationship. Today's people prefer that for them to be successful, they need to be educated, to get decent jobs, to buy the house in urban areas and to have children. Most people do not list being involved in a serious relationship as their future goal but speak of having children and this becomes controversial.

1.4   OBJECTIVES OF THE STUDY

The reasons for conducting this study are as follows:

- To verify Gergen's (1994) theory whether it can be translated practically into the Zulu narratives.
- Analysis of Zulu love affairs.
- Explicit the love affairs problems that are encountered by Zulu speakers.
- To capacitate and strengthen those already in love affairs with challenges to become strong and solve their problems amicably.
- To reflect on the main causes of the high suicide rate of those who are involved in love affairs.
- To reveal how couples can live a progressive life in their love affair.
- To develop today's Zulu generation mentally about life in general and that would help them to understand the possibilities in love affairs before they commit themselves.
- To shape the destiny of the present day generation regarding the issue of love affairs.

1.5   SIGNIFICANCE OF THE STUDY

This study is significant to the Zulu speaking people because it reveals the importance of love affairs in Zulu speaking community. The narratives will reveal the real and actual nature of Zulu love affairs. The problems associated with love affairs are also revealed by this study. Some people tend to be pessimistic when thinking of love affairs whereas others tend to be more positive and fail to think that there are challenges that are attributed to being involved in a love affair. This study will broaden the mindset of the people who are involved in love affairs on maintaining and sustaining their affairs. Those who are already involved in love affairs would benefit from this study. They would get many devices of dealing with various challenges to stabilize their affairs. This study also adds a body of knowledge to narratives.

1.6   METHODOLOGY

This study will make use of a qualitative approach because this type of approach focuses on the phenomena that occur in natural settings. Through this type of methodology, the researcher will be able to describe, explain, examine and discover new or little unknown phenomena related to love affairs.

1.7   DATA COLLECTION TECHNIQUES

In collecting data, both primary and secondary methods have been used.

1.7.1   Primary source

The first hand information has been gathered through interviews. Five informants were interviewed, with the help of dicta phone to record their responses. Some leading questions were asked so that relevant information in this regard will be gathered and used: Questions such as the following were asked:

   a) How did the two of you meet?
   b) How were the things when you first meet?
   c) How are things now?

1.7.2   Secondary sources

Secondary sources were of greatest help to me. Books Dissertation and Articles informed me with basic theories concepts and understanding, which made my research study become more viable: To mention the few, such books are:

Benoit, W. I. (1995) Account, Excuses and apologies: A theory of image restoration strategies state University of New York Press.

Berger, C. R. (1997) Planning strategic Communication: Attaining goals through communicative action. Mahwah, New Jersey, London:

Brockmeier, J. Carbaugh, D. (Eds). (2001).Narrative and Identity. Studies in Autobiography, Self and Culture. John Benjamin.

Gergen, K. J. (1994). Realities and Relationships: Harvard University

MacIntyre, A. (1997). The virtues. Notre Dame, In. University of Notre Dame Press.

1.8   SCOPE AND DELIMITATION.

This study will focus on the issues surrounding love affairs in the Zulu language only. However, the issues raised here affect people across racial lines although the focus of this study is on the Zulu community.

1.9   LITERATURE REVIEW

The main objective of literature review is to study work done by other scholars on the subject under discussion. The following are such scholars:

<u>Wilson and Sabee (2003</u>)

Wilson and Sabee (2003), explicit the causes of incompetent communication and the strategies to enhance communication competence. They suggest five families of communication theory that enable communication competence. These are: expectancy theories, attribution theories, goals-plans and action theories, hierarchical theories and the dialectical theories of relationship. These five families of communication theory are categorized based on what influence does each have in communicative competence. Wilson and Sabee (2003) further propose that there are three psychological perspectives and five families of communicative theory are categorized under those psychological perspectives.

<u>Wilson (1990)</u>

Wilson (1990) gives the theory on cognitive rules model. Wilson (1990) notices that people communicate to attain interaction goals but tow fundamental questions in goal formation must be made clear. What are the cognitive structures and processes through which people form interaction goals? Which features of situations constrain or magnify individual differences in goals? Wilson then suggests that cognitive rules modes of interaction goal-formation and evaluation on how situational conditions interact with priming manipulation and construct differentiation to influence the goal respond to questions.

<u>Berger (1997)</u>

Berger (1997) focuses on the theory of planning. He gives a distinction between plans and planning. According to him a plan is a hierarchical process. In the organism that control the order in which a sequence of operations is to be performed. Planning is a multi-staged process that produces a plan to be implemented in action. Berger (1997) proposes the following plan formulation and plan complexities strategies:

a. Top-down and bottom-up planning.
b. Contingent planning
c. Desire and plan complexity

d. Knowledge and plan complexity

e. Meta-goals and plan complexity.

Benoit (1995)

Benoit (1995) deals with an image restoration: failure events. He realises that communication is a goal oriented activity and therefore favourable image is essential throughout. According to Benoit (1995), unfavourable reputation is inevitable to the human beings due to the following reasons:

- people's competition of unlimited resources such as time and money.
- Events that are beyond people's control.
- Self-interest mistakes and honest mistakes.
- Incompatible goals.

Benoit (1995) proposes that it is the responsibility of the people to restore their damaged life. He further proposes the following strategies to restore the image: denial, reducing responsibility, reducing perceives offensiveness, corrective action and mortification.

Brockmeier and Carbaugh (2001)

Brockmeier and Carbaugh (2001) allude on the development of narrative form of narratives from traditionalist theories to constructionist theories. They elucidate in connection between narratives, community and identity. Narratives help shape and reshape the identity of the people. According to Brockmeier and Carbaugh (2001) narratives connect the identity of the people within the identity of places.

Hinchman and Hinchman (1997)

Hinchman and Hinchman (1997) explicit on the narratives under the following aspects:

- Three inducement for narrative renewal
- Features of narratives
- Defining narratives
- Narrative on continuum
- Narrative approach
- Categories of narrative

According to Hinchman and Hinchman (1997), narratives construct human identity and improve the quality of thought.

Gergen (1994)

Gergen (1994) postulates that a self-narrative should reflect on the following aspects to be a good narrative: structure of narrative account, narrative form, self-narrative practices of self-narration: process, pragmatics of self-narrative, interknitting of identities and emotions. He also suggests that in the structure of narrative account, the following must be reflected: selection of events in the account, endpoint, ordering of events, stability of identity, causal linkage and demarcation signs.

1.10   ORGANIZATION OF THE STUDY

This study has been divided into six chapters, which are organized as follows:

Chapter 1: This chapter deals with aims of the study, rationale, the statement of the problem, objectives of the study, significance of the study, methododlgy up to the literature review.

Chapter 2: In this chapter, the summary on message production is being dealt with. It also centers on Goals-plans and action theories by Wilson and Sabee (2003), Cognitive rules by Wilson (1990) and the theory of planning by Berger (1997).

Chapter 3: This chapter deals with the image restoration. The theories of Benoit (1995) are dealt with in detail, as welll the theories of Gergen.

Chapter 4: This chapter is about the development of narratives from the traditionalist to constructionist. It gives information on the impact of narratives in shaping one's self.

Chapter 5: This chapter is about the analysis of the findings of narratives on love affairs in Zulu, All the five narratives are analysed in this chapter.

Chapter 6: This chapter is the conclusion. It compares and contrasts all the analysis of narratives in chapter five. The findings from the research are stated in this chapter and the recommendations of this study.

CHAPTER 2
MESSAGE PRODUCTION

2.1   AIMS

The purpose of message production is to deal with the processes that underpin the formulation of communication. Cognitive rules, desired goals, plans and actions are the basic aspects that message production entails. Theories from various scholars such as Baxter (1984) Higgins, Bargh, & Lombardi (1985), O'Keefe (1988), and others, on cognitive rules model, interaction goals, plans and the action give an overview understanding of how to become communicative competent.

2.1.1   CR Model

CR is an abbreviation, which means cognitive rule. People communicate to attain their desired interaction goals. CR model deals with the mental processes in the formation of interaction goals. There are three aspects to focus on cognitive rule model:

   a.   Assumptions of cognitive rule model.
   b.   Goals and competence as interpretable within the cognitive rule model.
   c.   Speaker's pursuance of inappropriate goal.

a.   Assumptions of cognitive rule model

1.   People possess cognitive rules between representations of interaction goals and numerous situational features.
2.   Spreading activation process. Various situations generate rules for the formation of the multiple goals.
3.   Reachness of activation threshold. Cognitive rule should reach an activation threshold before triggering and the formation of a goal. The rule can only be triggered once the following three criteria are fulfilled: fit, recency and strength. Wilson and Sabee (2003:19) postulate that, "The probability of a rule being triggered is a function of three criteria: fit, recency and strength."

Fit: the rule is regarded as fit only when many conditions represented in the rule are present in the current situation.

Recency: the recent activation of the rule at any situation triggers the rule.

Strength: if the rule has been used frequently in the past, it has an element of strength. The rule, which has not been used in the past, has a low strength, than the rule, which has been used in the past.

b.   Goals and Competence as Interpretable within the Cognitive Rule Model

People may view others incompetent for pursuing goals that they evaluate it as inappropriate by some standards. Wilson and Sabee (2003:19) state that, "Intercultural interactions may prompt such occurrences". For example, South Africans, tend to evaluate foreigners that are residing in South Africa as inappropriate and this is due to their language and cultural differences.

Within a single culture, some speakers may be viewed as incompetent for pursuing the goals that others view it as inappropriate. Age differences and the ruling power lead to others viewed as incompetent. For example, the young girl failed to clean the house as she was instructed to do so by her mother but played successfully in hide and seeks game with her friends. The young girl is incompetent because she pursued inappropriate goals.

c.   Speaker's pursuance of inappropriate goals

When there is an opinion difference between the speakers, one would view each other as incompetent. Speakers may be viewed as incompetent for pursuing undesired goals. For example, a certain group of people of Matatiele wants to be re-demarcated to KwaZulu Natal whilst other group is satisfied about their incorporation to the Eastern Cape. In this instance, it is likely that each group would view other group as incompetent.

Controversial issues with criticism create potential threats to the speaker and the hearer. It is essential for the communicator to be aware of such threats to be able to communicate competently with each group. Brown and Levinson (1987) as quoted by Wilson and Sabee (2003:20) are saying "Actions such as asking for assistance, giving advice, attempting to change another's political views or offering criticism create potential threats to both the speaker's and the hearer's face." The speakers who are unaware of the threats are likely to be communicatively incompetent. There are four reasons for speaker's failure to pursue desired goals:

    i. Speaker's lack of perspective skills needed to recognize psychological implications of their actions.

    ii. Associate goals with inadequate number of situational conditions.

    iii. Fail to mentally link rules for different goals.

    iv. Possess rules for forming supportive goals.

The speaker who fails to change interaction goals across situations may be judged communicatively incompetent. It is therefore important for the speakers to be flexible and adaptable since adaptation and flexibility are the fundamental elements for communicative competence. According to Wilson and Sabee (2003: 21) "The CR model suggests several explanations for failing to adapt interaction goals, including that speakers may:

a. Associate interaction goals with only a small number of situational conditions.

b. Fail to develop subcategories of a goal that apply to different situations.

c. Overemphasize base-rate data and underemphasize individuating information, especially under conditions that promote heuristic processing."

2.1.2 Plans

The summary on plans will focus on the following key areas: definition, complexity and specificity and the use of plans for competence in communication.

Wilson and Sabee (2003:21) use Berger's (1997) in defining the plans: "Plans are knowledge structures representing actions necessary for overcoming obstacles and accomplishing goals." The only appropriate way for attaining a goal is through formulation of a plan. The soccer coach shared his plans with the players for winning the tournament. During half time, the coach talked with the players on how they can improve their performance. He stated that they should strive to score one goal and after that goal, they should strengthen-up the defence to avoid any goal against them because they would be already leading with one goal. The views from the coach to the players emanated from his mental representation of action.

Complexity and Specificity

Plans for attaining desired goals vary in terms of complexity and specificity.

Complex plans are the plans with the wide range of alternative actions. Characteristics of complex plans are as follows:

(a) Complex plans have multi-actions than simple plans.

(b) Complex plans include contingencies.

According to Wilson and Sabee (2003), specific plans are the plans with clear, focused and detailed plans of actions.

The use of Complex and Specific Plans for Communication Competence.

The speakers with complex plans are advantageous in communication because they have the alternatives to substitute the failed action in their plans. Speakers with specific plans are able to communicate plans that already exist in their mind during conversation. For example, the less talkative stranger is likely to have the less complex plans for social goals such as to approach the others for friendship purposes. The more the complex of the plans, the more the speakers become confident in communication. Wilson and Sabee (2003: 22) note the four qualifications made by other theorists that view complexity and specificity as the factors to facilitate communication competence:

a. Berger (1997), Green & Geddes (1993) state that "Complex plan is neither necessary nor sufficient for competent performance". It is not a complex plan in all instances that leads to competent performance. Simple plans can enable speakers to attain the desired goals. The fundamental thing here is for the speakers to deliver the plan skillfully, regardless of simplicity and complexity.

b. Knowlton & Berger (1997) as quoted by Wilson and Sabee (2003) postulate that "planning too many alternatives in advance can undermine fluid speech performance." Speakers with complex plans tend to use the plans that have been planned and that help the speakers to utter the appropriate utterances.

c. Cai (1998) proposes that "the relationship between plan specificity and competence may vary depending on whether a culture values detailed, short-range plans versus flexibility, long-range plans."

d. Hayes-Roth and Hayes-Roth (1979) as quoted by Wilson and Sabee (2003:22) suggest that, "complex and specific plans still must be adapted in light of changing circumstances and unforeseen opportunities during interaction." Speakers should understand the conversational circumstances in order to apply appropriate plans.

According to Berger (1997), Dillard (1990) and Waldron (1997), the generating, selecting,

implementing, monitoring, adapting and coordinating plans are involved in the psychological and communication processes. Although complexity and simplicity plans are fundamental for communication competence, executive control should be used as a guiding tool. Executive control is a mental control of activities for orderly use of plans. Executive control focuses on the following issues:

    a. Selection: Among the wide range of plans, the speakers should be able to select appropriate plan of action for a given situation.

    b. Regulation: deals with time and attention devoting for information processing.

    c. Monitoring: the speaker should check whether the current condition warrants a change in the processes.

2.1.3   Communicative Competence

Wilson and Sabee (2003: 23) suggest that, "from the perspective of the GPA framework, competent communicators possess an anticipatory mind-set".

1. Competent communicators foresee the prospective implications of their actions and their interactants and possible constraints for accomplishing goals.
    a. They understand the goals that others would view as inappropriate.
    b. Competent communicators are able to pursue with multiple goals.
    c. They possess multiple alternatives to attain a goal.
    d. Able to make goal and plans adjustment.
    e. They are able to monitor their goals and plans.
    f. They avoid consideration of the negative thoughts.

It is also important to consider the factors for communication incompetence:

    a. Inappropriate goals to the current situation.

    b. Lack knowledge of alternatives for pursuing goals.

    c. Inability to monitor and plan.

Goals-Plans-Action suggests several avenues for improving communication competence.

Fundamental thing is the training that needs to be done for making communication communicators. O'Keefe (1988) as quoted by Wilson and Sabee (2003) gives information about training session for new graduate teaching assistance pertaining to communication

competence:

1. Training must focus on teaching people to identify relevant goals.
2. Teaching assistance should learn and practice a broader range of actions relevant to pursue goals.
3. Teaching assistance be taught to identify, and alter situational impediment to monitoring goals and plans.

2.2   COGNITIVE RULES MODEL

2.2.1   Conditions interaction goals

Wilson (1990) realizes that though most scholars agree that communication is goal- oriented, the only challenge that is left behind and needs to be addressed is the formulation of interaction goals by the people. People's association of interaction goals depend on the cognitive rules. Cognitive rules determine the structure and processes underlying goal-formation. The interaction goals are generated by the cognitive rules that link situational features and the desired outcomes. The difference in interaction goals causes differences in communication performances. Wilson mentions two fundamental questions in goal-formation:

a. What are the cognitive structures and processes through which people form interaction goals?
b. Which features of situations constrain individual differences in goal?

A cognitive rule model of goal formation, the priming manipulation and the construct differentiation to influence goals address both questions and will be elucidated hereinafter.

2.2.2   Cognitive Rule Model of Goal Formation

People have immense interpersonal goals and immense-situational features that correspond to the goals. Canary et al (1987), Clarke & Delia (1979) as quoted by Wilson (1990:81) agree, "People possess knowledge about a wide range of instrumental and interpersonal goals, and about numerous situational features relevant to each goal." Cognitive rules assume that goal-relevant knowledge is found within associative network of long memories. In an associative network, knowledge is found within associative network of long memories. According to Wilson (1990), there is a pattern of various nodes in associative network, which represent

concepts such as, characteristics, roles, relational qualities, traits, setting and desired goals. Nodes, which represent outcomes and nodes, which represent situational features are created through socialization and problem-solving experiences. According to Anderson (1984), Collins and Loftus (1975), the cognitive rule can be activated directly only if there is a direct link between situational feature perceived and current situation. Cognitive rule can be activated indirectly for instance, if the current situation is linked to various nodes. The activation process occurs when the relevant knowledge retrieved to address the current situation. According to Wilson (1990), there should be an activation threshold in cognitive rule model. In activation threshold, the goal is formed only if a certain level of activation is being reached, reaching an activation level triggers the rule and the goal automatically formed. Higgins, Bargh and Lombardi (1985) as quoted by Wilson (1990:82) state that "The CR model assumes that rules have an activation "threshold": a goal is not formed unless a certain level of activation is reached, and once that level is reached, the rule is "triggered" and forms a goal". There are three criteria, which affect the probability of rule triggering: fit, strength and recency.

2.2.3   Determinants of rule selection in obligation situations

The rules are organized according to the relations and relevancy to the situational conditions. The prerequisite for the formulation of the goal is the identification of the interpersonal situation. The specific goals formulated must be relevant to the kind of interpersonal situations, which have been identified. According to Wilson (1990), obligation situations are the situations whereby people are obliged to do something but failed to do as per the obligation. For example, a person is obliged to pay a TV license at the consensual time but a person fails to pay it at an agreed upon time. There are five different types of interaction goals that might be pursued in the case of failing to comply with the obligation:

a. Compliance goals, the desire to persuade the target to fulfill the obligation.
b. Supporting goals, the desire to protect the image of the target.
c. Attacking goals, the desire to damage the target's identity.
d. Image goals, the desire to create an accepted self-presentation.
e. Account-seeking goals, the desire to learn and know why target failed to fulfill the obligation.

2.2.4   Attribution, power and the fit criterion

According to Wilson (1990), the rule triggering depends on the match between perceived situational features and situational conditions. The situations vary in terms of the number of situational conditions. Cantor, Mischel and Swartz (1982) as quoted by Wilson's (1990:82) state that, "Some situations are highly typical of the conditions represented in a rule whereas others are much less typical." The situations also vary in ambiguity, others are more ambiguous than the others. The ambiguous situations open up multiple interpretations and vast number of rules are likely to be activated. Situational features might be enough to trigger rules once the degree and clarity of fit are high. The strength and recency are essential determinants of goal formation when the fit is moderate and ambiguity is high. The people use two features for fit to assess their perception in situations involving obligation.

    a.   Attributional ambiguity
    b.   Distribution of legitimate power in the situation

2.2.5   Attributional ambiguity and the fit

According to Wilson (1990), the prior research finds that the effects of attribution on interpersonal behavior could be judged by locus of cause and intent. Locus of cause and intent are the fundamental situational conditions to establish rules for supporting and attacking goals. Weiner (1982) suggests that, emotional reactions to the variety of interpersonal situations, including obligations, are mediated by attributions of locus, responsibility and intent. Wilson (1990:83) quotes Martinko and Gardner's (1987) who say, "Attribution of locus and intent also influence how message sources exert interpersonal influence, including whether supervisors use punitive regulative strategies when regulating an employee's poor performance".

The failure to fulfill the obligation might be due to dispositions that are internal, intentions and external forces. Kelly (1967) as quoted by Wilson (1990) comes up with three dimensions that people rely on in attributing causes to a target's behavior. These are consistency, consensus and distinctiveness. Once one of these dimensions is not given its importance, ambiguity takes place. All the three dimensions must enjoy the same equality in usage. For example, when consistency and distinctiveness are high with low consensus, ambiguity occurs (Jane consistently gives Stellenbosch University students a hitch from Kraaifontein and he was able to distinguish them from other students. Since the consensus is low, he makes

no provision for them to travel to Stellenbosch when he is absent, then ambiguity emerges). The ambiguity also emerges once there is a high consensus with low consistence. Multiple and vast interpretations emerge when there is an attributional ambiguous situation. The varying degree of attributional ambiguity manipulates the degree and clarity of fit between situational features and cognitive rules.

2.2.6   Legitimate power and fit

Legitimate power influences the fit rules for obligation's pursuance. The institutions or the people in authority pose the obligations to their subjects to adhere. If the obligations are clear there is no necessity for those in authority to activate the rules for supporting and image goals. If their targets or subjects fail to comply with the clear obligation, those in authority might view their authority as damaged and they form attacking goals. If the obligation is obscured the attacking goals should not be used. Wilson (1990: 84) has this hypothesis on legitimate power "individuals report more attacking and fewer supporting and image goals when they seek compliance with obligations from a position of high rather than equal legitimate power".

2.2.7   Construct differentiation and the strength criterion

The strength of the association between rule's situational conditions and goal as well as between rule and other rules in the network determine the rule's triggering. Huggins, King and Marvin (1982); Markus (1977) as quoted by Wilson (1990:84) suggest that, "Strength is directly related to the frequency of prior activation of the rule; as strength increases, rules become "chronically accessible"." According to Wilson (1990), the research on message production proposes that interpersonal construct differentiation determines the strength of some cognitive rules especially those involving supporting goals.

O'Keefe and Delia (1982) argue that, in construct differentiation, there are high and less differentiated people. High and less differentiated people differ in the number of goals they address. Highly differentiated people are able to pursue supporting goals along with instrumental objectives spontaneously. The subsequent research according to Wilson (1990) proposes that construct differentiation may facilitate forming multiple goals within only certain situations.

2.2.8   Priming and the recency fit

According to Wilson (1990), it takes some time for the rule, which has been activated to

dissipate. The activation of a certain rule in cognitive rule model by a recent prior event creates the space temporarily of that rule. Huggins et al, (1985); Scrull & Wyer (1986) as quoted by Wilson (1990:85) argue that the activation of a cognitive structure by an earlier task affects performance on a subsequent, ostensibly unrelated task.

Priming is the process of making something ready for action. The priming influences the aggressiveness and assertiveness, impressions and attributions. The priming used in a certain situational condition triggers performance on a subsequent task. Huggins et al (1985) as quoted by Wilson (1990:85) argues that, "the effects of priming are transitory, since the activated cognitive structure recedes back to its resting level as the activation induces by primary dissipates". The high, the degree of fit in priming, the more it is sufficient to trigger the rules. The priming is mostly utilized and appropriate to those with low construct differentiation. It has a less impact to those with high construct differentiation because they already have chronically accessible rules for supporting goals.

2.2.9 Discussion of research concerning par.2.1-2.7

Wilson (1990:96) suggests that, "According to the model, people's goal relevant knowledge is represented as cognitive rules which link situational features and desired outcomes within an associative network." Deduced from Wilson's point of view, the cognitive rules model helps the people to form interaction goals within situations. People draw the knowledge for interaction goals from cognitive rules. The ability to draw the interaction goals, which are appropriate to the situation, is possible with the use of three criteria: fit, strength and recency. Variables that affect any of the aforementioned criteria influence people's interaction goals. Two important things affect the reports of interaction goals in case of ambiguity of situational features are, priming manipulation and construct differentiation. The exploration of cognitive rules model of interaction goals includes the following, which will be summarized hereto:

a. Criteria Determining Selection of Cognitive Rules
b. Modularity of the Cognitive Rule Network
c. Legitimate Power and Fit
d. Construct Differentiation and Rule Strength
e. Criteria Determining Selection of Cognitive Rules

a.   Criteria Determining Selection of Cognitive Rules

According to Wilson (1990), there are two model's assumptions about goal formation that are supported by experimental findings too.

The first assumption is that cognitive rules should be accessible in order to formulate interaction goals. Priming manipulation activates network nodes of relational intimacy, as intimacy is one of situational features with supporting goals. Priming, interact with construct differentiation on goal formation once situation becomes attributionally ambiguous.

The second assumption is that strength and recency determine goal formation when situational features associated with goals are ambiguous. The priming and construct differentiation significantly affect the supporting goals in attributionally ambiguous situations. Wilson (1990:97) proposes that "Based on this assumption, it appears that situational variables can affect interaction goals by exerting: (a) main effects, when they match situational features represented in cognitive rules, or (b) interactive effects, when they ambiguate the degree of fit between rule conditions and perceptions of the situations."

b.   Modularity of the Cognitive Rule Network

The results are clear in this regard that cognitive rules for different interaction goals are represented as modular structures, which do not inhibit one another. Other findings propose that model's assumption and application must be elaborated.

c.   Legitimate Power and Fit

Legitimate power is the power one should possess in order to control the processes to attain compliance goals. For example, referee has a legitimate power to ensure that all the soccer players comply with the rules of the game. The legitimate power is based on compliance goals. Legitimate power is an appropriate power to regulate and control compliance. Manipulating the legitimate power, ambiguates situational features such as target's obligation to comply. Power manipulation does not have an intended effect.

Legitimate power is also associated with instrumental than interpersonal goals. Baxter (1984) as quoted by Wilson (1990:98) postulates that, "both intimacy and gender exerted much larger effects on face support than did legitimate power".

d.   Construct Differentiation and Rule Strength

Something, which is essential here, is the distinction between less differentiated people and high-differentiated people. Less differentiated people possess different rules of forming supporting goals than high-differentiated people. High-differentiated people vary their interaction goals across the situations more than less differentiated people. Wilson's (1990:98) states that, "In general, highly differentiated persons may associate goals with a wide range of situational features, whereas less differentiated persons may possess cognitive rules linking goals to fewer or more global situational features".

2.3   A THEORY OF PLANNING

(Berger, (1997). Planning Strategic Interaction)

2.3.1   Plans and Planning

People are unable to distinguish between the plans and planning. This summary will be able to remove the mist that overcasts the people's mind about plans and planning.

a.   Plans

Various theories have many different ways of defining the plans but there is a commonality in their views. Berger (1997:25) uses Miller, Galanter and Pribram's, (1960:16-17) definition "A plan is any hierarchical process in the organism that can control the order in which a sequence of operations is to be performed". Berger (1997: 25) also quotes the following definition from Schank and Abelson's (1977:70-71) "A plan is a series of projected actions to realize a goal". Deducing from the above definitions, it is clear therefore that, plans are the mentally constructed ways of performing an action to accomplish a specific goal.

Aspects that are common in the aforementioned definitions are mental construction, performance and the goal for performance. The plans with alternatives are more likely to attain the goal because the speaker will be able to select another alternative once one alternative fails.

b.   Planning

Planning is the process of mentally formulation of the actions that should be implemented to attain the goals. Berger (1997:26) mentions that, "planning is a multi-staged process that

produces a plan to be implemented in action". According to Berger (1997), the following steps are included in the planning process: formulating, revising plans, dealing with envisaged problems and adversity, making choices and performing actions.

2.3.2   The genesis of plans

Genesis of plans deals with the sources of the plans. There are two sources of plans: (a) A long-term memory and (b) Current information inputs.

These plans are not utilized equally, in some instances, one is appropriate and in some instances, other one becomes appropriate to achieve an intended goal. There is a proposition one by Berger (1997:26) which says, "When persons derive plans to goals, their first priority is to access long-term memory to determine whether an already-formulated or canned plan available for use." Canned plans are the plans that have been utilized in a number of events. Fiske and Taylor, (1984, 1991) as quoted by Berger (1997:26) come with the view that: "Proposition 1 rests on the widely accepted postulates that individuals: (a) have a general tendency to expend as little effort as possible in processing information" whilst Hogarth (1980), Kahneman, Slovic and Tversky (1982), Kunda and Nisbett (1986), Nisbett and Ross (1980) have a view on proposition 1 that individuals " have significant cognitive processing limitations that interfere with their heeding and processing large amounts of relevant data when making decisions and judgments."

Long-term memory is like an investment because the issue on, is only to retrieve appropriate plan in interaction rather than to formulate new plan.

Following the proposition one is the corollary one which, Berger (1997:27) suggests that: "When individuals fail to find canned plans in long-term memory, they will resort to formulating plans in working memory utilizing potentially relevant plans from a long-term store, from current information inputs, or both." To explore the corollary one, if there is no correlation between desired goals and the canned plans, speakers should formulate plans, which are relevant to the current situation. Corollary one needs a lot of energy because to formulate the plan for implementation at the same time is not easy and is time consuming.

2.3.3   Plan Formulation

According to Berger (1997, the plan formulation and plan complexities are categorized as follow:

    (a) Top-Down and Bottom-Up Planning

    (b) Contingent Planning

    (c) Desire and Plan Complexity

    (d) Knowledge and Plan Complexity

    (e) Meta-Goals and Plan Complexity

a.   Top-Down and Bottom-Up Planning

The only way of attaining the goal is to formulate the plans in case of unavailability of the canned plans. There are two approaches in formulation of the plan:

Top-down approach

The plans are formulated at the high levels of abstraction and the actions are then filled in at progressively lower levels of abstraction until concrete courses of actions are generated. Top-bottom approach tends to be dysfunctional and inappropriate when it comes to implementation of plans at the bottom level if there has been no consultation with the targeted group at lower level. For example, department of education at national level pronounced that all learners in rural and farm schools must not pay fees since their schools are the no-fee schools. The parents decided not to pay the fees and the department did not deposit an amount to the schools. The programmes of the schools became stagnant because of unavailability of the funds. It should have been better if they have pronounced that learners must pay school fees for the progression of school's programmes and will be refunded once department pays for them.

Bottom-top approach

The plans are formulated at a lower level and the actions will be ascended. The people process action as it develops. The bottom-top approach makes smooth running of the programmes at lower levels where the work is mostly done.

Bratman (1987, 1990) as quoted by Berger (1997) has a view that plans should be partially

formulated because some future events are unpredicted and might change the plans.

b.   Contingent Planning

The detailed plan for the individuals to achieve a specific goal is to think of expected events that might erupt to hinder the attainment of the desired goal. In general, contingent planning is the planning by the individuals for the expected events that should be included in a plan for specific goal attainment. Berger (1997) talks of a partial plan, where not all future contingencies should be included in plans because other contingencies have a low probability of occurrence. For example, it is worthless for someone to think that he/she must not pursue with his/her studies because of the contingence that God will destruct the world by fire. It is wise for the individuals to have the sub-plans that should be utilized when the events outweighs the plan. Berger (1997:28) postulates that, "Individuals can develop detailed plans that include sub-plans to be deployed if high probability, plan-thwarting events occur." Contingent planning is an alternative for use once the formulated plans fail.

c.   Desire and plan complexity

There are two distinct meanings of plan complexity. According to Berger (1997), the plan complexity refers to the level of detail at which planning occur, therefore plan complexity should contain detailed behavioral description of the concrete actions to be taken to realize the plan. The complex level of planning includes overwhelming generating and rehearsing of the specific words of utterance that would be used during interaction and the actual behavioral action to perform for attaining social goals.

Secondly, the more the contingencies in a plan, the more the complexity of a plan. Berger's (1997: 29) comes with theoretical proposition two, which states that, "As the desire to reach a social goal increases, the complexity with which plans are formulated also tends to increase." Different scholars have different views about the terms; desire and intending. Brand (1984) sees desire and intending as independent whilst Sellars (1966) suggests that desiring to reach a goal, is a species of intention.

d.   Knowledge and plan complexity

The level of knowledge that one has determines the complexity of plan. The people with immense knowledge about the domain being considered are likely to have complex plan. Berger (1997:30) argues that "individuals pursuing the goal of changing an opinion, who also

have large number of facts and arguments germane to the issue, are more likely to be able to develop complex persuasion plans with respect to that issue." The people who lack knowledge about the specific issue but have general knowledge are able to persuade and alter others in their opinion.

Berger and Kellermann (1983) and Kellerman and Berger (1984) come up with three principal means for inducing others to divulge information about themselves:

1. Interrogation: this is the process of asking someone questions in a thorough and aggressive manner.

2. Disclosing information: deals with self-disclosure by one to influence the disclosure by the other. This is generally known as reciprocating.

3. Relaxing the target person: it promotes the self-disclosure.

Berger (1997:30) argues that "These three information acquisition strategies do not by themselves indicate, respectively, what questions should be asked, what specific information about one's self should be proffered to the other, or what specific behaviors should be enacted to relax the target".

According to Berger (1997), there are three types of knowledge that are used to formulate the complex plans for attaining the social goals: strategic domain knowledge, specific domain knowledge and the general planning knowledge.

    i.   Strategic domain knowledge

It is the tactical way of formulating the plans to address various domains. Strategies and tactics that one has enable the formulation of complex plans

    ii.   Specific domain knowledge

It is the knowledge for addressing a specific issue with the purpose of attaining social goals. Specific knowledge of a certain issue makes people to have the complex plans and become experts on that particular issue.

    iii. General planning knowledge

The general understanding of issues influences the formulation of plans that are complex.

Individuals with general knowledge planning tend to select plans that would be appropriate to any issue under consideration. People vary with respect to the ability to engage in planning activities, in other words others are more planful than others are. General planning knowledge is useful for the assessment of the desired goal before any effort can be put on to it. The purpose of assessment is to understand whether the goal is achievable or not. Berger (1997: 31) postulates that, "General planning knowledge should alert planners to be careful to avoid goal and plan conflicts in their own lives, as well as with those with whom they interact."

Berger (1997) uses proposition three to clarify the relationship between strategic domain knowledge, specific domain knowledge and complex plans. Proposition three states that, increases in the strategic and specific domain knowledge produce increase in complex plans within that domain. The complex action plans are only experienced when there is a balance of forces between strategic domain and specific domain knowledge. Corollary one by Berger (1997) clearly states that, it is only the attainment of high level of both specific and strategic domain knowledge that generates complex action plans. The lowness in either of specific or strategic domain knowledge produces the low complexity plans.

Strong desire to reach the goal does not guarantee any complexity of plans. Less knowledge to support the strong desire for goal attainment produces less complex plans. Berger (1997) uses the proposition four to explain the interactive relationship between desire and knowledge on plan complexity. According to proposition four, the higher the levels of desire and levels of knowledge, the more complexity are the plans produced. The low and high desire levels coupled with low knowledge levels should produce less complex plans.

e.   Meta-Goals and Plan Complexity

Meta-goals of efficiency and social appropriate are the factors that influence the complexity of the goals for the attainment of social goals. According to Simon (1955, 1956), human planners are more likely to be satisficers than being optimizers. Berger (1997:32) suggests that "individuals might be prone to develop a plan that they believe will work and that is efficient enough, but one that may not be optimally efficient." The people develop plans that they think are efficient and are social appropriate for the attainment of the social goals. The focus on social appropriateness reduces the alternatives in planning and that lessens the complexity of plans. For example, one failed to pay back the money he borrowed. The

borrower is claiming his money but he does not want to violate his friendship with the borrowee. His plans lack alternative actions such as to draw a gun for threatening to attain the goal because the intention is to maintain friendship.

Berger (1997) uses Christie and Geis's (1970) that argue that high Machiavellians are better manipulators than their low Machiavellian counterparts in part because they have neither strong commitments to conventional morality nor high levels of ideological commitment. Guterman (1970) as quoted by Berger (1997) supports Christie and Geis (1970) with the view that high Machiavellians do not care about their approval from the others and have many alternatives to attain their goals than low Machiavellians.

Berger (1997:33) uses proposition five to elucidate meta-goals and plan complexity, proposition five says that, "increased concerns for the meta-goals of efficiency and social appropriateness tend to reduce the complexity of plans to reach social goals."

2.3.4 The hierarchy principle

a.   Thwarted Goals and Iterative Planning

According to Berger (1997), the plans that people have in their interaction to achieve the goal might be blocked due to a variety of reasons. The blocked plans, is a challenge which seeks to test the capability of an individual in devising alternative plans to reach the goal. Berger (1997) comes with two principal sources of goal blockage. These are internal and external sources to the interaction. The internal sources can be reflected in the case whereby one does not want to relinquish his or her opinion. For example, love affair proposal by a man, the goal is to have a consensus on this matter with a woman. Woman's opinion is to abstain and does not want to compromise about that. In their interaction, the man voices out his opinion of request to have a relationship with her and the woman voices out her opinion of abstainance and the proposer's goal is being blocked through internal forces. The goal blockage through external sources is made by the interference of the others in a goal pursuance that does not need the others. For example: The availability of a stranger in the planned family meeting of resolving a misunderstanding between married couple can block the pursuance of discussion on the matter and the goal becomes blocked.

b. The hierarchy Principle

The hierarchy principle deals with what happens when the action choices are thwarted. Berger

(1997) suggests three possibilities for the thwarted planner. First, the repetition of the same argument. This works in some instances because others are not easily convinced from the onset but through repetition, opinion-instillation becomes clear and acceptable. For example, to get better acquaintance with someone, one would continuously say, "I love you" and that tend to change the previous mindset of the target. Subsequently he/she may fall in love with initiator of relationship and the goal will be attained. Secondly, perhaps increasing vocal intensity. The approach is an alteration of the plan in more abstract level of plan hierarchy. Thirdly, varying some other aspects of paralanguage. Paralanguage constitutes low-level changes in plan-hierarchy. The planners could also partially change even more abstract plan elements and the order in which plan units are enacted.

Berger (1997:35) postulates the aforementioned information through proposition six, corollary one and corollary two, proposition one: "when people experience thwarting internal to the interaction, their first response is likely to involve low-level plan hierarchy alterations. Continued thwarting will tend to produce more abstract alterations to plan hierarchies."

Corollary one: "elevated levels of goal desire will propel planners to make more abstract alterations to plan hierarchies when their plans to reach social goals fail."

Corollary two: "planners with high levels of goal desire, who experience repeated thwarting of goal-directed actions, will manifest higher level alterations to their plans earlier in the goal failure-plan alteration sequence than will planners with lower levels of goal desire who experience repeated goal failure."

c. Goal Failure and Affect

The goal pursuance would produce either positive or negative affect. Positive affect is experienced when the goal has been attained. The goal failure is associated with the negative affect. Berscheid (1983), Mandler (1975) and Sternberg (1986) as quoted by Berger (1997) agree that unpredicted events give rise to an autonomic nervous system arousal that, in turn, is experienced as emotion. According to Scrull and Wyner (1986), the following are the impact of the negative affect:

1. The intensity of negative affects becomes great when the goal being pursued is most important.

2. The closest of the individual to the superordinate goal, the more intense the negative affect when interruption takes place. The intensity of the negative affect tends to be reduced through the availability and use of contingency plans.

3. The time and energy consumed. The more energy and time consumed to attain the goal produces more intense negative affect.

CHAPTER 3

IMAGE RESTORATION: FAILURE EVENTS

3.1   AIMS

Image restoration seeks to address two elements of communication: communication as a goal oriented activity and the favourable reputation in communication. This summary gives information about the factors that trigger aberrant behavior as well as the strategies to restore the image. Studying image restoration would enable people to sustain their good reputation and in case of endangered image, people would be able to use the strategies to restore their image.

3.1.1   A goal directed activity

There are various viewpoints from different scholars about communication as an instrument used to reach the goals. People communicate with the purpose of goal attainment. This debate can be traced on Aristotle's rhetoric far back in fourth century B.C. Aristotle (1954) comes with three genres of oratory based on the goal of the speaker:

Political rhetoric, a genre, which deals with verifying whether the policy should be adopted.

Judicial rhetoric, is about deciding about the justice or injustice of the questions.

Epideictic rhetoric, deals with arguing that a person is worthy of praise.

Burke (1969: 446 as quoted by Benoit (1995:64) states that "an act can be called in the full sense of the term only if it involves a purpose". This means people do not just communicate, they communicate with the purpose. Fischer (1970) finds that there are four central motives of rhetoric situation:

a. Affirmation, which creates an image.
b. Re-affirmation, which revitalizes one.
c. Purification, which reforms an image.
d. Subversion, which attacks an image.

Fischer (1970) concludes that rhetoric is a goal directed activity and it has an impact on the images. Theorists such as Arnold and Frandsen (1984), Blitzer (1986) and others declare that rhetoric is a goal directed, purposeful and intentional activity. Clarke and Delia (1971) propose that there are three issues explicitly or implicitly present to overt negotiations in every communicative transaction:

a. Overtly instrumental objective: response from the listener is required on specific obstacle, defining the task of communicative situation.
b. Interpersonal objective   : establishment of relationship.
c. Identify objective   : managing the communication situation.

Benoit (1995) construes that communication and rhetoric are goal-driven activities that need some qualifications. The following are the qualifications of communication as a goal-driven activity:

i. Communication might have wide range of incompatible goals.
ii. Person's goal, motives and purposes might be vague or unclear.
iii. People do not devote the same amount of attention to every communicative they encounter and do not manage all utterances they utter. According to Kellerman (1992), some behaviors are automatic rather than controlled.
iv. Clear and easy individual goal might be vague and difficult to others.

3.1.2   Favorable reputation

The summary on favorable reputation deals with favorable impression, how it may be violated, consequences of untoward behavior and the importance of face in maintaining self-reputation.

According to Benoit (1995), maintaining the favorable self-reputation is important in interaction and in the attainment of the desired goals. Things that dent the image of the people are unavoidable in life and it is everyone's challenge to try to maintain positive reputation in communication. Benoit (1995:67) suggests that, "The need for discourse designed to restore our reputation arises because, as human beings, we inevitably engage in behavior that makes us vulnerable to attack." The following are the factors that make people vulnerable to unfavorable reputation as suggested by Benoit (1995):

a. Competition on limited resources such as time and money. People do not fulfill all their financial planning activities due to insufficient money and that dents the image of individuals to those who would have benefited if plans were fulfilled. For example, the Minister of education in the Eastern Cape Province promised to employ all temporary educators in 2004 but he failed to do that due to budget deficit and that made his reputation unfavorable to the temporary educators, teacher unions and the Eastern Cape people in general.

b. Events that are beyond our control.

    For example, Americans were delayed to reach America in July 2006 from South Africa due to the strike of the employees of South African Airways that disrupted the smooth running of airway services.

c. Self-interest mistakes and honest mistakes.

    For example, students pretend as if they have forgotten their non-academic appointments during examination period. This is their self-interest mistake because their self-interest is an academic achievement more than the fulfillment of other appointments.

d. Incompatible goals.

    It is natural that people ought to have incompatible goals because they are heterogenous. For example, in the debate of the use of mother tongue as the language of teaching and learning, people have incompatible goals on this issue. Others favour the use of mother tongue as the language of teaching and learning because that would bring back the dignity that African languages lost during colonialism and apartheid era. The goal of this group of people is to promote and bring back the dignity of marginalized languages so to fulfill the policy of language equality. Others are favouring the use of English as the language of teaching and learning because it is an international language and it is the only language, which is being used in many places of work. The goal of this group is to avoid the language barriers that the people would face when seeking employment and in their places of work because currently it is the English, which is predominantly, used in recruitment processes and in work places.

Consequences of unevitable untoward behavior

1. Actors get worried about the discredit that they will receive from the others because of their misbehavior.

Manstead and Semin (1983:38) as quoted by Benoit (1995:68) postulate that "the threat of potential negative imputations to the self, in the shape of anticipated negative dispositional inferences that an observer may make, increases with the degree of blame and responsibility that can be inferred from the act."

2. Criticism from the people.

The people may react towards aberrant behavior. McLaughlin, Cody and Rosenstein (1983) propose the four utterances that provoke accounts: surprise expression, requesting an account, suggestion of immorality of a person and rebuking the person.

3. The criticism leads to the internal guilt and threats to actor's face.

According to Fischer (1970), the basic motive of the rhetoric is the purification of an image.

3.1.3 Importance of face in maintaining self-reputation

Goffman (1967:27) says, "When a face has been threatened, face-work must be done". There are two important reasons why face is important to a healthy self-image.

a. Self contributes to a healthy self-image. Schlenker (1980:131) as quoted by Benoit (1995:69) argues that, "The more severe a predicament is, the greater the negative repercussions for an actor. The actor should experience greater internal distress such as anxiety and guilt, receive greater negative sanctions from audiences and produce greater damage to his or her identity-thereby adversely affecting relationships with the audience."

b. Face has a pivotal role in the influencing process.

According to Brown and Levinson (1979), it is our duty to offer explanations, defences, justifications, rationalization, apologies and excuses to restore the image if our faces are threatened.

3.2   IMAGE RESTORATION DISCOURSE

The integral part of goal attainment is the protection and the restoration of reputation in communication. If the image of the speaker has been damaged it is unlikely that he/she may attain the goal. For example, if a boy is generally known as naughty, fathers at kraal during traditional rituals would refrain to cut a piece of meat and give him from their share as they traditionally do so to others. Once the image of any person is damaged or threatened, it becomes the actor's responsibility to take actions to repair the damaged image. Benoit (1995:71) suggests that, "Because our face, image, or reputation is so important to us, when we believe it is threatened, we are motivated to take action to alleviate this concern." To be able to repair the one's damaged image, it is better to understand and analyze the nature of attack and reproaches. Benoit (1995) comes up with two components of image attack:

1.   An act that is reprehensible occurred.

Reprehensive act might be due to either of the words uttered, deeds or the actions that are disapproved by the others.

2.   The actor's responsibility to the occurrence of reprehensive behavior.

The issue here is on the audience's perception. Once the audience perceives that an actor is responsible for the aberrant behavior, reputation is likely to be in danger.

3.2.1   Strategies to restore the image

Benoit (1995) mentions five categories on strategies to restore the image:

i.   Denial
ii.   Reduce responsibility
iii.   Reduce perceived offensiveness
iv.   Corrective action
v.   Mortification

Mortification and corrective forms are the defenses attributed to the cultural norms and values whilst others are just the defenses to restore the amputated image.

i. Denial

The actor to restore an image uses denial strategy. The accused denies that the reprehensive act occurred. In some instances, the actor denies that he or she had committed any reprehensive act. If the audience is convinced that the reprehensive act did not happen and that the accused is not responsible for that, image restoration occurs. Benoit (1995:73) argues that "If no reprehensive act actually occurred (denying that the act actually occurred) the accused's reputation should not be damaged. If the accused did not commit it (either denying that the accused did the deed, or shifting the blame for the deed to another), again the accused's face should not be damaged by that action."

ii. Reducing responsibility

The act in this category does not seek to deny the undesired action but seeks to reduce the perceived responsibility of the act. Benoit (1995:73) argues that, "one may not be able to completely deny responsibility but may attempt to reduce perceived responsibility for the act." The following strategies are used for responsibility reduction as the way of restoring an image:

(a) Provoking: to act undesirable because of manipulation. For example, the small boys tend to be provoked by the old boys to fight with each other.

(b) Defeasibility: acting unbecoming because of lack of understanding. For example, the newly appointed principal in the rural areas of Limpopo, forced all structures of the school such as School Management Team, School Governing Body to use English in their meetings. In the first SGB meeting, parent component of the SGB could not move because they did not understand English. In this case, the principal acted unbecoming because he did not know that, the parent component of the SGB only understand their home language, which is isiNdebele.

(c) Accidental: accept an act as an accident cause. The image is likely to be restored when the accused accepts the undesired act and states that it occurred accidentally.

(d) Good intentions: image tends to be restored if the actor accepts that the act was deliberate with justification. For example, if an accused killed another person and justify that he was defending himself because the victim tried to hijack his car. The image of the accused in this case can be restored. According to Benoit (1995), evade responsibility should not restore an image completely but should improve the image of

the accused.

   iii. Reduce perceived offensiveness

The following strategies are used to restore the image through reduce perceived offensiveness:

(a) Bolstering: the actor improves to build up desirable image. For example, a successful rehabilitation programme by the correctional officers causes the inmates to practice bolstering within and outside of the correctional centres for restoring their images.

(b) Minimization: to lessens the magnitude of the negative impact caused by the misdeed. The accused has a responsibility to convince the people that, the act is not extremely bad as the people think.

(c) Differentiation and transcendence: reduces negative impact of the act.

Differentiation reduces negative affect of the act in the sense that, the accused compares the act with another offensive act. The accused act would be view as less intense and severe. In Transcendence, the negative affect of an act is reduced, when the accused put the aberrant act in another context.

(d) Attacking the accuser: people tend to focus on the injury that one got more than on the severity of the act done by the actor.

(e) Compensation: it reduces image damage after misdeed occurred. For example, the man who had stolen the sheep, promised to give the accusers, money for compensation purposes in the traditional court.

   iv. Corrective actions

An image gets restoration once the actor commits himself/herself to take actions to correct what has happened in the past.

   v. Mortification

The apology, regression and forgiveness request by the actor restores the image. For example, most people use mortification in the Truth and Reconciliation led by Rev Desmond Tutu. Most people were forgiven and their image restored.

3.3   IMAGE RESTORATION STRATEGIES

Benoit (1995) suggests five broad categories on strategies of image restoration. These categories are denial, evading or reducing responsibility, reducing offensiveness, corrective action and mortification. According to Benoit (1995), denial, evading or reducing responsibility and reducing offensiveness have their variants, which will be revealed when summarizing each category.

3.3.1   Denial

Denial is the rejecting or refuting any wrongdoing action. The accused refutes that he or she has done anything wrong. Benoit (1995) quotes many theorists such as Ware and Linkugel (1973), who suggest that the speaker may deny performing any wrongful act, Goffman (1971), argues that the accused may deny the occurrence of the act and the accused committed to it and Schonbach (1980) proposes that the accused may claim that the failure event did not happen. Benoit (1995:75) postulates that, "One strategy for dealing with attacks, then, is simple to deny the undesired action." The denial can be supplemented with explanation and the one with explanation is more likely to be accepted by the audience.

When the denial is used, shifting the blame takes place. Shifting the blame is a variant of denial and it takes place because the actor refers the act to another actor. It occurs automatically because once one denies the act; the audience will refer the blame to someone. Schonbach (1980) as quoted by Benoit (1995:75) suggests that a form of refusal is applying guilt to another person. For example, Crime Stopper was accused of committing a crime. He denied with supplement that, "how can I commit a crime being a crime stopper? You know that I am fighting against crime and how do you think I can do such a thing?" The people were convinced and the blame was shifted with the view that someone else committed the crime but not the crime stopper. Shifting the blame restores the image for two reasons:

1. The ill feeling of the audience may be shifted away from accused.
2. It answers the question: who did the wrongdoing?

3.3.2   Evading Responsibility

The accuser reduces his or her responsibility of any wrongdoing that occurred. Scott and Lyman (1968) come with three variants of evading responsibility, which are provocation,

defeasibility and accidents whilst Ware and Linkugel (1973) mentions the last variant, which is intention.

(a) Provocation

The actor claims that the wrongful act was prompted by another wrongful act. It serves as a reciprocal act. Once the audience agree that the act was provoked, provocateur becomes responsible for the wrongful act. Benoit (1995:76) points out that "If the person agrees that the actor was justifiably provoked, the provocateur may be held responsible instead of the actor." For example, the boy was accussed of a murder, he justified that he was trying to defend himself and save his life because the dead men came to attack him at his home out of nothing.

(b) Defeasibility

The actor claims that he or she lacks information on the factors that would have contributed to a wrongful action. The actor's responsibility then becomes reduced for the wrongful act he or she did. For example, the student leader (President of the SRC) failed to attend the bilateral with the management of Walter Sisulu University because the leader was not informed of that particular meeting. The secretary had missed to inform the SRC President about his invitation to attend the meeting with the University management.

(c) Accidents

The accused admits the wrongful act occurred but factors that led to wrongful act were beyond the control of the accused. Benoit (1995:76) argues that, "We tend to hold others responsible only for factors they can reasonably be expected to control." For example, the employees arrived late at work because there was a roadblock on their way to the institution of work.

(d) Intentions

The accused admits the wrongful act and elaborates that he or she was trying to do good things but the process derailed from good intentions. Audience, usually do not blame such people. Benoit (1995:77), states that, "People who do bad while trying to do good are usually not blamed as much as those who intend to do bad." For example, the community member who is a driver volunteered to take the seriously ill person to the hospital since the car was

available but without the driver. On their way to the hospital, the car collided with another one and the seriously ill person died instantly. The driver only got minor injuries.

3.3.3 Reducing Offensiveness

Benoit (1995:77) proposes that, "A person accused of misbehavior may attempt to reduce the degree of ill feeling experienced by the audience." The image is restored by reducing the offensiveness of the act to the audience. Ware and Linkugel (1973) come with the following strategies that are used to reduce offensiveness of an action: bolstering, minimization, differentiation and transcendence. Rosenfield (1968), Syke and Matza (1957), Scott and Lyman (1968), Schonbach (1980) and Tedeschi and Reiss (1981) suggest attacking the accuser as another strategy for reducing offensiveness and Schonbach (1980) includes compensation as another strategy of reducing offensiveness.

(a) Bolstering

The positive image that the person usually portrays to the people in general outweighs the negative image that thresholds the same individual. Bolstering helps to sustain the actor's image. Benoit (1995:77) states that "While the amount of guilt or negative affect from the accusation remains the same, increasing positive feeling toward the actor may help offset the negative feelings toward the act, yielding a relative improvement in the actor's reputation." For example, one councilor in Manguag Municipality was very dedicated in his work. There was a speedily service delivery during his term of office. He used people centered approach in leadership. When he was accused of financial mismanagement, people of Mangaung unequivocally disagreed with those allegations.

(b) Minimization

The accused minimize the detrimental effect of the offence. Accused convince the audience that the offence is not as bad as they may think. Benoit (1995:77) postulates that, "If the rhetor can convince the audience that the negative act isn't as bad as it might first appear, the amount of ill feeling associated with that act is reduced."

(c) Differentiation

The accused distinguishes the act done from other similar less desirable action. The differentiation lessens the people's feeling of offensiveness of an act. The act may be less

offensive in comparison. For example, the student failed the test. The parents were so upset. Their negative feeling about their child's failure lessened after the child told them that, there is no one in the class who passed the test.

(d) Transcendence

In transcendence, the act is placed in different context. According to Ware and Linkugel (1973), action is placed in a broader context. For example, human resource manager was accused of nepotism; he explained that, there were no applicants who met the requirements. He employed his brother because he was the only applicant who met the requirement for the post.

(e) Attacking the accuser

According to Semin and Manstead (1983), attacking the accuser may lessen the perceived unpleasantness of the action and it improves the rhetor's reputation.

(f) Compensation

The accused remunerate accuser to lessen up the negative affect of wrongful act. Benoit (1995:78) observes that "If the accuser accepts the proffered inducement, and if it has sufficient value, the negative affect from the undesired act may be outweighed, restoring reputation." For example, one principal was accused of raping a girl at school. The girl opened the case at the police station and the principal gave the girl seven thousand for compensation purposes. The young girl was tempted and she closed the case.

3.3.4 Corrective action

Corrective action is a category of image restoration, which is attributed to cultural norms. The accused abides him or her to take the actions to correct the problem. According to Benoit (1995), correction plan takes two forms: Averting the situation to its normal state of affair and make some changes to prevent the recurrence of undesirable act. For example, In Xhosa rituals to slaughter an ox to honour the ancestor would be a success if an ox bellows when the stabber stabbed it. If an ox would not bellow Xhosas would know that wrongful act occurred and stabber together with clan-fathers would meet and correct their error in an attempt to rectify their misdeed.

3.3.5 Mortification

The second strategy of image restoration, which is culturally embedded, is mortification. Burke (1970 and 1973) states it clear that, the accused admits responsibility for the wrongful act and asks for forgiveness. Accused also furnishes the plans that he/she will use to avoid repetition of wrongdoing. Mortification happened in South Africa during the Truth and the Reconciliation programme whereby the perpetrators of wrongful act during apartheid regime admitted their wrongful acts and asked for reconciliation and forgiveness.

CHAPTER 4
NARRATIVE ACCOUNTS

4.1   AIMS

This summary seeks to elucidate, the development of narratives from traditionalist, structuralist, post-structuralist and constructionist theories, how narratives are constructed, their impact in shaping, constructing and reconstructing self. Historical understanding, culture and society, at large have a great influence in narratives and on narrativists. Narratives are social constituents because there could be no narratives if one lives in isolation.

4.1.1   Introduction

A. World in narrative

The summary will focus on general overview world in narrative, scholar's point of view and the methodological development that emerged on redefining traditional concepts of narrative.

Brockmeier and Carbaugh (2001) find that there have been few connections in areas of inquiry between the identity and the narrative. There are two fundamental theories on narrative: psychological and literature and literary theory. According to Brockmeier and Carbaugh (2001), psychology investigates human nature based on the memory, mind and self whilst literature and literary theory explores linguistic nature for human existence. Brockmeier and Carbaugh (2001:2) explore both theories by using Albright's (1996). Albright (1996:19) states that, "psychology is a garden whilst literature is a wilderness" and he continue suggesting that, "literature is fascinated by undomesticated nature with all its irregularities and deformations, while psychology is obsessed with gardening instruments and methodological cleanliness".

Brockmeier and Carbaugh (2001) suggest that the gap between the study of human identity, narrative and cultural discourse and the gap between psychology and other human sciences should be narrowed. Brockmeier and Carbaugh (2001:3) argue that, "We believe that traditional psychological issues of memory and identity may be enriched when they are integrated with matters of language, discourse and narration." There were enormous fields of inquiry in narrative study and the awareness of the narrative construction, developed. According to Brockmeier and Carbaugh (2001), many communities and cultures in the world

are involved in the narrative study hence they speak of the worlds of narrative.

Brockmeier and Carbaugh (2001) suggest that, the world of literary narrative and the narratology developed the idea that, literary texts presume textual realities in the sense that it goes far beyond the traditional philologist notion of text as simple the written word. The empirical and new theoretical approaches deal with phenomena of mind, communication, visual arts, material artifacts and other forms of culture. The new theoretical and empirical approaches redefine the narrative from traditional way based on development of different methodological instruments. Brockmeier and Carbaugh (2001) find the following three developments on narrative:

1. Development of narratology and contemporary narrative theory.
2. Development of structuralist project of narratology.
3. Narrative development by Bakhtin (1973).

1. Development of narratology and contemporary narrative theory.

According to Brockmeier and Carbaugh (2001), narratology emerged in 1960's and 1970's and it has undergone many changes that made it difficult to understand its originality. It focused then, on the studying of written narrative texts of fictional literature. The change in narratology was the inclusion of interdisciplinary semiotic and cultural theory of narrative texts and context. Semiotic is the study of sign, symbol and their use on language. The signs include the following: physical activities such as dance, music, artifacts such as museums, social rituals like funerals and public ceremonies and cultural oriented things like landscape design and fashion. It is through this change that all signs are now recognized for understanding the narrative lines. Sign system narrates the story. The authors such as Bal (1997), Fludernik (1996), Lachman (1997), Newton (1995) find that the traditional narratology has vital contributions to make but it has the following limitations of classical structuralism:

Adamant positivist claims.
Reliance on generative causal mechanisms.
Inaccessible idiosyncratic vocabulary.
Reductionistic formalist explanation.

Brockmeier and Carbaugh (2001), suggest four characteristics of structuralist enterprise of

narratology that make the limitations on understandability of classical structuralism.

Characteristics

1   Narrative is regarded as a system of invariant forms and rules.

Prince (1997:39) states that, "If structuralism generally concentrates on the langue or code underlying a given system or practice rather than concentrating on parole or instantiation of that system of practice, narratology specifically focuses on narrative langue rather than narrative parole."

2   Traditional narratology sought to formulate what it assumed to lie beyond the surface structure of stories.

According to Herman (1995), the classical narratological project, thus can be viewed as a modern or modernist version of the older attempt to discover a universal grammar.

3   Narrowing linguistics to syntax only.

The fully-fledged linguistics should include semantics, sociolinguistics, phonology and morphology rather than focusing on syntax only.

4   Traditional narratology apply universally, the analytical model of duality of patterning.

Brockmeier and Carbaugh (2001) argue that, today's narrative theory extends its scope, the cultural interest and is not affected by the limitations of classical-structuralism.

2. Development of structuralist project of narratology

This has taken place in sociolinguistics, conversational analysis and ethnography of communication. It was during this era where the narratological study of non-fictional and everyday narrative emerged. According to Brockmeier and Carbaugh (2001), two scholars played a pivotal role in narrative; those are Labov and Waletzky (1997). Their document includes the following aspects: ethnography, anthropology, social science and applied linguistic sub-disciplines rather than on literary theory and narratology. Labov and Waletzky (1997) paved the way for a systematic of all forms and the genres of nonfictional narratives and everyday communication. Their work influenced the study of fictional narrative and the

distinction between realm of fictional and nonfictional narratives becomes unclear. Labov and Waletzky (1997) were concerned with identifying formal features of well-formed narratives. Bruner (1997) suggests that the focus should be on the processes of linguistic constructions by which prototype narratives are adapted to different and varying situations.

3. Narrative development by Bakhtin (1973)

Bakhtin (1973) is not only limited to the literary theory and the philosophy of language. Multi-vocal and polysemic nature of narrative was for the first time experienced by the students during Bakhtin's narrative analysis. His ideas of multi-vocal and polysemic nature of narratives reveal structural analogies between novelistic discourse, life stories and autobiographical memory. Multi-voiced mind and the dialogical self emerged out of his ideas. According to Bakhtin (1997), the richness of the language depends on the figurative language use, as he believes that they are the constituent features of novels.

Bakhtin (1973) proposes that self-narrative should be dynamic in character because it is embedded in a lived context of interaction and communication, imagination and intention, ambiguity and vagueness. Indeed life stories should be dynamic because current conditions that should design the nature of the story are likely to be changed and that leads to different life story thereafter.

B. The Notion of Narrative in the Human Sciences

The narratives have been shifted from traditional approach to diverse post-structuralist approach that ranges from literary and cultural narratology to sociolinguistics, conversation and discourse pragmatics. Narrative as a concept has been used on a wider scope after it has been shifted from traditional notions of narrative. Human sciences have grown up an interest in viewing narrative through social and cultural life. According to Brockmeier and Carbaugh (2001), the following are the notions of narrative in human sciences and will be summarized after listing.

> Shifting of narrative from nomological models to diverse individuals and groups.
> Narrative psychology.
> Narrative as a root metaphor and methodological orientation to study social life.
> Discursive psychology.
> Narrative in the context of its telling.

Historical memory.

Shifting of narrative from nomological models to diverse individuals and groups.

This is regarded as a classical paradigm shift, according to Lewis and Hinchman (1997). The narrative includes cultural and historical vision of human reality. Lewis and Hinchman's (1997) challenge the authoritarian grand narrative because it presumes that there should be an indisputable truth. They allow the variation on narrative due to fluidity of social and cultural issues. There is no one way of narrating a story. According to Lewis and Hinchman (1997), there should be a plurality of the stories whereby different cultures and subcultures should narrate about themselves.

Narrative psychology.

According to Bruner (1986), narrative psychology focuses on examining the nature and the role of narrative discourse in human life, experiences and thought. Narrative is the only way in which people can be able to put their experiences in order. Brockmeier and Carbaugh (2001:10) state that, "The basic idea is that in ordering experiences, shaping intentions, using memory and structuring communication, narrative practices are at work". Bruner (1990) comes with the issue of identity. According to Bruner (1990), identity cannot be separated from autobiographical memory and the story telling. Brockmeier and Carbaugh (2001:10) postulate that, "The stories we tell ourselves about ourselves and others organize our sense of who we are, who others are, and how we are to be related." Narrative shapes the identity of the people, for example one guy, stopped smoking after he was narrated a story of someone who died because of asthma, which was emanated from smoking. This example shows that we are who we are because of the influence of the others through the stories narrated to us and the stories we tell us about ourselves.

According to Brockmeier and Carbaugh (2001), the self in narration can be constructed through the narrative forms and discursive formats that might be differ from one culture to another. Psychologists and Anthropologists agree that narratives are bound to a cultural established set of rhetoric and literary devices.

Narrative is a root metaphor and a methodological orientation to study social life.

The narrative can be processed with the use of rhetoric logic of communication. Symbolic actions are used as the alternative way of narrating a story. Fischer (1989) as quoted by

Brockmeier and Carbaugh (2001:11) suggests that, "all symbolic action can be understood as part and parcel of stories, in that such action is grounded in particular histories and cultures with narrative formulations creating a rhetorical reserve of those very histories and cultures." Symbolic actions become meaningful to those that understand the culture and the beliefs of any particular society. They are historically and culturally embedded and that need the ability of the people to utilize a rhetorical logic of narration.

Discursive Psychology.

Discursive psychology was developed by Harre and Gillet (1994) and Edwards (1997), they combine sociopsychological and linguistic insights with philosophy of ordinary language. There is a shift from the narrative psychology, which deals with mind, cognitive and linguistic development to cultural oriented psychology. Brockmeier and Carbaugh (2001:12) argue that, "narrative psychology in this sense merges with into a new interpretive cultural psychology." Discursive narrative deals with cultural dynamics and socio-historical things that are understandable to the community members within the society.

Narrative in the context of its telling.

According to Brockmeier and Carbaugh (2001), narratives are social actions. There is an undisputed relationship between the identity, narratives and the community. Johnson (1991) conducted an investigation on narrative and the place, he found that in the narrative process personal identities and social relationships are simultaneously constructed. The narratives within the community construct the identity of the human beings and at the same time, they build the nature of society. Brockmeier and Carbaugh (2001:12) state that, "It is the stories that connect the identity of the people with the identity of places and spaces".

Plumer (1996) made a narrative investigation with the intentions of developing sociology of stories. His focus was on the stories about sexual life. In his investigation, he wanted to show how personal narratives of sexuality are simultaneously personal, social and political. Plumer (1996) finds that narrative organizes the transformation of sexuality as a putatively private and intimate concern into social and political action.

Brockmeier and Carbaugh (2001) find that, narratives have been developed in the anthropology. In anthropology, narratives are treated as the cultural practices. Bauman (1986) investigated narratives in relation to cultural and social life. He proposes that the narratives do

not reflect social reality but are formative of social life.

Historical memory.

Historical memory is the ability to remember what has happened in the past or what is happening presently. Narratives based on historical memories help to position the people to be able to behave in an appropriate manner. It is the understanding of the past and the present that determines the future occurrences. Two scholars White (1987) and Carr

(1986) have their perspectives about the historical memory. White (1987), as quoted by Brockmmeier and Carbaugh (2001) says that, history structures the unstructured events that have occurred and those that were formless and meaningless become meaningful and formful through history memory. Carr (1986) agrees with the time ordering of function of narrative, but points out that narrative is only analytical form that has to be imposed upon our experience. Carr (1986) as quoted by Brockmeier and Carbaugh (2001:14) continue states that "we do not have experience if not in a form of sequences that are structured teleologically from beginning to an end, quite like historical and fictional narrative". People get to know the realities of their own lives once those realities are narrated to them through historical memory usage.

4.1.2   Toward a defining of narrative

The following summary will focus on the following aspects of narration:

Three inducements for narrative renewal
Features of narrative
Definition of narrative
Narrative on continuum
Narrative approach
Categories of narrative

Three inducements for narrative renewal

Firstly, narratives create the personal identity and they improve the quality of human thoughts. Hinchman and Hinchman (1997:xiv) postulate that, "there has been a disenchantment with theories, especially in psychology, that portray the self as a mere "point" acted upon by external forces". Mancuso and Sarbin (1986:241-42) as quoted by Hinchman

and Hinchman (1997) state that, "Narrative by contrast, emphasizes the active, self-shaping quality of human thought, the power of stories to create and refashion personal identity."

Secondly, plurality of stories

According to Hinchman and Hinchman (1997), narrativists challenge longstanding psychological and social-scientific in elaborating a body of authoritarian grand narratives. They regard it as imperialistic, mistaken, repressive and misleading as it presumes that there should be undisputable truth. Narrativists reaffirm the plurality of stories with diversity whereby different cultures should tell stories about themselves.

Thirdly, Traditional methods prohibit the narrativists to reconstruct social phenomena in their full richness and complexity. According to Hinchman and Hinchman (1997), narrativists intend to trace out the stories that inform the actions and judgments of the people and institutions. Their findings would help to connect the mind and the social world. Hinchman and Hinchman (1997:xiv)) states that "Leaving stories out of account would mean renouncing the best clues about why people act as they do, since there are no uninterpreted data."

Features of narrative

- Placing events in sequential order. According to Novitz (1989) and Bruner (1991), narratives are identified as forms of discourse that place events in a sequential order with a clear beginning, middle and end.
- Meaningful and connection of events, reflecting continuity in order of their occurrence. Spence (1982) suggests that, annals and chronicles would not be regarded as full-fledged narratives because they only tell what happened across a stretch of time without revealing any continuity among the events.
- Narratives should be explanatory. Roth (1989) agrees that, narratives can only explain and not merely describe.
- Distinction between narratives and the theory.

Hinchman and Hinchman (1997: xv) quote Mair (1988-133), "Accordingly, most narrativists do distinguish between theories and narratives, and some (e.g, Philip Abbott) explore the productive tensions between the two. They usually conceive of theories as attempts to capture and elaborate some timeless, essential reality "behind" the world of human events, whereas narratives undertake the more modest task of organizing and rendering meaningful the

experience of the narrator in that world."

- There has to be the narrator of the story and the audience to listen to the story. Gergen and Gergen (1984:185) postulate that, "In narrative, there has to be a teller of the story and an audience to hear it, even if the audience should be only the self considered as addressee."
- Narrative does not reflect the actual reality of a story because it involves selectivity, rearranging of elements, redescription and simplification by the narrator. According to Hinchman and Hinchman (1997), various notions emerge about the way narratives convey the truth about the world: others view it as paradigm, others as capsule views of the reality, a third: interpretive device and a fourth: worldviews. Something, which is common amongst the notions, is the intervention of narrative between the self and the world.
- Narrative has a truth-value on its own.

Definition of narratives

Deducing from Hinchman and Hinchman (1997), narratives are the events narrated sequentially and meaningful to the audience about the experiences of the narrator and the world in general. Hinchman and Hinchman (1997:xvi) propose that, "narratives as discourses with a clear sequential order that connect events in a meaningful way for a definite audience, and thus offer insights about the world and/ or people's experience of it."

Narrative on a continuum

According to Hinchman and Hinchman (1997), before any narrative threshold triggers, the prospective narrator should experience the following: immediacy of whatever kind, bare sensations, particular images, disconnected slices of life, spots of time. There ought to be a literary and historical genre to grant thematic reflections. Hinchman and Hinchman (1997: xvi) states that, "Beyond narrative, would range all those forms of thought that try to identify regularities and patterns in the stories we tell about ourselves." Narrative accounts are regarded as the first stage of elaborating underlying non-narrative realities by structuralism.

Narrative approach

Hinchman and Hinchman (1997) see narrative approach as the one, which starts and concludes with everyday life. Indeed, there could be no experiences, speeches, purposes and expectations if narratives exclude everyday life.

Categories of narrative

There are three categories of narrative that have been developed, according to Hinchman and Hinchman (1997) to dispel doubts among the people such as: do the stories tell things that we do not know? In additiom, should they take the stories serious?

These are:

a. Personal identity: reflects the stories that we tell ourselves about the past and the present experiences and the stories that others narrate to us. These stories help individuals to determine the future and to reconstruct their identities to attain future goals. Carr (1986) as quoted by Hinchman and Hinchman (1997) regards narratives of identity as first order narratives.

b. Reconstruction of the past: This category is historical in the sense that it deals with the writing of history. Hinchman and Hinchman (1997: xvii) argue that "we may call these "second-order narratives", since they involve reflections by an (usually) uninvolved spectator upon the doings and stories of participants in the events themselves."

c. Community-formation and maintenance: Hinchman and Hinchman (1997:xvii) state that "The stories that individuals create often strike variations upon a repertoire of socially available narratives that in turn, legitimize the community and guarantee its continued existence."

Memory, Identity and Community

Memory is an essential thing in narration. Memory is the ability to remember things that have occurred. It is the memory, which enables the people to be able to construct narratives. In memory, things might be disordered and illogical but narration is something else, which needs logic and order-ness for the meaning. People tend to be autobiographical narratives of their own lives because of memory. Hinchman and Hinchman (1997) argue that memories are the home of narratives.

Identity is a product created from the experiences, the stories that people narrated to them and the stories narrated by others to them. People's experiences create the identity. There is a link between the narrative identity and the narrator. Narrative does not occur automatically, it requires a construction and sequential organizing of events. The construction and sequential organizing of events make the meaning and intelligibility of the narrative. According to Kerby

(1988), the stories that we imagine and tell about ourselves are indeed constructed; we do not just find them ready-made. Hinchman and Hinchman (1997: xix) use the viewpoint of psychologists and other activists to explain the narrative identity, "From the viewpoint of psychology and other activists, interventionist disciplines, narrative theories of identity have the virtue of making the self seem a "work in progress" that can be "revised" as circumstances require. Such theories put the individual in the position of being author of his/her own story, an active shaper of outcomes, rather than a passive object acted upon by external or internal forces. Of course, the process of narrative therapy is never easy or automatic; it requires the gradual shifting away from self-destructive and harmful stories to one that build on an individual's happier, more confident and competent experiences". Community, the stories narrated to others are community-entangles, they occurred in the communities and are narrated to the community members as well. Narratives enhance and maintain the credibility of the community.

4.2 NARRATIVE AND LITERATURE

4.2.1 Plot

A plot is a structure of a story, which organizes and arranges the events of the story. The plot shows the pattern of events. A good plot is the one, which is based on the conflict and the suspense. Conflict is the ideological differences of the actors in the story. Conflict might be addressed through some engagements between the partners with differences and those engagements lead to a solution. In some instances, the story ends without reaching any solution. This summary will focus on the types of plot and the action. There should be a central plot, secondary and parallel plots. Secondary and parallel plots are the subordinates of a central plot.

TYPES OF PLOT

Dramatic plot

Dramatic plot is a dramatic rising line, which leads to a climax. There are various incidents, which contribute in the progression of the story. There is a link in the events from the beginning, middle and the end with possible solutions hence stories of this nature are known as line stories.

Episodic plot

Episodic plot is a plot whereby the story is isolated from each other but there is a connecting figure, which implies continuity of the story. There is a connecting core idea in series of episodes.

Epic plot

Epic plot is a plot, which presents the events chronologically. There should be some endeavours by the people, which involve the narrator, and that create the unity of the plot.

ACTION

Action is a visible and invisible ways of expressing the events. There are core and satellite actions. Core action is an action that one takes which will automatically influence all other events of the story. Satellite action is an action that comes and goes without influencing the logic of the story.

There are some stories that do not have denouement, which means there are no solutions to the problems. Cyclic plot is a plot whereby there is no solution but the support of eternal cycle of the evil. The confession story does not have the climax but the conflict, which forms basis of the action. Confession story relies on the emotional life of the narrator and it reports the impression and emotional experiences of the narrator.

4.2.2 Time

The summary on time will focus on following four aspects: sequence, duration, tempo and frequency.

SEQUENCE, ORDER

Linear sequence

This is a sequence whereby there is a link in the events of the story from the beginning, middle and the end.

Multilinear sequence
This is a sequence with simultaneous events.

Deviation from chronological order

Chronological order can be deviated by means of the following:

Flashback : review of an early events.

Foreshadowing: preview the future events.

Reasons of deviation of order

1. Variation in story pattern.
2. Order must be determined by the sequence of functionality and importance.

DURATION

Duration is the narrative time span. Narrative time is the time it takes to tell the story and the time, which covers the story. The following aspects determine the duration of a story:

Pause : temporary stops in the story.

Ellipse : omitting part of story-time.

Scene : dialogue where events occur.

Summary: influences the duration of the story.

TEMPO

Tempo is a slowness or fastness of duration in a story. Slow tempo is associated with summary whilst quick tempo is associated with strong suspense.

FREQUENCY

This is repetition of the events in a story. The repetition should have some similarities.

4.2.3 Narrator

The narrator is the teller of the story. Internal narrator tells his or her own story, which means that internal narrator in all the events of the story, is the central figure. There are advantages and disadvantages of the narrator.

Advantages

Internal narrator is more confidential.

Narrator decreases the distance between the narrator and the listener.

Reveals him or her very well.

Dramatized narrative: the narrator is involved as a character in the story and he report as an observer.

Disadvantages

The narrator cannot regard himself objectively.

Time and space limitations.

Limited knowledge of the narrator.

The story depends on the consciousness of a single character.

4.3   NARRATIVE AND SOCIAL CONSTRUCTION:

4.3.1   Social construction

The following suppositions are central to a social constructionist account of knowledge and each will have its own summary.

The terms by which we account for the world and ourselves are not dictated by the stipulated objects of such accounts.

According to Gergen (1994), there is no case that demands any particular form of sound, marking, or movement of the kind used by people in acts of representation. Gergen (1994) find that the scholars are incapable of concluding that general propositions can be derived from the observation. The main emphasis here is that there are no direct restrictions attached to a certain case, on which form of sound should a person use in acts of representation? Saussures (1983) elucidates that there is no clear relationship between the signifier and the signified. Gergen (1994:49) states that, "In its most radical form, it proposes that there are no principled constraints over our characterization of states of affair."

The terms and forms by which we achieve understanding of the world and ourselves are social artifacts, products of historically and culturally situated interchanges among people.

According to Gergen (1994), constructionist, description and explanation are the results of human coordination of action. The terms and forms for explanations and description become intelligible only if they have undergone through the relationships. Terms and forms used to understand the world better are social based products. Shotter's (1984) suggests that words are the results of joint-action. Bakhtin's (1981) as quoted by Gergen (1994:49) states that, "words are inherently inter-individual." According to Gergen (1994), intelligibility of terms

and forms is also embedded on the historical and cultural context. Gergen (1994: 49) also suggests that, "if forms of understandings are sufficiently long-standing, and there is sufficient univocality in their usage, they may acquire the veneer of objectivity, the sense of being literal as opposed to metaphoric." According to Gergen (1994), it is not only the univocality and the repetition that reify the discourse but also the understanding of justice and morals as well. Understanding of the morals, values and justice system that the society would like its community to portray is depended on the historical understanding and norms.

According to Gergen (1994), the scientists have a significant role in the terms that are used socially. Shotter (1993b) as quoted by Gergen (1994:50) postulates that "By selecting certain configurations to count as "objects," "processes," or "events," and by generating consensus about the occasions upon which the descriptive language is to apply, a conversational world is formed of which the sense of "objective validity" is a byproduct." For example, selfishness is out of African morals and values, generation to generation understand this through cultural and historical interaction.

There is another argument, that scientific theory will gain its value primarily in the context of predictions. Gergen (1994:50) states that, "A theory is rendered superior by virtue of its capacity to forecast". Gergen (1994) also suggests that, scientific theories may be essential because predictions are formulated in language and shared within a community.

The degree to which a given account of world or self is sustained across time is not dependent on the objective validity of the account but on the vicissitudes of social process.

According to Gergen (1994), accounts of the world and the self may be sustained without respect to the perturbations in the world they are designed to describe and explain and may be abandoned regardless of the devastating features of the world. Methodological procedures do not act as the principled correctives to the language of scientific description and explanation. According to Gergen (1994), empirical methods can be used within scientific communities to bear on truth claims, the confidence of conclusions, the veracity of the investigator and the implications of the scientific effort for society. The community members can reach the consensus on the nature of things through perpetual negotiations, ritual practices and the socialization of the neophytes into community practices. The community verifies and falsifies the propositions. In verification and falsification process, scientists can establish the presence and absence of pheromones, short-term memory, personality traits and other discursive

realities.

Language derives its significance in human affairs from the way in which it functions within pattern of relationship.

According to Gergen (1994), the word meaning is constituted within a social frame. The meaning of the words is derived from the way in which the society uses the words. Semantics, which deals with language meaning, is embedded on the activity that is in place. For example, thinking of a penalty, one might think of the court judgment but many ideas can be terminated if penalty is used in a football game. People might know that it has nothing to do with court but a football regulatory rule. The significance of the language is on people's use of language within a circumscribed practice. Wittgenstein (1993) suggests that meaning is a derivative of social use. Gergen (1994:52) postulates that, "For Wittgenstein, words acquire their meaning within what he metaphorically terms "language games," that is, through the way they are used in patterns of ongoing exchange."

To appraise existing forms of discourse is to evaluate patterns of cultural life; such evaluations give voice to other cultural enclaves.

The words and actions are related in reliable ways; therefore, empirical validity is given its own appraisal of assertion. The following are the shortcomings of the empirical validity:

1. It does not evaluate itself.
2. Does not evaluate its own construction of the world.
3. Does not evaluate its relationship with the broader and extended forms of cultural life.
4. Does not assess the impact of intelligible word and action to the lives of others in related communities.

Gergen (1994:54) comes up with the proposal that, "If evaluations can be communicated in ways that can be absorbed by those under scrutiny, relational boundaries are softened. As the otherwise alien signifiers interpenetrate, so do otherwise alien communities begin to cohere. Evaluative dialogue, then, may constitute a significant step towards a human society".

4.4   SELF-NARRATION

Structure of narrative account

4.4.1   Selection of events in the account

The account can be structured by selecting the events. There should be a connection between the events of the story. The selected events serve as the agents for goal attainment. Gergen (1994:191) suggests that, "An intelligible story is one in which events serve to make the goal more or less probable, accessible, important, or vivid." The events within the story must be relevant to the desired goals. For example, if the desired goal is the eradication of poverty, the events should reveal people's inroads whether in a form of projects or cooperatives for the attainment of the goal.

4.4.2   Endpoint

According to Gergen (1994), an accepted story must establish a goal first, an event to be explained, a state to be avoided and an outcome of significance. The destiny of the story serves as an endpoint. The endpoint of the story should be flooded with the value and can be desired or undesired. The endpoint may be the protagonist's success, discovery of precious resource or the great loss. If the story manages to attain the desired outcome, it is regarded as a good story. The desired outcome might cause the subjective bias. MacIntyre (1981:456) as quoted by Gergen (1994) states that, "narrative requires an evaluative framework in which good or bad character helps to produce unfortunate or happy outcomes." According to Gergen (1994), the valued endpoint demand introduces a strong cultural component (traditionally called "subjective bias") into the story". The articulation of events and the conditions as the endpoints are derived from culture's ontology and construction of the value. People who understand the cultural perspective of the community are able to value the events.

4.4.3   Ordering of events

The logical ordering of events is an essential thing to apply after the endpoints and the events have been established. The logic makes the story to be more intelligible. According to Gergen (1994), linear, temporal sequence is the mostly used contemporary convention. Linear temporal sequence has a coherent way in its narrative because it starts from the beginning to the end of the events in their logical way. The linear, temporal sequence is the one used most.

Linear, temporal sequence uses the same sequence that is used in a good essay whereby there should be an introduction, body and conclusion. The events in each phase are narrated in an ongoing manner. Bakhtin's (1981:250) states that, "we may view temporal accounts as chronotopes-literary conventions governing space-time relationships or "the ground essential for the …representability of events."

4.4.4 Stability of identity

The character in a well-formed story must reveal a coherent identity over a time-span. The dynamic kind of character is likely to make the narrative obscured. The character, especially of protagonist should be unwavering, coherent and sustainable throughout the narrative to makes the story understandable. Gergen (1994:192) postulates that, "the well-formed story does not tolerate protean personalities".

4.4.5 Causal linkage

Deducing from Gergen's (1994), causal linkage is the linkage between the causes and the effects in the narrative events. An intelligible narrative is the one with an explanation for the outcome. This simply means that, there must be an explanation about the cause and the effect of an event. Ricoeur (1981:278) suggests that, "Explanations must …. be woven into the narrative tissue", Gergen (1994: 192) continue suggesting that "Each event should be a product of that which has preceded it ("because the rain came we fled indoors"; As a result of his operation he couldn't meet his class".". The event cannot be in place if there is nothing that prompted its occurrence, there could be no event without cause and effect. For example, Chairperson of landless people did not attend the meeting as per their agreement. He received an urgent call, which invited him to a job interview on the same day and time so he decided to attend an interview rather than to attend the meeting. There is a causal linkage between unavailability to the meeting and the attendance of an interview, the cause is the attendance of an interview and the effect is the absence from the meeting.

4.4.6 Demarcation signs

Demarcation signs are the signs, which are used to show the movement from one phase to another phase. Demarcation signs in the story enable us to understand the way in which the story has been demarcated. This makes the story to be more understandable. The introduction, body and conclusion are easily identifiable with the use of demarcation signs. Gergen

(1994:192) quotes Young's (1992) proposal, which suggests that, "the narrative is "framed" by various rule-governed devices that indicate when one is entering the "tale world," or the world of the story. "Once upon a time…", "Did you hear the one about ….", "You can't imagine what happened to me on the way over here…"or "Let me tell you why I'm so happy…" would all signal the audience that a narrative is to follow." The demarcation signs are historical and cultural contingent. For example, Africans, Xhosas in particular are able to know that the Xhosa word *vityo* seeks to ask the people's attention and is used in the beginning of the story and the word *ncincilili* tells the end of the story. Two Xhosa words *vityo* and *ncincilili* are mostly used in the Xhosa poems. Both words are embedded in African culture hence Xhosa speaking people tend to understand it. Other narrators use the interlude to demarcate one session from another.

4.5   NARRATIVE FORM

4.5.1   Stability narrative

Stability narrative is the narrative whereby the narrator remains unchanged in relation to the desired goals. According to Gergen (1994), there are no extreme controversies that may worsen and make things much better in stability narrative. Individual's character in stability narrative is perpetual throughout the narrative.

4.5.2   Progressive narrative

Different events are linked together. Different ideas of the same event emerge and it is where culture of conflict suffices. Subsequently, the events are linked together in a progressive way. Progressive narrative is regarded as incremental in character. The narrator is able to overcome the life challenges in progressive narrative.

4.5.3   Regressive narrative

The movement in regressive narration is decremental. Regressive narrative is decremental because life challenges that hinder life progress persist. Gergen (1994:195) suggest that "The regressive narrative, in contrast, depicts a continues downward slide: "I can't seem to control the events in my life anymore. It's been one series of catastrophes after another."

4.5.4 Tragic narrative

Tragic narrative is the narrative with an abrupt drop of someone who was in a prominent position. This means, regressive narrative follows the progressive narrative.

4.5.5 Comedy-Romance narrative

Gergen (1994:196) postulates that, "a regressive narrative is followed by progressive narrative. Life events become increasingly problematic until the denouement, when happiness is restored to the major protagonists."

4.5.6 Happily-ever-after myth

The narrative is characterized of stability narrative after the progressive narrative.

4.5.7 Heroic saga

There is a series of progressive-regressive phases. It is where continuous vicissitudes occur.

4.6 SELF-NARRATIVE

4.6.1 Relationship among self-relevant events across time

Gergen (1994:187) suggests that, "the term "self-narrative" refers to an individual's account of the relationship among self-relevant events across time." Kohler (1982; Kohli (1981) as quoted by Gergen (1994) propose that, in developing self-narrative, coherent connections among the life events are being established. The identity is a result of life story. Bettelheim (1976) argues that the creation of narrative gives life a sense of meaning and direction. Self-narrative had attracted different constructs in other domains. Among those are cognitive psychology, rule-role theorists and constructionists. Cognitive psychology stipulates that narrative thoughts (Britton and Pellegrini 1990), story schema (Mandler 1984), predictability tree (Kelly and Keil 1985) and concept of scripts (Schank and Abelson (1977) have been used for the psychological basis for understanding sequence of action across time. Rule-role theorists such as Harre and Secord (1972) and constructionists such as Mancuso and Sarbin (1983) emphasize on cultural contingency in self-narration. Bruner's (1986, 1990) focuses on universal cognitive function and on cultural meaning systems. Scholars that are concerned with individual internal process include phenomenologists, existentialists and personologists. They also emphasis on cultural determination with a more humanistic investment in the self

as an author.

4.6.2 Social accounting

The self-narrative is regarded as a form of social accounting. There is no need to consult internal scripts for self-narrative and selves do not author their own lives in isolation to the entire society. Gergen (1994:188) states that " the self-narrative is a linguistic implement embedded within conversational sequences of action and employed in relationships in such away as to sustain, enhance, or impede various forms of action." In this regard self-narrative serves as a self-identification, self-justification, self-criticism and social solidification.

4.6.3 Narratives are true

According to Gergen (1994), scholars have different views about the truth-value of narrative. Many scholars have a view that narrative has a potential to carry truth and this is a fact driven view while others have a view that narrative does not reflect but organize and produce the fact. Deducing from Gergen's (1994), it is the narrative, which produces the fact because out of narrative the truth can be easily found even if the narrative does not bear the truth. The manner of narration can reveal the truth hence narration is encouraged in courts to get the truth.

4.7   GENERATION OF DRAMA

4.7.1   Rapid decline in progressive narrative

The change in the evaluative relationship between events generates the dramatic engagement. Gergen (1994:198) postulates that, "It is when a hero has almost attained the goal –found his sweetheart, won the crown- and then is brought low that drama is created."

4.7.2   Alteration in narrative slope

The story with immense vicissitudes constitutes high drama. There should be a change in the evaluative direction. In alteration of narrative slopes, the themes of culture conflict emerges, which is vital to generate the dramatic engagement. The narrative without themes of culture conflict is likely to be soporific.

4.7.3 Suspense and danger

Suspense involves the attainment of the desired goal. It may be a victory, award or to win the desired lottery. This may cause the narrative to loose its value. Danger has something to do with destruction, disaster, sudden loss or the death. In its emergence, it causes the narrative to loose its value.

4.8 PRACTICES OF SELF-NARRATIVE: PROCESS

4.8.1 Variety of narrative forms

Self can only be realized by the influence of both social and cultural encounters. People's participation in the society and its culture expose them to a wide range of narrative forms. The relationship that people have with others helps one to know whether his or her life is stable, developing or deteriorating. Personal narrative is the end product of the varieties in narrative form in the sense that one must be a social active member to be able to make narrative. Gergen (1994:202) stipulates that, "if selves are realized within social encounters there is good reason to believe that there is no one story to tell." How can one be able to make a narrative if he or she grew up in isolation? Definitely, he or she cannot move at all in narrative. In essence, people are all depended on relationships, culture and society to learn wide range of narratives. For example, in early years from birth, a child learns the narrative form in her relationship with his/ her parents, at school with other children and at work with the colleagues.

4.8.2 Macro-micro narrative

People may narrate their stories in two forms: micro-narrative and macro-narrative. Micro-narrative is the narrative of brief duration. For example, the narrative of a certain dinner party. This would not prompt someone to include his or her life history. Macro-narrative is the account whereby the events are narrated over a vast-time span. Person's autobiography is a good example of macro-narrative.

4.8.3 Nesting of narratives

Nesting of narratives is to find attached narratives to another narrative. Mandler (1984) as quoted by Gergen (1994) argues since we are able to relate events within different temporal perspectives, it becomes clear that narratives may also be nested, one within another. The

narratives within a narrative serve as the subordinate narratives. For example, an artist who narrates about his new album. The nested narrative in his narrative was the corruption made by his producer, which delayed the release of the new album.

4.9   PRAGMATICS OF SELF-NARRATIVE

4.9.1   Stability narrative

Gergen (1994:205) suggests that, "people's capability of identifying themselves as stable units has a great utility within culture." Stabilization enables people to speak of cultural patterns and individual identities. In stability narrative, individuals portray enduring and coherent identities. Any kind of identity is the outcome of the relationship itself. Constructionists are unequivocal with the view that identity is the social and relationship achievement. The moral and immoral behavior of a person is associated with the relationships that a person had undergone. This is noticeable when the parents give the parental care to their children. If one of their children has a relationship with gangsters, parents consistently discourage and advise a child to terminate or refrain from that relationship. Parents discourage this because they know that personal identity is mostly influenced by the relationships. Constructionist view of identity as social and relationship achievement is being disputed by traditionalist theorists such as Prescott Lecky, Eric Erickson, Carl Rogers and Seymour Epstein that view personal identity as a something similar to an achieved condition of the mind. McAdam (1985) as quoted by Gergen (1994: 205) claims that, "identity is a life story which individuals begin constructing, consciously and unconsciously, in late adolescence…" Deducing from the views of various theorists such as Gergen (1994 and McAdam (1985), it is clear that identity with all its variants such as character, consciousness, mind and integrity is socially and cultural embedded.

4.9.2   Progressive narrative

Progressive narrative is associated with people's pursuance in facing the life challenges for betterment. Life challenges might include selecting a future career and searching for a credible job. People strive intensively to overcome their challenges. Relationship with others helps to understand undesired behaviors in the society such as selfishness, theft and dishonest. The people with those unbecoming characteristics try to get rid of those aberrant behaviors due to the influence of the others. Gergen (1994:206) quotes Kitwood's (1980) research, which suggests that, "people make special use of the progressive narrative in the early stages

of a relationship, seemingly to invest the relationship with increased value and promise for the future." The following are useful functions of the progressive narrative in social life:

1 Preparedness of one to account for oneself as both stable and undergoing change as well.

2 Negotiating meaning of events in relationship to each other.

4.9.3 Regressive narrative

Regressive narrative serves the compensatory function. According to Gergen (1994), the narrative may solicit pity and concern excuse one from failure and deliver punishment. In case of deteriorating conditions in individuals, convention plays a vital role to compensate and motivate those that are affected by those conditions. People get motivated in regressive narrative towards achieving positive goals. For example, motivating those who have failed their examinations.

4.10 THE INTERKNITTING OF IDENTITIES

4.10.1 Moral evaluation

Csikszentmihalyi and Beattie (1979) suggest that self-narratives serve to unite the past with the present and to signify future projections. Self-narrative is essential in building the image of a person and the community evaluates the image to check whether the person's identity corresponds with social morals or not. Stability narrative suggests that honest person as revealed by the narrative can be trusted. In progressive narrative, there is an implication of future betterment because it deals with people's engagements to address all life challenges that are emerging. Regressive narrative implies the less energetic of one in the near future because of drawbacks that one is facing. The implications of narratives are subject to social appraisal as suggested by Gergen (1994).

4.10.2 Interminable negotiations

Negotiation is the requirements for sustainability of the identity up to the end of one's life. According to De Waele and Harre (1976) and Hankiss (1981), maintaining identity is an interminable challenge. The character of anyone is an endless exercise because the conversation with others is a lifelong programme. In narrative, the actions of the protagonist should not be self-centered because there could be other's actions that trigger protagonist's

actions. The events in a narrative are linked to the actions made by the others and the actions by the others are the integral part of narrative intelligibility. Self- intelligibility depends on others affirmation on validity of the narrative. Gergen (1994:208) argues that "An actor's success in sustaining a given self-narrative is fundamentally dependent on the willingness of others to play out certain pasts in relationship to him."

4.10.3 Reciprocal identities

Identity depends on the interaction of one with the others. There could be no constructed identity in individualistic approach. The sustainability of an identity depends on the supporting roles made by the others to another. Gergen (1994:208) proposes that "Because one's identity can be maintained for only so long as others play their proper supporting role, and because one is required in turn to play supporting roles in their constructions, the moment any participant chooses to renege, he or she threatens the array on interdependent constructions." For example, telling someone that he is rude would shift the person from that behavior and will lead to regeneration of identity.

4.11   EMOTIONS

4.11.1 Identity of emotions from personal experience

According to Gergen (1994), human emotions cannot be divorced from the human experience. We get the experience as we participate in various life activities. Our life experience enables us to differentiate between the emotions. The people's experience of emotions enables them to be able to differentiate between the emotions of love, excitement, anger, sadness and fear.

There are some problems entailed in personal experience:

a. There is no clear understanding on whether people experience the interior object the same as the way in which they portray the exterior object.
b. We cannot be certain that others feel the emotions.
c. Doubt about the similar feeling of an emotion.
d. Lack of certainty on whether our experience can be identical to any of the feeling.

The problems surrounding personal experience spells out that we could not have an assurance that we apply the emotion vocabulary in correct way to our internal world. Gergen (1994:221)

suggests that, "we have no viable means of understanding how we could ever learn that we are applying the vocabulary correctly to our internal world." The emotions of love, anger and fear are indicated by facial expression, tone of voice and bodily movement. Gergen (1994) finds that, scientists have a view that there is a need to develop strict, precise and reliable measures of emotions, which will enable them to have a univocal agreement about the emotions. They developed biological measures of emotions such as heart attack, penile erection, blood pressure, verbal measures of emotional expression and facial expressions. Constructionist, have a view that emotions get their meaning by the way it figures in patterns of cultural relationship.

4.11.2 Emotions constitute social life

a.   Cultural meaning (e.g. moral evaluation)

According to Bedford (1957), Harre (1986) and Armon-Jones (1986), emotions are morally evaluated. The meaning of emotions is culturally based. The mood, feeling and the morals of the people are measured by means of evaluating their emotions. In case of wedding ceremony, people are expected to portray joy and happiness and it might be inappropriate if they might portray sadness. Other emotions are condemned by the social morals such as jealousness and angriness. Gergen (1994:222) suggests that, "People can be blamed for feeling angry, jealous, or envious, for example, or praised for their love or their sadness (as in the case of mourning)." Emotions should not only be associated with biological events triggered by hormones, they are also associated with cultural norms, values and morals.

b.   Emotions vary from one culture or historical period

According to Ludz (1985), Harkness and Super (1983), Heelas and Lock (1981), Schwede (1991), Lutz and Abu-Lughod (1990), emotions vary dramatically from culture to culture. The unique forms of performances have specialised meaning within a certain culture. According to Gergen (1994), emotional performances are the constituents of ongoing relationships. They are circumscribed within patterns of relationship and their intelligible is recognized in ongoing relationship. For example, in negotiations of a controversial issues which trigger angriness, the white people tend to stand up and give backs their interactants. The people who understand the culture of the whites would not feel any disturbances by those performances. AmaXhosa would feel uncomfortable with that performance because to just stand up on negotiations and give others backs that means disrespect to their culture. The

vocabulary of emotions is embedded on historical creation and erosion. The socio-historical variations make it difficult to presume the universal and biological fixed propensities.

4.12   EMOTIONS ARE CONSTITUENTS OF LIVED NARRATIVES

Emotions are meaningful only if they are exercised in a particular condition. Gergen (1994) claims that, emotions are meaningful only when inserted into a particular or cross-time sequence of interchange. There should be some circumstances that can be narrated which make someone to be emotional. For example, someone may feel sad during the bereavement.

4.13   HOSTILITY AND VIOLENCE

Hostile feeling may cause the people to behave in an aberrant or act in a violent manner. Violence is an expression of a hostile feeling. Violence cannot at any stage be practiced on a vacuum, there ought to be some reasons behind violent action. Hostility is the emotional effect of unbecoming action. It may lead to the emergence of the violence. For example, the old boy did not want his younger brothers to look at him while naked at the bathroom. The younger boys looked him through the window and laughed at him. The old boy got out of the bathroom, chased and beat them. The boy's violent action had been triggered by the repetition of unwanted behavior by his younger brothers. In this regard Gergen (1994) spells out that violence is not spontaneous.

In relationship, there are unavoidable circumstances that might lead to violent action. These are, imperative of reciprocity and retribution.

Imperative of reciprocity

People tend to respond in the same manner as their initiator. Kindness in this sense is reciprocated by the kindness and the hostility by the hostility. Reciprocating of hostility escalates the hostility. Gergen (1994:226) states that, "To respond to kindness with hostility would be shameful; and while loving reaction to another's bestiality is admirable, such acts are reserved for spiritually transcendent."

Retribution

In retribution, the punitive measures are applied to one who misbehaves to eradicate the misbehavior. The victim feels that the punishment granted to him or her is inappropriate and

applies reciprocity to those who punish him or her. Retribution escalates the hostility.

CHAPTER 5
ANALYSIS OF ACCOUNTS

5.1   AIMS

This chapter deals with the narrative on accounts. The narrative accounts that have been conducted are personal stories. The research has been conducted in five different people to give their account on love affairs in Zulu. It is within this chapter that the stories are written in Zulu as they were given and then translated into English. There is analysis of each of these five narratives.

5.2   INGXOXO YOKUQALA YOTHANDO

Konke kwaqala ukwenzeka elokishini laseThekwini eMlazi

Ngahlangana nale ndoda ngisemncane impela nami. Igama layo kwakunguBongi.Sasingamathe nolimi kungekho okungasehlukanisa. Kuyinsinzwa nanoma ngabe yimuphi umuntu wesifazane ayengazifisela yona. Ehlakaniphile futhi ongayethemba.

Wathola umsebenzi ebhangi lase Standard njengo Mcwaningi wezimali. Kuthe emva kwalokho wanyuselwa esikhundleni sokuba uMphathi webhangi.

Othandweni lwethu, sabe sesithola umntwana. Ngithanda ukuqiniseka ukuthi akekho omunye umuntu engake ngathandana naye ngaphandle kwale nsinzwa. Ngangimthanda ngayo yonke inhliziyo yami.

Kuthe emva kwesikhathi wabe esewushiya umsebenzi wakhe wase Bhangi.Wahamba wayozama amadlelo aluhlaza kwenye indawo. Nami ngaleso sikhathi ngazama ukuzithuthukisa kwezemfundo ukuze ingane yethu ithole impilo efudumele.Ngaleso sikhathi isoka lami labe selizuze iqhuzu le Masters, kuleyonkathi-ke lapho wabe esethola umsebenzi omuhle e Sasol njengomhathi jikelele.

Izinto zashintsha emva kokuhamba kwakhe eThekwini. Kuyena ngabe sengibonakala sengathi angimuntu walutho ngenxa yokuthi wabe esezithathela nje izinqumo ngaphandle kokuba sibonisane. Wayengasakhululeki uma ehamba nami, ikakhulukazi emibuthanweni ethize. Uzongazisa nje, kozakwabo qede angishiye ngihlezi ngedwa uyoze uphele umbuthano lowo. Ngabe sengithatha isinqumo sokuthi angisobuye ngizimbandakanye naye.

Ukuhlukumezeka kwakhe ngokomphefumulo kwahlala obala. Ngenye imini ngamvakashela kubo, uma ngifika akazange angibone nokungibona ngoba wayesothandweni nenye intokazi. Izinyembezi zaziqathakela kimi. Ngacasuka ngamshiya enjalo nentombi yakhe.Kodwa amathuba okuba uthando lwabo naleyo ntombi luphumelele mancane. Intombi leyo yabe seyiphindela esokeni layo elidala. Yena wasala nje, manje akasabizwa ngamuntu.

Iphela lapho indaba yami ebuhlungu, kodwa impilo yami yabuye yaqhubeka.

First Narrative account

All started in the small township called Umlazi in Durban.

I met this man at a very tender age and his name was Bongi. We loved each other very much. When we were walking on the street, it was as if I owed my life to him. His smile, eyes, voice and intelligence, you know! He was everything a woman could dream of.

He got a job at Standard bank as an Accountant. Later on, he was promoted as a Manager.

We were then blessed with a child. I must confess that I had never had any relationship before, because I loved him very much.

He left the banking sector in search of greener pastures. I then, thought about my future too. I also furthered my studies so that our child could have a brighter future.

At that time, he managed to obtain a Masters degree and secured himself a job with Sasol Plant as an Executive Managing Director.

Then things started to change after this move to another city. I had begun to be useless somebody to him. He made some of the decisions without my input or being consulted as usual. He was no more feeling comfortable when attended functions with me on side. He would just introduced me to his colleagues and leave me there, until the function is over. Therefore, I decided not to attend these function with him anymore.

I could see the stress I was putting on him. One day I went to his home for a visit. When I was there, I saw him being romanced by another woman. Tears ran down my face. I let him stay with his girlfriend. However, chances of their staying together are nil, because the girlfriend has gone back to her boyfriend and he has nothing.

This is the end of my sad story. Nevertheless, my life has changed to normal.

1.   THE STRUCTURE OF THE NARRATIVE ACCOUNT.

a.   The selection of events in the account

There are various events, which are connected through this core of love. These events are organized in a certain pattern, which results in a plot structure. This plot is organized into five events.

The first events

In this event, the narrator mentions how things were, between her and her boyfriend; when they met at Umlazi Township in Durban.

Narrative of the first event

Konke kwaqala ukwenzeka elokishini lase Mlazi eThekwini. Ngahlangana nale nsizwa ngisemncane impela nami. Igama layo kwakungu Bongi. Sasingamathe nolimi kungekho okungasehlukanisa. Kuyinsizwa nanoma ngabe umuphi umuntu wesifazane angazifisela yona. Ehlakaniphile futhi ongayethemba.

All started in the township of Umlazi, in Durban. I met this man at a very tender age and his name is Bongi. We loved each other very much. He was everthing a woman could dream of. He was intelligent and trustworthy.

The second event

The second event is about the developments. Career developments and love between the narrator and her partner.

Narrative of the second event

Wathola umsebenzi ebhange lase Standard bank njengoMcwaningi wezimali.Kuthe emva kwalokho wanyuselwa esikhundleni sokuba uMphathi weBhangi.

Othandweni lwethu sabe sesithola umntwana. Ngithanda ukuqinisekisa ukuthi akekho omunye umuntu engake ngathandana naye ngaphandle kwalensizwa.

He got a job in Standard Bank as an Accountant. Later on, he was promoted as aBank Manager.

In our relationship, we were then blessed with a child. I must confess that I had never had any relationship before, because I loved him very much.

The third event

The third event is about relocation of the narrator's boyfriend to another company.His intention was to get high paying job, and to enrich his career. The narrator had been influenced otherwise, because she decided to further her studies as well. So that their child would have brighter future. She knows how important education is.

Narrative of the third event

Kuthe emva kwesikhathi wabe esewushiya umsebenzi wakhe wase bhangi. Wahamba wayozama amadlelo aluhlaza kwenye indawo.Nami ngaleso sikhathi ngazama ukuzithuthukisa kwezemfundo ukuze ingane yethu ithole impilo efudumele.

Ngaleso sikhathi isoka lami labe selizuze iziqu ze Masters. Kukuleyo nkathi-ke lapho wabe esethole umsebenzi omuhle eSaaol njengoMphathi jikelele.

He left the banking sector in search of the greener pastures. I then thought about my future too. I also furthered my studies, so that our child could have a brighter future.

At that time, he managed to obtain a Masters degree and secured himself a job with Sasol Plant as an Executive Managing Director.

Narrative of the fourth event

Izinto zashintsha emva kokuhamba kwakhe eThekwini. Kuyena ngabe sengibonakala sengathi angimuntu walutho, ngenxa yokuthi wabe esezithathela nje izinqumo ngaphandle kokuba sibonisane. Wayengasakhuleki uma ehamba nami, ikakhulukazi emibuthanweni ethize. Uzongazisa nje kozakwabo qede angishiye ngihlezi ngedwa uyoze uphele umbuthano lowo. Ngabe sengithatha isinqumo sokuthi angisobuye ngizimbandakanyise naye.

Then things started to change after relocation to another city. I had begun to be useless somebody to him. He made some of his decisions without my input, or being consulted as

usual. He was no more feeling comfortable when he was in their functions with me on his side. He would just introduce me to his colleagues and leave me there, until the function is over. I decided not to attend these functions with him anymore.

The fifth event

The fifth event is about mistrust and cheating. The narrator's boyfriend cheated. Therefore, the narrator decided to jilt him, because he had another girlfriend.

Narrative of the fifth event

Ukuhlukumezeka kwakhe ngokomphefumulo kwahlala obala. Ngenye imini ngamvakashela kubo. Uma ngifika kubo akazange angibone nokungibona ngoba wabe esothandweni nenye intokazi. Izinyembezi zamane zaziqathakela kimi. Ngacasuka ngamshiya enjalo nentombi yakhe.

I could see the stress I was putting on him. One day I went to his home for a visit. When I was there, I saw him being romanced by another woman. Tears ran down my face. I let him stay with his new girlfriend.

b. The end point

The theme of this narrative is love affair and its consequences. The narrator illustrates this theme by showing how a woman has been systematically dumped by her boyfriend.

c. Ordering of events

Linear sequences

The events in this narrative are ordered in a linear sequence.

At first, the narrator meets her first boyfriend and they are madly in love. The boyfriend gets a job and love affair becomes strong. They have a child out of this affair. The boyfriend gets another senior job at other institution. He also gets postgraduate degree. The narrator then decides to further her education. Their love affair becomes rocky because her boyfriend has girlfriends. The narrator then decided to dump her boyfriend.

Duration

The duration of this narrative is not clear, but it covers the events around two people, who are madly in love and then, they end up dumping each other.

d.   Stability of identity

The narrator maintains a coherent identity across time. When she discovers that her boyfriend has another affair. She becomes furious in such a way that she terminated their affair.

The narrator could not tolerate such a state of affair, where her boyfriend could have an affair with another woman.

e.   Causal linkage

The events in a narrative are causally linked; they do show a relationship between cause and effect.

At first, the relationship between the narrator and her boyfriend was flourishing because they were madly in love to one another.

Secondly, the narrator furthered her studies because she wanted a better future for her child.

Thirdly, the narrator's boyfriend got senior position at another institution because he had acquired higher qualification.

Fourthly, the narrator's boyfriend had another love affair, because he realized his partner as a useless somebody.

Examples

Konke kwaqala eMlazi lapho esasihlala khona nesoka lami. Isoka lami lalingumphathi we Bhangi.Ukuthuthuka kwakhe ngokomsebenzi, kwabusiswa ukutholakala kwengane. Isoka lami lawuyeka umsebenzi wase Bhangi, ngoba lase liqashwe e Sasol njengoMphathi Ongumqondisi.

Ngenxa yokungathembeki nokuqhelelana isoka lami labe seliqonywa ngenye intombi. Lokho kwabangela ukuthi uthando lwethu lugcine luphelile.

All started at Umlazi where both of us were staying. My boyfriend was a Bank Manager. His professional development blessed by the birth of our daughter. My boyfriend left the Banking sector, because he had been employed by Sasol, as an Executive Managing Director. Due to distance between us, my boyfriend was tempted and fell in love with another woman. That became the main cause of our love to be in rock.

2.   THE NARRATIVE FORM

This story is progressive narrative. At first, the narrator is madly in love with her boyfriend. Everything goes well for them. The boyfriend gets a job at the Bank, and they are blessed with a child. The boyfriend gets a senior position at other institution, and then the narrator decides to further her education.

This narrative is also a regressive narrative, because things do not go well for them. The boyfriend starts dating another woman and then the narrator feels unhappy and isolated. They then go their separate ways.

Examples

Wayengasakhululekile uma ehamba nami emibuthanweni ethize. Uzongazisa kozakwabo qede angishiye ngihlezi ngedwana.

He was not feeling comfortable when he was in functions with me. He would introduce me to one of his colleagues, and leave me isolated.

3.   NARRATIVE

a.   Social accounting

The social purpose that this narrative fulfils is that of self-justification, in that the narrator mentions the reasons for the break-in their affair. In a way, the fact that her boyfriend ignored her and another girlfriend are the reasons she terminated the affair.

b.   Narrative is true

This narrative is admired as true in most South African communities. It is a well-known fact that there are good and bad sides of the love affair. Things are not always rosy in the love affair.

This narrative may help most households and people in the same situation as the narrator. They will realize the that, if you discover that your partner no longer loves you the way it used to be, you should terminate the affair and move on

4.   PRACTICES OF SELF-NARRATION: PROCESS

a.   Relationship among life experiences

The narrator at first depicts her life as stable. From the beginning of narrative, everything goes well for her. She meets a wonderful man who becomes her boyfriend.

They have a child and she does not see anything that will separate them. Although she depicts her life as rosy, her narrative clearly shows signs of a decline. The boyfriend gets a senior position and he has another girlfriend.

b.   Micro Narrative

This is a micro narrative, in that the events of the narrator's personal life occurred in short period. This narrative only explores one central issue in her life and does not depict all her relevant experiences.

c.   Nesting of the narrative

Nesting of events is not possible, as there is only one narrative.

5.   PRAGMATICS OF SELF-NARRATIVE

a.   Stability Narrative

The narrator depicts a coherent identity. She does not tolerate nonsense. When she discovers that her boyfriend is in a relationship, she decided to terminate her love affair and continues with her life.

b.   Progressive narrative

Progressive narrative aims at investing the relationship with value and promises, for the future. This story is progressive narrative. At first, the narrator is madly in love wither boyfriend. Everything flourishes her boyfriend gets a job at the Standard Bank, and they are

blessed with the child. Then, her boyfriend acquires a senior position at Sasol. The narrator decides to further her studies also.

c.   Regressive narrative

This narrative is regressive, in the sense that things do not go well between the narrator and her boyfriend. Her boyfriend starts dating another woman. Then the narrator feels fustrated, unhappy and ostracized. Then they are parted.

Isoka lami labe selisothandweni nenye intokazi. Ngabe sengithatha isinqumo ngingazihlanganisi nalo.

My boyfriend fell in love with another woman. I then took a decision not to go with him anymore.

6.   INTERKNITTING OF IDENTITIES

a.   Moral evaluation

In her community, the narrator is viewed as an honest person, and this narrative will be seen in a positive light. No community will condone an act of infidelity.

b.   Interminable negotiation

The narrator maintains one specific identity in this narrative. Her actions measure up to expectations**.**

c.   Reciprocal identities

The actions of the boyfriend contribute vitally to the events in the narrative. The narrator lays a blame for her decision to quit in her affair squarely, on the shoulders of her boyfriend. He is the first one who lost interest in his girlfriend because he has another love affair**.**

7.   EMOTIONS

The narrator experienced a variety of emotions. She depicts clear signs of happiness because of the quality of relationship between her and her boyfriend. Then she has an emotion of sadness because of being neglected by her boyfriend.

Such emotions as above are admired within this culture because sadness is usually the results of neglect and abuse. However, terminating an affair is generally approved because it leads to introspection; as a result, one is able to continue with life.

The emotion expression of sadness, despair and anger in this narrative are meaningful because they are expected by the community after the negative treatment of the narrator at the hands of her boyfriend.

The hostility in this narrative is only directed at the boyfriend as is evident from his actions. Such hostility is viewed very negatively, because there are various offer ways towards which one may direct such hostility.

5.3 INGXOXO YESIBILI YOTHANDO

Ngathandana nentombi esasakhelene nayo. Uthando lwethu lushisa luvutha bhe, okwamalangabi. Sasithandana singajahile ukuya ocansini. Sasizihlalela nje emfuleni uMsunduze, sizidlele amakhekhe (Eet-Sum- More).

Kuhambe kwahamba saqala ukwenza lento yamanandi nandi. Kodwa sthandwa sami angifuni ukuthi umithe, ngoba usafunda nami ngisafunda. Ukumitha kungaba isimokwe. Zama phela udaba lokuvimba ngoba phela indaba yamakhondomu into esingayisebenzisi. Amakhondomu into esesiyisebenzisa manje nje, njengoba sesiguga.

Umuntu wami wayelokhu ethi uzoya, uzoya eMtholampilo, lutho! Wagcina ngokukhulelwa. Ngizokwenzenjani?Ngisafunda isikole, naye usafunda. Ngancenga nje, yaze yakhula ingane. Ngangizokwenzenjani ngendlela engangiyithanda ngayo le ntombazana! Ngangingakamboni omunye engangingamshada.

Ngaqeda esikoleni kwafanele ngihambe ngiyofundela ubuthishela eKholiji lase Madadeni ngo 1997. Ayi, akhale lo sisi ebona indoda ihamba. Ngebhadi ngisuke ngingasitholi isikhala sokufunda bese ngibuya. Ngihlale unyaka wonke.

Kuthi ngo 1998 ngiqale-ke ngiyofunda, ngifunde, ngifunde, ngiqede, ngisebenze. Unyaka wami wokuqala nje, sengisebenza, cishe kwakungu Disemba ngiqale izindaba zikamacela, kwazise phela nengane yase ikhulile. Ingane le yabe isifunda uFestiye (Grade1) Ngiqalaizindaba, ngithumela abantu beyocela. Ngaqala eyobuhlobo kwaba kuhle kwabanjeya.

Ngibeka imali yamalobolo ngoba izinkomo azikho phela, kodwa into eyangixaka kulo sisi isikhwele. Wayenesikhwele esinqamula amathumbu, efuna ukuthi kube nguyena yena. Uma eke wabona intombazane ize kimi, noma-ke eke wezwa ukuthi ngithandana nobani omunye, kwakuba inkinga kuye.

Kuthe emva kweminyakana embalwa sengiyibekile imali, seyikhona impela ngithi ngizolobola ngishade. Ngelinye ilanga ngiyafika kubo ngiyamcela ngithi " Mathandana wami ngivakashele phela namhlanje." Washaya phansi ngonyawo wathi, ngeke akwazi ukuza. Ngicasuke, ngidube, ngiziyele engxenye ngiyozilandela omunye umathandana wami.

Kuthi ngo-11 ebusuku, ngqo-ngqo-ngqo. Ngithi, ubani loyo? Impendulo ithi, "Bewulinde bani kanti wena?" Ayi, ngivuke ngigqoke ngiphume ngidonse isivalo esizikhiyayo sizivalekele. Ngiphumele phandle. "Sisi kwenzenjani?" Ngifuna ukubona ukuthi ubani olapha endlini?" "Angithi wena walile ukungivakashela."

Angibambe angidudule efuna ukungena ngenkani. Ayi, ngehlise umoya nje, ngiwehlise umoya ngithule, kanti umuntu wakhona ufuna ukungishaya. Esokuqala isibhakela sahlala ngoba ngangingasilindele. Wathi uthumela esesibili ngimbambe.

Ngizibone sengicasukile, ngize ngimnikanike. Phela ngeke ngidlale intombazana.

Ngamshaya wathi ukulala kancane. Emva kwalokho akekho owamkhombisa indlela eya kubo, wazibonela yena wabamba eze ngayo. Uma ehamba ngisale ngincenga losisi osendlini, ngithi akahambe ayolala kwenye indlu, bese ngihamba nami ngilandela loya sisi, ukuze silungise amaphutha.

Ngithi ngiyangena engutsheni, avuke umuntu wakhona aphumele phandle ahambe.

Muntu uyabuya! Ngilele nje, angilele. Angazi noma lo muntu uyolanda amanzi uzongibilisa noma uyolanda ummese! Emva kwesikhashana abuye. Uma ebuya, ngithi ukwethuka kancane. Bese ngimbuza ukuthi uphumaphi? Athi ngiphuma laphaya endlini yakho sengizishisile izimpahla zakho.

Le nja isishise zonke izimpahla zami lapha endlini! Uze wazi ukuthi leyo nto uma uyenze ngempela ukuthi kuphelile phakathi kwami nawe. Ngisho la magama angikholwa ukuthi ukwenze ngempela.

Uma ngithi ngiyafika ekhaya ngempela endlini kushisiwe. Nazi izimpahla zami zishile ziwumlotha. Umbhede umanzi te, ubhunyelwe ngamanzi.

Indaba isuke ingenwe abantu abadala, bathi asixolelane! Ngithi mina ngeke! Njengoba ekwazi ukushisa izimpahla zami nje, bengiyini mina, ngoba angangishisa nami ngelinye ilanga! He…….e, angivele ngikhohlwe. Kwathi le mali le engangiyibekile ngavesane ngathi angiyodiphozitha imoto. Ayivele ingabibikho le mali ihambe!

Kwaba ukuphela kanjalo-ke nje, kothando. Njengoba ngisahleli nje, ngiyimpohlo nanamhlanje.Lokhu okuyingane yethu kukhulile manje, sekuze kuqedile nasesikoleni, kunoyise oyimpohlo.

Okwenzeka-ke sesehlukene nalo sisi, wabe esengena emanzini waphuza waba yinqaba nje! Nomjolo sewudla lubi! Ngabona ukuthi cha, angimane ngikhohlwe, ngihlanze ngedela.

The second narrative account

I fell in love with a girl whom we were residing in the same area. We were madly in love. We were taking everything gradually, not rushing to have sexual intercourse. We used to cuddle next to Umsunduze River, and eat some biscuit (Eet-sum-more).

After a while, one day at our meeting place, we started engaging ourselves in sexual activities. However, my love I do not want you to be pregnant, because both of us are schooling. Getting pregnant will be graviuos mistake. You should try to use contraceptive pills, because we do not use condoms, I told her. We use condoms nowadays. My girlfriend used to say she would go to the clinic for contraceptives but never did, until she was pregnant. What was I going to do! I was still at school, as was my girlfriend. I took everything slowly; until the baby grew, up.What was I suppose to do? I was still madly in love with my girlfriend. There was no one else; I would like to marry than her.

After finishing my Secondary education, I had to go for the teaching qualification at Madadeni College of Education in 1997. My girlfriend cried a lot, when she realised that I was really leaving her. Unfortunately, I was not admitted for study at the college. I stayed the whole year at home. In 1998, I started with my studies. The course went on for three years and thereafter I managed to obtain a job.

During my first year as a teacher, in December I started some marriage negotiations with my girlfriend's family. Our child was now a grown up. She was doing grade one, when I was initiating this ilobolo business. Delegates from my family were sent to negotiate terms of ilobolo. This whole thing of two families getting to know each other was quite a nice experience.

I had saved enough money for ilobolo because I could not have the cows. What was frustrating me, with this woman was her jealous. She was too jealous. She wanted to be the only one for me. When she saw other girls coming to me or heard that I was dating someone, there would be a big fight. That was the only problem she had.

After some few years, having saved money for ilobolo and the marriage ceremony I went to her home and said to her. My love, may you visit me tonight. She stamped down her foot and refused. I got furious, and went to fetch my other girlfriend.

At about eleven o'clock at night, there was a knock at the door. I asked who that was, whom are you waiting for? Oh! I woke up and went out. I made sure that the door was really closed. What is wrong lady? I asked her. I want to see who you are with inside. She said, trying to push me. She wanted to go inside by force, when I asked her why she did not want to visit me. I cooled down a bit. It was then that she punched me so unexpectedly, that I was knocked down. When she tried to send her second punch, I held her. I got furious and gave her some punches in return. I would not allow myself to be humiliated by a girl.

I beat her and when she had gone, I went back to the room to console the lady I left inside. I then organized another room for her so that she could sleep. I had then slipped away with the other woman, to sort out our differences.

As I was about to sleep, she woke up and went outside. I waited and waited for her to come back, but she did not return. I was uneasy, I could not sleep because I was afraid that she might come with hot water to boil me or rather she had gone to fetch a knife to stab me.

After a while, she came back. As she was coming in, I got frightened a bit. I asked her where she was coming from. She said from your home to burn all your clothes.

This bitch has burned all my clothes, which were in my house. If you did that, you would have brought our relationship to a dead end. You would be a real stupid woman. I said those words not really believing that she did what she said.

I found the following day that all my clothes were burned to ashes and my bed was wet.

Our parents intervened and concluded that we should reconcile. I said to myself that I would never do as they wish. If she could burn my clothes, what am I? She could also burn me. Hey……! Let me forget about this woman, I told myself. I decided to deposit a car with the money I have saved for the ilobolo.

That was the end of our relationship. I am still a single man even today. Our child is an adult now. She had finished school. She is having a father who is still unmarried. What happened after our separation with this woman? She started drinking or abusing alcohol and dating lot of men. I have just realized that it is better to be alone!

1   THE STRUCTURE OF THE NARRATIVE ACCOUNT

a.   The selection of events in the account

This story is about love affair between two young adults. Their love grows gradually, but unfortunately, it ends in crisis due to misunderstanding and unfaithfulness.

Events in this narrative are organized chronologically to form a plot structure.

This plot structure is organized into seven events.

The First Event

In this event, the narrator clearly explains how he falls in love with a girl whom they were living with in the same vicinity. He further explains how they spend their nice time next to Umsunduze River, loving one another.

Narrative of the first events

Ngangithandana nentombi esasakhelene nayo. Uthando lwethu lushisa luvutha bhe, okwamalangabi. Sasithandana singajahile ukuya ocansini. Sasizihlalela nje emfuleni uMsunduzi sizidlela amakhekhe.

I fell in love with a girl whom we were residing in a same area. We were madly in love. We were taking everything gradually, not rushing to have sexual intercourse. We used to cuddle next to uMsunduzi River, and eat some biscuits.

The second events

In the second event, the narrator starts engaging himself in sexual intercourse with his girlfriend. He thinks that they have gone a long way without intimate love. He regards himself as a grown up. Therefore, old people do engage themselves in sexual activities. He thinks of protective measures also.

Narrative of the second event

Kuhambe kwahamba saqala senza lento yamanandi nandi. Kodwa Sthandwa sami, angifuni ukuthi ukhulelwe, ngoba usafunda nami ngisafunda. Ukukhulelwa kungaba isimokwe. Zama phela udaba lukamavika, ngoba phela indaba yamakhondomu into esasingayisebenzisi. Amakhondomu into esesiyisebenzisa manje nje, njengoba sesiguga.

Aftre a while, one day at our meeting place, we started engaging ourselves in sexual activities. But my love I don't want you to be pregnant, because both of us are still schooling. Getting pregnant will be grievous mistake. You should try to use some contraceptive pill, because we do not use condoms, we only use condoms nowadays.

The third event

In this event, the narrator explains about the fate of getting pregnant of his girlfriend. Although he has requested her to embark on prevention measures. The narrator has persuaded his girlfriend to use some contraceptive of which she never did. His girlfriend is never worried of getting pregnant.

Narrative of the third event

Umuntu wami waye elokhu ethi uzoya eMtholampilo. Lutho! Wagcina ngokukhulelwa. Ngizokwenzenjani? Ngisafunda isikole, naye usafunda. Ngancenga nje, yakhula ingane. Ngangizokwenzenjani ngendlela engangiyithanda ngayo lentombazana! Ngangingakamboni omunye umuntu engangingamshada.

My girlfriend used to say she would go to the clinic for contrapceptives but never did, until she was pregnant. What was I going to do! I was at school, as was my girlfriend I took everything slowly until the baby grew up what was I suppose to do. I was still madly in love with my girlfriend. There was no one else I would like to marry than her.

The fourth event

The narrator decides to further his studies, by enrolling to the teacher training college. He trains as a qualified teacher. During his first year employed as a qualified teacher, he starts his marriage negotiations with the family of his girlfriend. The narrator wants to make his dream come true. He proved to his girlfriend that he is the man of his words by initiating marriage.

The narrative of the fourth event

Ngaqeda esikoleni kwafanele ngihambe ngiyofundela ubuthishela eKholiji lase Madadeni ngo 1997. Ayi, akhale lo sisi ebona indoda ihamba. Ngebhadingisuke ngingasitholi isikhala sokufunda bese ngiyabuya. Ngihlale unyaka wonke. Kuthi ngo1998 ngiqale-ke ngiyofunda, ngifunde, ngiqede ngisebenze. Unyaka wami wokuqala nje, sengisebenza, cishe kwakungu Disemba ngiqale izindaba zikamacela, kwazise phela nengane yase ikhulile. Ingane le yabe isifunda uFestiye, ngiqala izindaba, ngithumela abantu beyocela. Ngaqala indaba yobuhlobo kwaba kuhle kwabanjeya.

After finishing my secondary education, I had to go for the teaching qualification at Madadeni College of Education in 1997. My girlfriend cried a lot when she realised that I was really leaving her. In 1998, I started my studies. The course went on for thee years and thereafter I managed to obtain a job.

During my first year as a teacher, in December I started some marriage negotiations with my girlfriend's family. Our child was now a grown up. She was doing Grade one, when I was initiating this lobolo business. Delegates from my family were sent to negotiate terms of ilobolo. This whole thing of two families getting to know each other was quite anice experience.

The fifth event

In this event, the narrator clearly explains how he dates another girlfriend because his known girlfriend declines to visit him. A reason of not visiting him is that the narrator is having a new girlfriend. This state of affair leads to unnecessary quarrels in future.

The narrative of the fifth event

Kuthe emva kweminyaka embalwa sengiyibekile imali, seyikhona impela ngithi ngizolobola ngishade. Ngelinye ilanga ngiyafika kubo ngiyamcela ngithi mathandana wami ngivakahele phela namhlanje. Washaya phansi ngonyawo wathi, ngeke akwazi ukuza, ngicasuke, ngidube, ngiziyele engxenye ngiyozilandela omunye umathandana wami.

After some few years, having saved for ilobolo and the marriage ceremony I went to her home and said to her: "My love, may you visit me tonight, she stamped down her foot and refused. I got furious, and went to fetch my other girlfriend.

The sixth event

The narrator explains how his girlfriend fights him because of sleeping with another girlfriend. The narrator further explains how he looses because his girlfriend burnt them all due to anger and jealousy.

The narrative of the sixth event

Kuthi ngo-11 ebusuku, Ngqo…ngqo…ngqo….ngqo. Ngithi, ubani loyo? Impendulo ithi bewulinde bani kanti wena? Ayi, ngivuke ngigqoke ngiphume ngidonse isivalo esizikhiyayo sivaleke. Ngiphumele phandle. Sisi kwenzenjani? Ngifuna ukubona ukuthi ubani olapha endlini? Angithi wena walile ukungivakashela.

Angibambe angidudule efuna ukungena ngenkani. Ayi, ngehlise umoya nje, ngiwehlise umoya ngithule, kanti umuntu wakhona ufuna ukungishaya. Esokuqala isibhkela sahlala ngingalindele. Wathi uthumela esesibili ngimbambe. Ngizibone ngicasuka, ngize ngimnikanike. Phela ngeke ngidlale intombazana.

Ngamshaya wathi ukulala kancane. Emva kwalokho akekho owakhombisa omunye indlela eya kubo, wazibonela yena wabamba eze ngayo. Uma ehamba ngisale ngincenga lo sisi osendlini, ngithi akahambe ayolala kwenye indlu, bese nami ngilandela loya sisi, ukuze silungise amaphutha.

Ngithi ngiyangena engutsheni, avuke umuntu wakhona aphumele phandle ahambe. Muntu uyabuya, umuntu uyabuya! Ngilele nje, angilele. Angazi noma lomuntu uyolanda amanzi uzongibilisa noma uyolanda ummese! Emva kwesikhashana abuye. Uma ebuya, ngithi

ukwethuka kancane. Bese ngimbuza ukuthi uphumaphi? Athi ngiphuma laphaya endlini yakho sengizishisile izimpahla zakho.

Le nja isishise zonke izimpahla zami laphaya endlini.Uze wazi ukuthi leyonto mawuyenze ngempela ukuthi mina nawe kuphelile! Ngisho lamagama angikholwa ukthi angenza into enjalo.

At about eleven o'clock at night, there was a knock at the door. I asked who that was? Whom are you waiting for? Oh! I woke up and went out. I made sure that the door was really closed. What is wrong? I asked her. I want to se who you are with inside?

She said, trying to push me. She wanted to go inside by force. When I asked her why she did not wnt to visit me. It was then that she punched me so unexpectedly, that I was knocked down. When she tried to send her second punch, I held her. I got furious and gave her some punches in return. I would not allow myself to be humiliated by a girl.

I beat her she lied down for a while. Thereafter, she went home, at the meantime, when she had gone, I went back to the room to console the woman I left inside. I then organised another room for her so that she could sleep. I had then slipped away with the other woman, to sort out our differences.

As I was about to sleep, she woke up and went outside. I waited and waited for her to come back, but she did not return. I was uneasy, I could not sleep because I was afraid that she might come with hot water to boil me or rather she had gone to fetch a knife to stab me.

After a while, she came back. As she was coming in, I got frightened a bit. I asked her where she was coming from. She said, from your home to burn all your clothes.

This bitch burned my clothes, which were in my house. 'If you did that, you would have brought our relationship to a dead end.' You would be a real stupid woman. I said those words not really believing that she did what she said. The following day, I found that all my clothes were burned into ashes, and my bed was wet.

The seventh event

In this event, the narrator mentions how he spends the money he saved for ilobolo and for organising marriage ceremony. He uses the money he saved to buy a car because he could no longer marry his girlfriend; since she disappointed him by burning his clothes.

The narrative of the seventh event

Indaba isuke ingenwe abantu abadala, bathi asixolelane! Ngithi mina ngeke! Njengoba ekwazi ukushisa izimpahla zami nje, bengiyini mina, ngoba nami angangishisa ngelinye ilanga. Ee....angivele ngikhohlwe. Kwathi lemali engangiyibekile ngavese ngayodiphoza imoto. Ayivele ingabibikho lemali ihambe!

Kwaba ukuphela kanjalo-ke nje, kothando njengoba ngisahleli nje, ngiyimpohlo nanamhlanje. Lokhu okuyingane yethu sekukhulile manje, sekuze kuqedile nasesikoleni, kunoyise oyimpohlo.

Okwenzeka-ke sesehlukene nalo sisi, wabe esengena emanzini waphuza waba yinqaba nje! Nomjolo sewudla lubi! Ngabona ukuthi cha, angimane ngikhohlwe ngihlanze ngedela.

Our parents intervene and concluded that we should reconcile. I said to myself that I would never do as they wish. If she could burn my clothes, what am I? She could also burn me! Hey…! Let me forget about this woman, I told myself. I decided to deposit a car with the money I have saved for ilobolo.

b. End point

The theme of this narrative is based on love affair and its consenquences. The narrative explains this theme by showing, how the girlfriend of the narrator has been expelled due to her life threatening behaviour.

c. Ordering of the events

Linear sequence

The events in this narrative are ordered in linear sequence. At first, the narrator entertains his girlfriend with biscuits by uMsunduzi River, where they always have nice time.

Thereafter they start engaging in sexual activities; as a result, a child was born.

The narrator fell in love with another girlfriend and his new affair was discovered. That act became the cause of the future misunderstanding; which results in the termination of their love.

Duration

The duration of this narrative is not clear, but it covers the events around two people, who are madly in love. The narrator feels insecure due to the life threatening behaviour of his girlfriend, by burning all his clothes. Then the narrator terminates the affair.

d. Stability of identity

The narrator maintains a coherent identity across time. He feels insecure when his girlfriend burns all his possessions. The narrator decides to terminate the affair.

e. Causal Linkage

The events in the narrative are causally linked, and they do show a relationship between the cause and the effect. At first the narrator gains confidence on his relationship, with the woman he loves. Later on the narrator feels insecured because his girlfriend burnt all what was belonging to him.

2. THE NARRATIVE FORM

This is a progressive narrative. At first, the narrator is crazy about his girlfriend. Everything goes well for them. The narrator went to the Teacher's College to further his professional qualification, and they are blessed with a child. The narrator gets a job as a teacher, and he immediately starts organising ilobolo and marriage ceremony.

The narrative is also regressive in the sense that things do not go well for them. The narrator starts dating other girls. The narrator is confused because he prepares marriage on the other side, and on the other, she is engaging in friendship with another girlfriend. Due to this state of affair, their friendship ended in jeopardy. They never get married.

Example

Ngaqeda esikoleni kwafanele ngihambe ngiyofundela ubuthishela eKholiji lase Madadeni ngo 1997. Ayi, akhale lo sisi ebona indoda ihamba. Ngebhadi ngisuke ngingasitholi isikhala sokufunda bese ngibuya. Ngihlale unyaka wonke .Kuthi ngo 1998 ngiqale-ke ngiyofunda, ngifunde, ngifunde, ngiqede ngisebenze. Unyaka wami wokuqala nje, ngisebenza, cishe kwakunguDisemba ngiqale izindaba zikamacela, kwazise phela nengane yase ikhulile. Ingane le yabe isifunda uFestiye, ngiqala izindaba, ngithumela abantu beyocela. Ngaqala indaba yobuhlobo kwabakuhle kwabanjeya.

After finishing my secondary education, I had to go for the teaching qualification at Madadeni College of Education in 1997. My girlfriend cried a lot when she realised that I was really leaving her. In 1998, I started with my studies. The course went on for three years and thereafter I managed to obtain a job.

During my first year as the teacher, in December I started some marriage negotiations with my girlfriend's family. Our child was now a grown up. She was doing Grade one, when I was initiating this ilobolo business. Delegates from my family were sent to negotiate terms of ilobolo. This whole thing of two families getting to know each other was quite a nice experience.

3.   SELF NARRATIVE

a.   Social accounting

The social purpose this narrative fulfils is that of disloyalty amongst men. The narrator exposes himself as an unsupportive, unfaithful partner to his girlfriend, they have spent years together. The narrator dates another woman, while busy making some arrangement of taking his girlfriend to become his wife.

The narrator proved to be disloyal to his girlfriend. Therefore, his girlfriend decided to terminate their affair. Painful it is, the woman decided to quit, because she cannot share her boyfriend with other woman.

b.   Narrative is true

This narrative is admired as true, especially to South Africans. Some of the married men tend to have extra-marriage relationships. To them, to have a mistress on the other hand is not a disgrace, but has become culturally accepted. Therefore, the narrator is practicing what is commonly done by other South Africans to their partners. Unfortunately, the narrator's girlfriend (wife to be) could not tolerate such behaviour, she unconditionally terminated her friendship. The reason for that is that her right- handedly discovered her husband to be, involved in love with another girlfriend.

4.   PRACTICES OF SELF-NARRATION: PROCESS

a.   Relationship among life experience

The narrator at first describes his life as stable. From the beginning of the narrative, everything goes well for him. He loves this girl, whom he resides with in his vicinity.They love each other untirelessly. They have a child in their relationship.The narrator decides to marry her. Marriage negotiation-initiated.

Everything was quite booming well because they are about to create a legitimate family union. The narrator's girlfriend or his wife to be discovers that her boyfriend is having an affair with another woman. She unhasitately terminated their relationship.

b.   Micro narrative

This is a micro narrative, because it only centres on the events of their love affair and cheating. The events here span over a short period. This narrative only explores one central issue in this life, and does not describe all his relevant experiences.

c.   Nesting of the narrative

Nesting of events is not possible, as there is only one narrative.

5. PRAGMATICS OF SELF-NARRATIVE

a. Stability narrative

In this narrative, at the beginning the narrator depicts a coherent identity. He loves his girlfriend untirelessly. He even initiated marriage negotiations (ukucela). It is of a later stage, when his partner discovers that he is cheating and there was no choice, they parted.

b. Progressive narrative

This narrative is progressive because at first, the narrator is madly in love with his girlfriend. Everthing goes well; his girlfriend gives birth to a baby girl. The narrator becomes enthusiastically. He decides to further his studies by enrolling at the Teachers College, to be trained as a qualified teacher. During his first year at work, he starts some marriage negotiations (ukucela) with the family of his girlfriend.

c. Regressive narrative

This narrative is regressive, since things do not flourish well, between the narrator and his girlfriend. The narrator starts dating other girls. He forgets about promises he made to this girlfriend, that of making her his wife because he has already sent the negotiating team to the girl's family to negotiate (ukucela). A request to be married by their daughter.

The woman fights him, and their affair gets into crisis, it was in jeopardy. As a result, the narrator feels unhappy, uncomfortable, isolated and frustrated, and then they parted.

Kuthe emva kweminyaka embalwa sengiyibekile imali, seyikhona impela ngithi ngizolobola ngishade. Ngelinye ilanga ngiyafika kubo ngiyamucela ngithi mathandana wami ngivakashele phela namhlanje. Washaya phansi ngonyawo wathi, ngeke akwazi ukuza, ngicasuke, ngidube, ngiziyele engxenye ngizilandele omunye umathandana wami.

After some few years, having saved money for ilobolo and the marriage ceremony I went to her home and said to her. My love, may you visit me tonight. She stamped down her foot and refused. I got furious, and went to fetch my other girlfriend.

6.   INTERKNITTING OF IDENTITIES

a.   Moral evaluation

The narrator will be viewed as a dishonest person. There is no one in his community who can tolerate an act of infidelity. The narrator is not trustworthy both to his wife to be and to his community he resides with. He must bear the consequences.

b.   Interminable negotiation

The narrator does not maintain one identity, his behaviour is fluctuating. At the beginning, he was madly in love with his girlfriend. They even bear a child out of their relationship. Some marriage arrangements have been initiated, to prove that his love was firm. However, due to the act infidelity, they parted.

c.   Reciprocal identity

The actions of the narrator contribute vitality, to the events in the narrative. The narrator must bear the consequences of his ill behaviour. His girlfriend quit the affair, and he was left alone.

7.   EMOTIONS

The narrator shows brilliant features of happiness because of the smooth relationship he exposes towards his girlfriend. He becomes very sad when his girlfriend leaves him.

Such emotions as above are admired within this culture, because sadness is eventually the result of neglect and abuse. Hence, termination of love affairs is generally accepted because it leads to self-judgement, as a result one is able to correct his mistakes and continues with life.

The emotional expression of sadness despair and anger in this narrative are meaningful because the community expects them after hostility between lovers have emerged.

5.4 INGXOXO YESITHATHU YOTHANDO

Isoka lami ngathandana nalo iminyaka eminingi emva kokwahlukana nobaba wengane yami.

Ngathandana nalo kamnandi, lingikhipha sibuka namanoni amamuvi. Mina into engangingayejwayele njengoba ngingowale KwaZulu ezansi kwaMaphumulo. Ngase

ngihambela amaphathi, ngigcoba nezimomyo zasebusweni, into engabe ngingayejwayele. Ilapho-ke engaqala khona ukuzibona ukuthi kanti ngimuhle.

Ngithandanile nalensizwa kwaba mnandi kwaba njeya, zahamba izinyanga, amaviki. Ngelinye ilanga kuthi kumnandi kunjeya, kufone ubaba womntwana wami, kulabomakhalekhukhwini abafika. Hayi, ibuye iqhubeke ingxoxo emnandi phakathi kwami nesoka lami futhi ngingakhathazwa nayilutho njengoba phela uyazi ukuthi lo ebengikhuluma naye ubaba womntwana wami. Futhi alukho engiluhlanganise naye, ngaphandle kokuthi ungubaba wengane.

Ngathi nje, ngiqeda ukuphendula ucingo, isoka lami labe selithukuthele liqhuma, selibomvu ngenkani. Mina kuloyo mzuzu anginake lutho, ukuthi uthukuthele. Futhi ayikho into embi engiyenzile. Siqhubeke namaxoxo ethu. Hayi-bo kuhlwe, kuyiwe embhedeni, lapho kwadingeka ukauba siqule amacala. Ngiyabuzwa ukuthi lo ebengikhuluma naye ngihlanganiswa yini naye. Ngichaze ukuthi ubaba womntwana wami. Ngaqala manje ngamangala ukuthi kanti isoka lami luhlobo luni lo muntu ngoba nalo linabo omama babantwana balo. Wabe esethji angimfonele manje ze angaphinde angifonele.

Ludlule lolo suku, zihambe izinsuku, ubaba womntwana wami uhlala ngasekhaya kwaMaphumulo. KwaMaphumulo umama uyagula, ungifonele wathi angimphathisele umuthi womkhuhlane. Ngenhlanhla ngiyalikhumbula lelo langa. Kwakuzoba uDisemba 16-uma ngikhumbula kahle, sasizohamba nabangani besoka lami sivakashele eSouth Coast ngomhlaka Disemba 16, ngo1999.

Ngomhlaka Disemba 15, kunguLwesine ngisekhaya eThekwini eMlazi, ngicabange ukuhambisela umama imithi kwaMaphumulo. Ngisesekhaya lapho, eMlazi, afone ubaba womntwana wami, athi uyeza uzolanda umntwana. Ngithi mina kuyena ngila uze impela ukuze uzobe sewuhamba nemithi kamama.

Kodwa ubaba wengane yami waye engakhululekile kahle ukuthi angahamba aye ekhaya. Afike kimi azothatha leyo mithi azohamba nayo aye ekhaya. Kwakuyimi kuphela owabe evalile emsebenzini. Ngabe sengihamba naye ebusuku ngo9h45, siya kwaMaphumulo.

Ekuseni ngakusasa ngivuke ngihambe kwaMaphumulo. Kanti isoka lami lisale lafika ngayizolo endlini eMlazi. Lezwa ukuthi mina ngihambe nobaba wengane yami. Mangifika eMlazi, ngifice isoka lami lithukuthele liyaqhuma. Lithukutheliswa ukuthi belingifonela

ngikwaMaphumulo kanti ayikho i-network. Lona-ke labe selizakhela isithombe sokuthi cishe lukhulu obelukade lwenzeka njengoba bengingatholakali nje, ezincigweni.

Uma ngingena nje ekhaya eMlazi lasho ucingo. Mangilubamba ngithole ukuthi nali isoka lami. Alithukuthele lithelwa ngamanzi. Uma lifona lingitshela ukuthi liyeza lapho. Awu nami njengenhlalayenza ngizicije ngibemuhle ngibe njeya ngilinde umfohlo phela.

Ngihlale nje ngimlindile eside isikhathi lesi. Bashaye 1, 2, 3-ntambama lutho indoda ukufika kuze kuhlwe. Ngihlale nalapho ngisamlindile aze afike ngehora lesi7 ntambama.Uma efika anginxuse ukuba sizikhiphele eThekwini eAlbert Park. Uma sitshuza la endleleni uthule ufeleba lo akakhulumi, mina ngaleyo nkathi ngizikhululekele nje, angazi lutho phela, futhi angenze lutho. Uma sesifika ePark, imoto ayishutheke ngaphansi kwesihlahla, bese evula yomibili iminyango yemoto gengelezi, bese ethi mina angiphumele ngaphandle. Emva kwalokho ngiyathukwa, ngishiwo ngazo zonke izinhlamba lezi. Kungethuse lokho ngoba mina angimazi usokela wami ewulolu hlobo, kepha-ke ngaphezu kwalokho ngigcine ngimchazelile ukuthi konke kwenzeke kanjani.

Awu, usokela agcine esehlile bohlololo emva kwencazelo, kanti mina ngako lunye uhlangothi ngigaya izibozi ngenxa yokubona esinye isithombe sakhe ebengingasazi. Phela wayeseze waze wangethusa nangokuthi uzongifaka umthofi ekhanda (esho ukungidubula phela)

Emveni kwalokho sabe sesihamba siya ekhaya. Uma sifika ekhaya afune kuyiwe embhedeni. Kwabanzima-ke, ngakimi ngoba wayesengithukuthelisile. Uma ethi, uyangiwotawota, ngimtshele ukuthi ngicela angiyeke kancane!

Ngigcine ngilele-ke, kuthi ngehora lesi-6 ekuseni angivuse, angitshele ukuthi sekufike umngani wakhe uthi akamboleke imoto isikhathi esingangehora uzothi uma ebuya-ke bese siyaqhubeka nokuzikhipha kwethu. Ngilikhumbula kahle lelo langa, kwabe kunguMgqibelo ehambisa imoto kumngani wakhe.

Esehambile ngasala ngifuna iphepha nepeni.Ngase ngimlobela, ngimtshela ukuthi okusihlanganisile sekuphelile. Indlu nombhede ngakushiya kunjalo kumapeketwane, ngahosha ngaya ekhaya. Uma efika ekhaya ezongincenga ngamtshela ukuthi akakhohlwe ngoba uthando lwami naye seluphelile.

The third narrative account

I have been in love with this man for many years after separation with my child's father.

We were very much in love. We entertained ourselves in many ways, like going out for the movies and any outdoor life. That type of life was new to me, because I was from Zululand down at Maphumulo, an area without electricity and any entertainment facilities as a farm girl, I only knew farm life.

My life changed a lot therafter since I was enjoying parties and movies. It was for the first time to use make-up. From then onwards, I discovered how beautiful I was!

I was so much in love with this man.Months and weeks passed by, and one day my child's father phoned me; I answered the phone without any fear because my boyfriend knew exactly, that I was having a child with somebody else. However, I became confused by the way, he handled this matter. I was surprised because he too, had children with different mothers. He then instructed me to phone my child's father and tell him not to ever phone me again.

Bad days went by and we forgot about that argument. We started a new page and continued with our normal life. Another problem started again when my child's father initiated to come and fetch the child.

My child's father stayed at Maphumulo, in the same place where my family resides. I was living in Durban at uMlazi Township, because I was working there. At that time my mother was ill, as a result, she requested me to organise some treatment for her.

It was going to be December holidays: my child's father had to come to collect the child. I went to hand over the child to him, but he arrived very late at about 6pm, and insisted that we all leave for Maphumulo.

I remember very well, that we had the fixed plan with my new boyfriend that we would visit South Coast. It was 15 December 1999.We had to leave for South Coast on the 16th December. It was on the same day when my child's father came, and had to go to Maphumulo. My friend on the other hand tried to phone me to confirm time of departure for South Coast. Unfortunately, the phone did not go through. He decided to come personally to my place, at uMlazi.

When he arrived at uMlazi, he discovered that I had gone to Maphumulo with the father of my child. He then created his own false imagination, thinking that I had bounced back to my ex-boyfriend. He thought that, that was the reason why I was not responding to his phone calls.

I slept at Maphumulo and came back early the following morning. On arrival, I noticed that my boyfriend was sounding very angry.He said that he came for a visit to get more explanation about my whereabouts. I waited for him until evening. He finally arrived round about seven o'clock pm. When he arrived, he requested me to accompany him to Albert Park in Durban (the city of Durban). He was not talking much and I was relaxed not suspecting anything wrong.

When we reached Albert Park, he parked the car under the trees. He then opened both doors. He instructed me to get out of the car. He acussed me of being a bitch and an unfaithful woman who had no sympathy on him. I was scared and surprised to see him in that mood. He even threatened to kill me.

I tried to calm him down and explained the side of my story and the emergency that forced me to go to Maphumulo with my child's father. He seemed to understand.

Thereafter we went back to his apartment. I was still scared of what could happen. When we were in the apartment, he wanted to make love to me, but I was withdrawn by his action of the day. He attempted to warm me up, so passionately but my body disagreed until I felt asleep.

At six o'clock in the morning, he woke me up, telling me that his friend had borrowed his car. Therfore, he was taking the car to a friend and he will be back in an hour. It was Saturday, when he promised to take me out when the car was back. They left with his friend until late.

I waited for him until afternoon, and then I took a decision that, that man was not meant for me. I took a piece of paper and jotted some few lines for him. I was telling him that the time had come for us to part ways.

Thereafter, I took all my belongings and went back home, when he arrived his apartment, he read the letter and drove straight to my home. He tried to beg me, but I had heard enough!

1. THE STRUCTURE OF NARRATIVE ACCOUNT

a. The selection of the events in the account

There are various events, which are connected through this core of jealous. These events are organized in a certain pattern, which results in a plot structure. The plot structure here is organized into six events, all collaborated with each other.

The first event

In this event, the narrator gives a clear explanation of falling in love with a man she loved so dearly. She engaged herself in a relationship after parting with the father of her child. Her boyfriend is so entertaining; he visits her to places of interest and amusement, of which to her such life was unusual, since she was from rural areas.

Narrative of the first event

Ngathandana nalo kamnandi, lingikhipha sibuka amanoni amamuvi (izithombe phela). Mina into engingayejwayele njengoba ngingowaKwaZulu ezansi KwaMaphumulo. Ngase ngihambela amaphathi, ngigcoba nezimonyo zasebusweni, into engabe ngingayejwayele. Ilapho-ke engaqala khona ukuzibona ukuthi kanti ngimuhle nje!

We were very much in love. We entertained ourselves in many ways, like going out for the movies and any outdoor life. That type of life was new to me, because I was from Zululand down at Maphumulo, an area without electricity and any entertainment facilities as a farm girl, I only knew farm life. My life changed a lot thereafter since I was enjoying parties and movies. It was for the first time to use make-ups, from then onwards, I discovered how beautiful I was!

The second event

The narrator receives a call from the father of her child, while relaxingly, interacting with her boyfriend. The narrator interacts with the father of her child, without any fear of interference. The narrator's boyfriend is jealous because he warned her not to interact with the former boyfriend.

Narrative of the second event

Ngithandanile nale nsizwa kwaba mnandi kwabanjeya, zihambe izinyanga, ahambe amaviki. Ngelinye ilanga kuthi kumnandi kunjeya, kufone ubaba womntwana wami kulabo makhalekhukhwini abafika. Hayi, ibuye iqhubeke ingxoxo emnandi phakathi kwami nesoka lami futhi ngingakhathazwa nayilutho njengoba phela uyazi ukuthi lo, ebengikhuluma naye ubaba womntwana wami. Futhi alukho engiluhlanganise naye, ngaphandle kokuthi ungubaba wengane.

I was so much in love with this man. Months and weeks passed by, and one day my child's father phoned me, I answered the phone without any fear because my boyfriend knew exactly, that I was having a child with somebody else. However, I became confused by the way, he handled this matter. I was surprised because he too, had children with different mothers. He then instructed me to phone my child's father and tell him not to ever phone me again.

The third event

In this event, the narrator describes how she went to Maphumulo, with her former boyfriend, who is the father of her child.She justifies that, by putting forward the following reason, for her visit to Maphumulo.

Firstly, she went there, for companying her child, who has been requested by her father to spend her December holidays with him at Maphumulo.

Secondly, she went there, for handling some medication to her sick mother at home, which is also at Maphumulo. The above mentioned, reasons justify that, there was no hidden agenda between the two. Their relationship as lovers has long been exhausted.

Narrative of the third event

Ekuseni ngakusasa ngivuke ngihambe KwaMaphumulo. Kanti isoka lami lisale lafika ngayizolo endlini eMlazi. Lezwa ukuthi mina ngihambe nobaba wengane yami. Mangifika eMlazi, ngifike isoka lami lithukuthele liyaqhuma. Lithukutheliswe ukuthi belingifonela ngiKwaMaphumulo kanti ayikho inetwork. Lona-ke labe selizakhela isithombe sokuthi cishe lukhulu obelukade lwenzeka njengoba bengingatholakali nje, ezingcingweni.

I slept at Maphumulo and came back early the following morning. I did not know that my boyfriend came to my place while I was away. They told him everything that I to Maphumulo together with the father of my child, with the intention of delivering medication of my sick mother. It is not easy to use cellphone at Maphumulo because of the poor network reception; my boyfriend had some speculation that may be there was something secretive; Ihad done with my father's child, because he could not get hold of me through cellphone.

The fourth event

In this event, the narrator depicts a visit to the famous Albert Park in Durban at night, with her boyfriend and how her boyfriend assaulted her, for going to Maphumulo, with the father of her child. That incident created an irreparable crack in their love affair. It serves as the cause of their misunderstanding.

Narrative of the fourth event

Isoka lami langisola ngokuba unondindwa nangokuba umuntu wesifazane ongathembekile ongenazwelo. Ngangisaba futhi ngimangele ukumbona enjeya. Wayecabanga ngisho nokungibulala. Kodwa ngazama ukumehlisa, ngamchazela konke okwenzekile.

My boyfriend accused me of being a bitch and an unfaithful woman who is not sympathetic. I was scared and surprised to see him in that mood. He even threatened to kill me, but I managed to calm him down by explaining the side of my story.

The fifth event

The narrator and her boyfriend are in their apartment, after their long quarrelling. To her boyfriend everthing is seemed normal. He then, requests the narrator to have some love, as usual, therefore, her boyfriend tries to warm her up, but unfortunately, that never materialized. The reason for that being the narrator is down feelings, and her state of mind, that she was still angry, about the way her boyfriend insulted her, at Albert Park. One could not have the feelings for sexual intercourse if she is unhappy and verbally abused.

The narrative of the fifth event

Isoka lami lalifisa ukuba silale, kepha mina ngangingenayo imizwa yokuthi singenza ucansi. Wathi uyazama ukungifudumeza kodwa mina ngamane ngazilalela nje.

My boyfriend had the feelings of having sex with me. He tried to warm me up passionately but my body did not respond positively to him. I just fell asleep instead.

The sixth event

In this event, the narrator grabs an opportunity of writing a letter, to terminate her friendship with an abusive partner. She then, collected all her belongings, which were in the apartment, and went home.

The narrative of the sixth event

Uma efika endlini yakhe wafunda incwadi engabe ngimbhalele yona. Emva kwalokho wabe eseshaya ephucula ebheke ekhaya. Uma efika kimi wazama ukungincenga, kodwa bandla mina ngasengisuthi uye. Angisoze nanini ngikhohlwe nguye.Ikakhulukazi njengoba wabe esefuna nokungibulala.

When he arrived at his apartment, he got a note I had written to him. Thereafter he drove straight to my place. He tried to beg me, but I had heard enough of him. I will never forget him especially for his intention to shoot me.

b. End point

The theme of this narrative is based on love affair, and its consequences. The narrative explains this theme by showing, how the boyfriend of the narrator has been jilted due to his abusive nature of behaviour.

c. Ordering of the events

Linear sequence

The events in this narrative are ordered in the linear sequence. At first, the narrator meets her boyfriend and they are madly in love. They take one another to the cinemas and the narrator gains self-confidence because she socializes well with other people.

The narrator's previous boyfriend phones and the affair start to have some cracks because the current boyfriend feels insecure.

The current boyfriend exhibits emotional abuse tendencies. He starts abusing her, threatening to shoot her. The lady then terminates the affair.

Duration

The duration of this narrative is not clear, but it covers the events around two people who are madly in love. The other one feels insecure, he threatens his partner, and then the narrator terminates the affair.

d. Stability of identity

The narrator maintains a coherent identity across time. She is madly in love with her boyfriend.They are going out to cinemas, enjoying themselves. The narrator enjoys life she never experienced before. She feels insecure when her boyfriend threatens to shoot her. She decides to terminate her love affair, with him, takes all clothes, and goes home.

e. Causal Linkage

The events in the narrative are causally linked and they do show a relationship between cause and effect. At first, the narrator gains self-confidence because she has realized that she looks beautiful and is able to socialize. The boyfriend feels insecured because he is under the impression that his woman still has an affair with the father of her child.

2. NARRATIVE FORM

a. Progressive Narrative

This narrative is progressive because, the narrator meets a new boyfriend after she broke up with the father of her kid. This new affair makes her to gain self-confidence, because she realize that she is beautiful, sociable person and she also goes places, she never thought she would visit.

b. Regressive Narrative

It is regressive because the boyfriend of the narrator becomes suspicious when the narrator speaks over the cellphone. This leads to the instabilityof the affair. The boyfriend threatens the narrator and things become bad so much that the narrator terminates the affair.

3. SELF- NARRATIVE

a. Social Accounting

The social purpose that this life story fulfils is that of self-justification.

The narrator justifies her actions for taking such a decision of terminating the affair. In other words, her boyfriend's outburst and threats are the main reasons for the termination of the affair.

b. Narrative is true

This narrative is admired as true.

It is a well-known fact that, in Love Affairs there are two sides. Some of the lovers have stable relationship in their affairs. Others always have some disputes in their dealings. The narrator is viewed here, as one of those South African women who are abused by their partners, because her boyfriend threatened to kill her. Then, the narrator terminates their love affair. One cannot enjoy life, which is full of threats and trauma.

4. PRACTICES OF SELF-NARRATION: PROCESS

a. Micro narrative

This is a micro narrative, in the sense that, the events occurred in a very short time. All the episodes are around the narrator's personal life.They are based on love affair of which, it is the only aspect (one part) of life.

b. Relationship among life experiences

At first, the narrator depicts her life, as rosy full of challenges and enthusiasm, because she meets a wonderful man who likes to socialize. He takes me to cinemas; enjoy life she never experience before.

Secondly, the narrator decides to terminate her love affair because her boyfriend is jealous not trusting her, and full of envy. He thinks that, she is still in love with the father of her child. The narrator's boyfriend feels unsecured about this. The narrator's boyfriend threatens to shoot her. As a result, the narrator terminates her love affair.

c. Nesting of the Narrative

Nesting of events is not possible, as there is only one narrative.

5. PRAGMATICS OF SELF-NARRATIVE

a. Stability narrative

The narrator maintains the coherent identity across time. When her boyfriend threatens to kill her she terminates her love affair, because in her community women abuse is not tolerated.

b. Progressive narrative

This narrator is progressive, because the narrator meets a new boyfriend after she broke up with her father of her child. In the new love, she gains self-confidence because she realizes herself, how beautiful she is. She goes to places she never thought she would visit.

Emotions of sadness aggravated in such a way that the only solution left with the narrator was to quit the affair. One cannot tolerate trauma and abusement, she had better stay alone.

c. Regressive narrative

It is regressive because the boyfriend of the narrator becomes suspicious when the narrator speaks in a cellphone.This leads to instability of affair The boyfriend threatens the narrator and things become bad so much that the narrator terminates the affair.

6. INTERKNITTING OF IDENTITIES

a. Moral evaluation

In her community, the narrator will be seen as the honest person, and this narrative will be seen in a positive light.No one will tolerate a situation where she is threatened.

b. Interminable negotiation

The narrator maintains one specific identity in this narrative.She takes necessary actions by leaving her boyfriend, because he threatened to kill her.

c. Reciprocal identities.

The action of the boyfriend contributes profoundly to the events in the narrative. The narrator blames him, for putting their love in jeopardy.

7. EMOTIONS.

At first, the narrator experiences the emotion of happiness because she meets this new man, after parting with the father of her child.Her boyfriend visits her to all places of interest.In that way, she gains confidence to herself.Her new lover is always nurturing her physically and spiritually.

Secondly, emotions of sadness take up its course, when the boyfriend of the narrator threatenes to kill her for speaking in a cellphone with the father of her child.Emotions of sadness aggravated in such a way that the only solution left with narrator was to quit the affair. One cannot tolerate trauma and abusement, she had better stay alone.

5.5 INGXOXO YESINE YOTHANDO

Ngahlangana nale nsizwa ngineminyaka eyi-19. Yangithembisa izulu nomhlaba. Nami ngabona ukuthi ngithole umaqondana ngempela. Isoka lami leli lalinguthisha nami ngisebenza kwesinye sezikole eMnambithi njengothisha.

Kuthe ngonyaka ka-1986 isoka lami lahamba layakwenza iqhuzu lika B.A eYunivesithi yaKwaZulu (Ongoye). Labe lisebenza futhi lifunda ebusuku. Kukuleyo nkathi-ke lapho elabe selithandana nenye intokazi eyithishelakazi nayo. Uthisha wesifazane ngaleyo nkathi kwakungadingekile ukuba akhulelwe engashadile. Ngenxa yaleso sizathu izintokazi zazizama ngayo yonke indlela ukubamba izinsizwa.

Ngaleso sikhathi mina ngayeka ukufundisa. Ngahamba ngayofundela ukukhangisa eThekwini, ngaleyo ndlela futhi ngabe ngizama ukusondelana nesoka lami ngoba kwabe kukude kakhulu eMnambithi.

Langa limbe ngilivakashele, lathola incwadi ibhalwe yileli thishelakazi lalo. Kwazise phela ngalezo zikhathi omakhalekhukhwini babe seyivela kancane. Incwadi yabe iqukethe ingqikithi eyasixabanisa kakhulu nesoka lami. Phela ithishelakazi leli lalibikela isoka ukuthi lizithwele.

Isoka lami langibikela ngokukhulelwa kwale ntokazi. Awu, kwangithukuthelisa kakhuluu lokho. Ngakhalela iskhathi sami esiningi engabe ngisimoshile. Phela kwakufanele ebe eseyishada le ntombi ayeyikhulelisile.

Isoka langethembisa ukuthi akukho okuyotshintsha uthando lwethu noma kunalezi zinkinga. Ngabe sengilibuza ukuthi kuzokwenzakalani enganeni ekhulelwe. Wabe eselitshela leli thishelakazi ukuthi noma likhulelwe linjalo akaziboni kahle eshada nalo ngoba wabe eselobola mina.

Ithishelakazi labe selidineka lacela ukushintshelwa kwesinye isikole. Emveni kwalokho labe selinyamalala empilweni yethu.

Kuthe emva kwesikhathi eside isoka lami lahlangana nale ntombi layibuza phela ngengane leyo. Kwatholakala ukuthi ithishelakazi lelo labe liqamba amanga ngokuthi likhulelwe. Nami-ke ngabe sengingasayingeni indaba yaleli soka lami ngoba labe lidlalile ngesikhathi sami. Lahlala phansi langincenga emva kwalezi ndaba.

Sibe sesixolelana sagcina sesishadile. Siwumndeni manje ohlezi kamnandi, onezingane ezimbili. Asazi-ke ukuthi ithishelakazi elabe lisixova laphelelaphi?

The fourth narrative account

I met this guy at the age of 19. He promised me heaven and earth. I realized that I had met the real life partner. My boyfriend was an educator and I was teaching in Ladysmith.

In 1986, my boyfriend went to study a Bachelor of Arts degree at the University of Zululand (Ongoye). He was teaching around there, and studying in the evening. He met another educator and fell in love with her. In those days, it was forbidden for a female to fall pregnant while unmarried. By then many females tried their lucky to hook men by telling them that they are pregnant while they were not, so that they would catch them for marriage.

I left teaching to study Modelling in Durban. The main aim for my relocation to Durban was to be nearer to my boyfriend. I missed him dearly; Ladysmith was too far for us to be together.

In those years, there were no cellular phones. While I had visited him, he received a letter from that woman. Even though I did not read the letter, my boyfriend blushed after reading it.

He then told me that there was something he wanted to attend urgently. As a grown up, and a girlfriend of three years, I could realized that the letter was containing some bad news. I was curious about the letter, but he did not tell me anything; instead, he went out for two hours.

At night, he decided to spill the beans. He told me that he was in love with another woman and he said that she is pregnant. I became crossed because he had promised me that I was the only one and he would marry me. The problem was that he was supposed to marry the woman he impregnated. If he did not marry her, the woman would be expelled from work, as the rule stipulated to single female educators.

They were not allowed to have children out of wedlock. That was nonsensically and discriminatory to female educators. In return, it was not applicable to the male educators.

I was crying tears and my heart was broken because I had no longer trusted him. He tried to calm me down, promising me that nothing would ever change our love. I asked him what would happen to the woman and the baby. He said, he would support the child and tell the woman that she had already planned to marry another woman. When he told the woman that having his child does not force him into any marriage agreement, the woman became very crossed and took a transfer to work to another school.She vanished from our life.

One day my boyfriend met this woman and asked her about the baby. He discovered that the story of pregnancy was a fallacy. I was very crossed but tried to forgive and forget about my boyfriend, even though deep down my heart I really missed him. He came back to me and begged for an apology. I had accepted his apology because Iwas very much in love with him.

He started marriage preparations, and we got married in 1988. We were blessed with two children, a boy and a girl. We are a happy family. We do not even know where that woman is, with all her lies. Life taught me that there are difficulties, but at the end of the day, you end up being happy!

1 THE STRUCTURE OF THE NARRATIVE ACCOUNT

a.   Selection of Events

There are various events, which are harmoniously linked through this relationship of love. These events are organised in a certain pattern, which constitutes a plot structure. This plot is organised into four significant events

The first event

In this event, the narrator mentions how she met her boyfriend while she was 19 years old. Her partner promises her heaven and earth.

Narrative of the first event

Isoka lami langethembisa izulu nomhlaba. Nami ngabona ukuthi ngithole umaqondana ngempela.

My boyfriend promised me heaven and earth. Irealised that I had met the real life partner.

The second Event

In this event, the narrator's boyfriend went to University to further his studies and he fell in love with another woman, whom later on claimed to be pregnant.

Narrative of the second event

Kuthe ngonyaka ka-1986 isoka lami lahamba layokwenza iqhuzu lika B.A. e Yunivesithi yaKwaZulu (Ongoye). Labe lisebenza futhi lifunda ebusuku. Kukuleyo nkathi-ke lapho elabe selithandana nenye intokazi eyayilithishelakazi.

In 1986, my boyfriend went to study a Bachelor of Arts degree at the University of Zululand (Ongoye). He was teaching around there, and studying in the evening. It was that time he fell in love with another educator.

The third Events

In this event, the narrator discovered that her boyfriend was having another girlfriend.

The narrator became very crossed about this state of affair. And what worsened the situation, was to discover that the lady teacher was pregnant.

Narrative of the third event

Isoka lami langibikela ngokukhulelwa kwale ntokazi. Awu, kwangithukuthelisa kakhulu lokho.Ngakhalela isikhathi sami engabe sengisimoshile.

My boyfriend informed me about the pregnancy of the woman educator. I became very croosed and blamed myself for the time I wasted loving this man.

The Fourth Event

In this event, the narrator discovers that the lady teacher, who was claimimg to be pregnant, was all fallacy! She was tryingto hook her boyfriend because she wanted marriage.

Narrative of the fourth event

Kuthe emva kwesikhathi eside isoka lami lahlangana nale ntombi layibuza phela ngengane leyo. Kwatholakala ukuthi ithishelakazi lelo labe liqamba amanga ngokuthi likhulelwe.

Nami-ke ngabe ngingasayingeni indaba yalelisoka lami ngoba labe lidlalile ngesikhathi sami. Lahlala phansi langincenga emva kwalezizindaba. Sabe sesixolelana, sagcina sesishadile.

b.   End Point

The theme of the narrative is about cheating in love affair. The narrative illustrates this theme by showing how a man cheats on his girlfriend and how the woman discovers that the boyfriend is cheating on her.

c.   Ordering of events

The events in this narrative are ordered in a linear sequence. At first, the narrator meets a lovely partner who promises her heaven and earth. Their affair is flourishing. They decide to further their studies, but the problem is the distance, because they are no longer seeing each other often.

The boyfriend then, has another girlfriend and the narrator discovers this. They keep on quarrelling over this, and things become worse when it is revealed that the woman is pregnant.

The boyfriend sticks to his decision that he likes the narrator and that, nothing will separate them. He even tells the girlfriend that he will not be separated with his lover. The girlfriend then, goes away and settles somewhere.

It is later revealed that the girlfriend was not pregnant; it is just that she wanted marriage. Then the narrator is happily married and they are blessed with two kids.

Duration

The duration that this narrative covers is not specified.However it centres around two individuals who fall in love with each other and the female educator who was lying of being pregnant. The narrator terminates the affair but the boyfriend later on, he calm her down and they end up being happily married.

d. Stability of identity

The narrator maintains a coherent identity across time. When she discovers that her boyfriend has another affair, she becomes furious in such a way that she wants to terminate this whole affair. She sticks to her principle that she cannot allow a situation where she is made a mistress of this boyfriend.

However, the narrator is persuaded by her boyfriend who tells her that he loves her and that thing will ultimately be all right. Eventually, they get married and have two kids.

2. NARRATIVE FORM

a. Progressive narrative

This is a progressive narrative because at first the narrator is madly in love with her partner. They also have future plans.They further their education with a purposeof improving their quality of life.

b. Regressive narrative

This is a regressive narrative because upon discovery that the narrator's boyfriend is cheating, she become worse when it is discovered that the other lady is pregnant.

3. SELF NARRATIVE

a. Social accounting

The social purpose that this life-story fulfils is that of self-justification. The narrator justifies her action her actions for being not so trustworthy, when it comes to man. She is adamant that she wants to terminate the affair, even though the guy promises her brighter future. She is not relaxed because she has that suspicion that suspicion that something is going on.

b.   Narratives are true

This narrative is accepted as true. In most South African communities it is a well-known fact that there are good and bad sides of the love affair. Things are not always optimistic in the love affair.

This narrative may help most of the people who are engulfed in the same situation as the narrator. To realise the fact that your partner is cheating on you, you had better terminate the affair.

Fortunately, these characters reconciled at a later stage because the narrator's boyfriend has realised his mistakes, and they married.

4.   PRAGMATICS OF SELF- NARRATION: PROCESS

a.   Variety of narrative forms

There is a variety of narrative forms in the story, because there is more than one narrative form. The first narrative form is the one where both the narrator and her boyfriend are in love until the husband has another girlfriend. Because of this, things do not go well between them.

The second narrative is when the other girlfriend decides to move away and settle somewhere. It is after when it has been discovered that she was faking pregnancy because she wanted to get married.

b.   Micro narrative

This is micro narrative because it only centers on the events of their love affair and cheating. The events here span over a short period.

c.   Nesting of narrative

There is more than one narrative in this story. In other words: one narrative is nested in another narrative. The second narrative, that is, where the other girlfriend decides to go and settle somewhere after she saw her efforts of getting married are not bearing any fruit, is vested in the first narrative. In other words had it not been for the first narrative, the second narrative was not going to be there.

7. PRAGMATICS OF SELF-NARRATIVE

a. Stability narrative

The narrator becomes very angry when she discovers that her boyfriend has another girlfriend. Her boyfriend is unfaithful because he is cheating on her. As her principle, she cannot tolerate a situation where she is made a mistress through cheating. As for that reason she wants to terminate her love affair with him. Cheating is an immoral way of behaviour, which is not admired to South African communities. It is also widely condemned because it escalates HIV/AIDS pandemic.

b. Progressive narrative

This narrative is progressive in a sense that, at first the narrator is madly in love with her boyfriend. Secondly, she changes her career because she want to have a brighter future.

Thirdly, she wants to relocate from Ladysmith to Durban so that she will become more neare to her boyfriend. The reason for that is, to maintain a stable relationship.

c. Regressive narrative

This narrative is regressive because the narrator's boyfriend is cheating on her. The narrator becomes very angry because her affair is always having some arguments. The situation becomes abnormal when the narrator discovers that the woman teacher is pregnant, and her boyfriend is the one responsible for the damage.

8. INTERKNITTING OF IDENTITIES

a. Moral evaluation

In her community the narrator will be realised as an honest person. No community will acknowledge an act of infidelity.

b. Interminable negotiation

The narrator maintains one specific identity in this narrative. Her actions measure up to expectations.

c.   Reciprocal identity

The actions of the boyfriend contribute vitality to the events in the narrative. The narrator lays blame for her decision to quit the affair.

9.   EMOTIONS

At first, there are signs of happiness between the narrator and her boyfriend because they are madly in love to each other. Then the narrator has an emotion of sadness because her boyfriend is cheating on her.

The narrator wants to terminate her affair because of infidelity. However, terminating an affair is generally accepted because it leads to introspection, so that one will be able to alter his life style.

Emotions of happiness do sustain over the emotions of sadness, because the narrator's boyfriend realises his mistakes, then they reconciled. As for the reason, sign of happiness resurfaced to the narrator. Emotions of happiness serve as the basis of life. Joyful life produces responsible citizens.

5.6   INGXOXO YESIHLANU YOTHANDO

Ngathola le ntombi engabe ngiyithanda ephephandabeni, ohlwini lwabantu abathandanayo.

Ngabe sengiyithumelela isithombe sami, nayo yangithumelela esayo kanjalo.Maye, abusibona ubuhle bomuntu wesifazane lobuya! Kwabe sekuba ukuthandana kwethu njalo lokho.Noma ngabe ngingakaluqondi ukuthi loluthando lusisaphi na? Kodwa ngangifa ngothando lwakhe. Wayehlala eHeidelberg, mina ngihlala ePhuthaditjhaba eKholiji lokuqeqeshela ubuthishela.

Ngacela imali yokubhalisela ukufunda kubazali bami, Abazali bami bangithumelela leyo mali ngokukhulu ukushesha. Leyo mali ngabe sengiyisebenzisa ukuyobona lesi sithandwa sami.

Ngasifonela ngicela ukuba sihlangane kwenye yama taxi-renke kunguMgqibelo.

Uma ngingqwamana nayo ngathola okukhulu ukuphoxeka lokhu kwakungeyena lomuntu engabe ngimbone esithombeni.

Wayengazibhidi kangako kodwa kwabanzima kimi ukuba ngibuye ngimethembe futhi. Ngazama ukuzenzisa kodwa kwabe kungelula ngoba ngicabangela ukuphepha kwami.

Salala ndawonye njengezithandani, kwathi ngeSonto ngabamba indlela engabe ngize ngayo. Ngaphindela eKholiji ePhuthaditjhaba. Ngabe sengisifonela isithandwa sami, ngisibikela ngokunganeliseki kahle kwami yiso.Sabe sesihlukana kalula kanjalo naso.

Kwathi sekuphele inyanga yonke sehlukana, sangifonela singazisa ukuthi sikhulelwe ingane yami. Kwangethusa kakhulu lokho, ngoba kwakusho ukuthi salala nami nje, sivele sinenyanga eyodwa sikhulelwe.

Kwabe sekuba ukuphela kothando lwethu unomphela nomphela.

The fifth narrative account

I met her through the penpal column from one of the local newspapers.

I sent her photo is the head and shoulder and the full one. She did the same, and oh, what a woman! Our friendship ended in a very strong relationship. Even if, I was not sure of her love, but I was loving her, really loving her. She was in Heidelberg and I was in Phuthaditjhaba at Teacher's College.

I had to ask money for registration from my parents. My parents organised it very quickly for me. I used that money to go and check this woman.

I phoned her, to meet in one of the Taxi Ranks on Saturday.On my arrival, I was very disappointed. The woman I met was completely not the one on the photos. She was not that ugly, but thought to my self that it would be very difficult for me to trust her anymore. I pretend not to worry about that because my safety was on her hands. I knew nobody there, but her.

We slept together as lovers. The following day was Sunday. I left for Phuthaditjhaba. I phoned her, on my arrival and told her about my dissatisfaction and we were then separated.

After a month we parted, she phoned to tell me that she was pregnant with my child. Such news shocked me because it meant that I slept with her already one month pregnant.

It was then the end of our love forever and ever.

1. THE STRUCTURE OF THE NARRATIVE ACCOUNT

a. Selection of events

There are various events that are connected through this core of disappointment in the love affair. The plot structure in this narrative is organised into three events.

The first event

In this event, the narrator mentions how he first saw the woman who fellin love with him.

Narrative of the first event

Ngathola le ntombi engabe ngiyithanda ephephandabeni, ohlwini lwabantu abathandanayo.

Ngabe sengiyithumelela isithombe sami, nayo yangithumelela esayo kanjalo. Maye, akusibona ubuhle bomuntu wesifazane lobuya! Kwaba sekuba ukuthandana kwethu njalo lokho. Noma ngangingakaluqondi ukuthi loluthando lusisaphi na? Kodwa ngangifa ngothando lwakhe. Wayehlal eHeidelberg, mina ngihlal ePhuthaditjhaba eKholiji lokuqeqeshela ubuthishela.

I met her through the penpal column from one of the local newspaper.

I sent her my photos the head and shoulder and the full one. She did the same, and oh, what a woman! Our friendship ended in a very strong relationship. Even if, I was not sure of her love, but I was loving her, really loving her. She was in Heidelberg and I was in Phuthaditjhaba at the Teachers College.

The second event

Here the narrator is doing every effort to see this woman.

Narrative of the second event

Ngacela imali yokubhalisela ukufunda kubazali bami. Abazali bami bangithumelela leyo mali ngokukhulu ukushesha. Leyo mali ngabe sengiyisebenzisela ukuyobona lesi sithandwa sami.

Ngasifonela ngisicela ukuba sihlangane kwenye yamaTaxi-renke kunguMgqibelo.

I had to ask money for registration from my parents. My parents organised it very quickly for me. I used that money to go and check this woman.

I phoned her, to meet in one of the Taxi Ranks on Saturday.

The third event

This event is about the disappointments the narrator gets when he first sees the woman who sent him photos

Narrative of the third event

Uma ngingqwamana nayo ngathola okukhulu ukuphoxeka loku kwakungeyena lo muntu engabe ngimbone esithombeni.

Wayengazibhidi kangaka kodwa kwaba nzima kimi ukuba ngibuye ngimethembe futhi. Ngazama ukuzenzisa kodwa kwakungelula ngoba ngicabangela ukuphepha kwami.

Salala ndawonye njengezithandani, kwathi ngeSonto ngabamba indlela engabe ngize ngayo. Ngaphindela eKholiji ePhuthaditjhaba. Ngabe sengifonela isithandwa sami, ngisibikela ngokunganeliseki kahle kwamiyiso. Sabe sesihlukana kalula kanjalo naso.

On my arrival, I was very disappointed. The woman I met there was completely not the one on the photo's. She was not ugly, but I thought to my self that it would be very difficult for me to trust her anymore. I pretend not to worry about that because my safety was on her hands. I knew nobody there, but her.

We slept together as lovers. The following day was Sunday. I left for Phuthaditjhaba. I phoned her, on my arrival and told her about my dissatisfaction and we were then separated.

b.   End Point

The theme of this narrative is about the disappointment one gets in the love affair. Here the narrator discovers that what he sees in real life is not what he saw in the photo. This is a complete opposite.

c. **Ordering of events**

The themes in this narrative are ordered in a linear sequence. At first, the narrators respond to an article in a newspaper. He follows all the processes like sending a photo to this woman. Arrange to meet and they are eventually together. The narrator becomes disappointed because it is not what he saw in the photo. He then terminates the affair. After some time he gets the news that, the woman is pregnant.

Duration

The event in a story happens over a period of one month. The narrator met this woman and is so disappointed that he decides to terminate the affair. Then after a month, he is told that the woman is pregnant.

d. **Stability of identity**

The narrator maintains a stable identity throughout the story. After discovering that she is not what he expected he then terminates the affair and concentrates on his studies. He does get a shock when told the woman is pregnant. However, that does'nt turns him away from his decision.

e. **Causal Linkage**

The events in a narrative are causally linked and they do show a relationship between the cause and effect. At first, the narrator wants to fall in love with the woman because he saw her in the photo that she is beautiful. He asks money from parents because he wants to go to see his woman. The narrator gets disappointed when he sees the woman, face to face because she does'nt look like the one, the narrator saw in the photo.

The narrator gets a surprise because the woman is pregnant.

2. **ARRATIVE FORM**

a. **Regressive narrative**

This is a regressive narrative. The narrator is not impressed because he sees a different person to the one he saw in the photo. He is doing everything in his power to terminate his affair with this woman, and then concentrates on his studies. The narrator is not happy in this affair from

the beginning. The final straw is when the woman tells him that she is pregnant and he is the cause of this pregnancy.

3. SELF NARRATIVE

a. Relationship among self-events across time

The events in this narrative are ordered in linear sequence and they occur over a period of a month. Events in this narrative do show a relationship between the cause and effect.

b. Social accounting

The social purpose that this story fulfils is that of self-criticism. At first, the narrator blames himself for seeing a photo, and then takes a decision. Again, the narrator slept, and then after a month, he is told that he impregnated the woman. In this regard, the narrator blames himself that he should have taken some precautionary measures.

c. Narratives are true

This narrative is taken as true, in most South African communities because it is a known fact that photos do deceive. One realy gets disappointed because what he sees with his naked eye is not what he saw in the photos.

4. PRACTICES OF SELF-NARRATIVE

a. Micro narrative

This is micro-narrative because the events here span over a short period.

b. Nesting of narrative

One narrative is nested in another, because the narrator decides to terminate the affair and continues with his studies, and after some time when he had even forgotten about his love affair. He gets the news that the woman is pregnant and he is the one who is responsible.

5. PRAGMATICS SELF-NARRATIVE

a. Stability narrative

The narrator blames himself for seeing a photo and then takes a decision of loving a woman. Secondly, he blames himself for making love with somebody his does'nt truly loves.

Therefore, no community will condone a person who takes final decision out of seeing a photo only.

b. Regressive narrative

This is a regressive narrative the narrator is not happy about what he sees. He sees a very different person to one he saw in the photo. The narrator is doing everything in his power to terminate the affair and concentrate to his studies.

6. INTERKNITTING OF IDENTITIES

a. Moral evaluation

The narrator will be seen as a person losing his abilities within a normal community. No community will condone a person who takes a final decion out of seeing a photo only. Again, no community would condone somebody who just sleeps with the girl without taking any precautionary measures.

b. Interminable negotiation

The narrator maintains one stable identity throughout the narrative.

c. Reciprocal identities

The actions of the narrator contribute vitality to the events in the narrative; the narrator blames himself for loving a woman through seeing a photo. He blames himself also by sleeping with the girl he does'nt love.

7.   EMOTIONS

The narrator experienced a variety of emotions. At first signs of happiness prevailed because the narrator received a very attractive photo from his girlfriend. He then fell in love, squarely by seeing the photo.

Secondly, the narrator terminates his affair because the woman deceives him by sending a fake photo. When the narrator personally sees the woman, the woman was not the one, she saw in the photo. He was so disappointed.

Therefore, the emotional expression of sadness in this narrative is meaningful, especially to the narrator.

No community will sympathise with him, because one cannot love a girl by only seeing a photo.

CHAPTER 6
CONCLUSION

6.1   AIM

The aim of this study it's to illuminate how narrative accounts are analysed and evaluated. Theories and concepts studied have been employed in five gathered narrative stories.

From five narrative accounts gathered and analysed, common problems associated with love affairs among the Zulu speakers have been pointed out. The most prevalent problem in three narrative accounts is cheating. Conclusion has been established that cheating among Zulu speakers is rifely, and it is not an embarrassment to them, and it is not about one's low morality. To have two or more wives among Zulu speakers is culturally indebted, and it is an inherited behaviour. Although they are quite aware of today's socio-economic conditions such as unemployment and the spread of HIV-AIDS pandemic. Nevertheless, the latter does'nt bother a Zulu speaker who is sexually confined to his two or more wife.

To have two or more wives among the Zulu speakers cannot be associated with the law morality. Secondly, it cannot be considered as the underlying root cause of the spread of HIV-AIDS, pandemic. A happily married man with two officially married wives, confines to them spiritually and sexually. He will not go beyond the encircled marriage relationship.

Another significant role played by this study, is to expose and minimise trauma among lovers. How to restore ones dented and threatened behaviour.

Lastly, one should know that, it is in stories that the relationship of identity of people, with identity of places and spaces exist as Hinchman and Hinchman (1997) argue: In fact, it is here where the very sense of local identity, of a Zulu speaker emerges and takes shape.

6.2   END POINT

All the five stories discussed have a theme of love.However, story number threee deviates in that, although it deals with love, there is an element of jealousy, because her boyfriend threatenes to kill her, for going to Maphumulo with the father of her child.

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The same goes for the story number five, because it deals with love, but there is an element of surprise.How on could fall in love with the woman he never saw with his naked eye. Their love affair started by exchanging photo's they never see each other in person.

6.3   DURATION

In narrative account number 2 and number 3, the duration is not clear, because it is not mentioned. However, the duration in these stories only covers what the character involved is doing. In story number five, the duration covers the period of about a month and they part. This is because, it is stated, "After a month parted, she was pregnant with my child. Such news schocked me because it meant that I slept with her already one month pregnant. It was then, the end of our love forever and ever."

6.4   ORDERING OF EVENTS

All the stories under discussion have followed the same pattern so far. Events in these narratives are ordered in linear sequence, of which it means, they are arranged according to their importance, interests, value and timelines. Certain events tend to be at the beginning; such events precede those that take place towards the middle and at the end of the story.

6.5   STABILITY OF IDENTITY

All five narratives discussed hereunder, depict the same signs of coherent identity of narrators. The characters used maintain a coherent identity from the beginning. The characters introduced by the narrators play their role effectively, from the beginning of the story up to the end.

6.6   CAUSAL LINKAGE

All these stories narrated are causally linked, and they do show relationship between cause and effect. For example:

In the story number, the narrator furthered her studies because she wanted better future for her child.

In the second story. The narrator embarked on marriage negotiations because he wanted to get married with his girlfriend he madly in loves with, and they have a child, which needed both their care.

In the third narrative story, the narrator gains self-confidence because she has realised that she looks beautiful and is able to socialise.

In the fourth story, the narrator resigned as a teacher and went to Durban to pusue a career in Modelling. The reason for that was to be nearer to her boyfriend.

In the fifth story, the narrator fell in love with the woman because he saw her in the photo that she is beautiful.

6.7 PRAGMATIC OF SELF-NARRATIVE

6.7.1 Regressive narrative

All the stories discussed, do show an element of similarity and regressive narrative. To all the stories, there are certain obstacles, which retard progress or series of catastrophes to one after another.

For example: In story number one the narrator's boyfriend start dating another woman. The narrator feels frustrated, unhappy and ostracized.

In the narrative story number two: The narrator starts dating other women. He forgets about promises he made to his girlfriend, that of making her wife.

In story number three: The boyfriend of the narrator becomes suspicious when the narrator speaks over a cellphone. This brings their love in a rocky situation.

In the narrative story number four: The narrator discovers that her boyfriend is chating on her. She becomes very angry because they are always engaged in hot arguments over this issue.

In the narrative story number five: The narrator is not impressed by his girlfriend because he sees a very different person to the one he saw in the photo.

6.7.2 Progressive narrative

All five stories discussed depict progressive narrative style. However, story number five, deviates because the narrator is not impressed about the woman. The woman is not the one, the narrator saw in the photo.

6.7.3 Stability narrative

All five stories discussed do show features of stability narrative, because every character employed has a goal to achieve in life, if not, it means other means have to be devised.

6.8 PRACTICES OF SELF NARRATION;PROCESS

6.8.1 Relationship among life experiences

All the stories narrated have the same features on relationship among life experiences. Except story number five, deviated from that relationship because the narrator discovers that the woman he meets was not the one he saw in the photo. He immediately terminated his love affair.

6.8.2 Micro narrative

All the stories discussed under micro narratives depicted events taking place in a short period. They do not describe all relevant life experiences. They are mainly centered on one aspect of life. For example, like an account on love affair.

6.8.3 Nesting of the narrative

Nesting of the events is not featured to the first three stories discussed, because they have only one narrative. Nesting of the narrative exists in stories, number four and five, because to these stories one narrative is nested in another narrative. Their second narrative is subordinated on the first narrative.

6.9 SELF NARRATIVE

6.9.1 Social accounting

To all four stories discussed under social accounting, the narrators have one reason for breaking up the affairs, it is through cheating. However, in story number five, the narrator blames himself for seeing a photo and then, takes a decision to love her. He blames himself also, for sleeping with the woman. Therefore, in story number five main reasons the narrator has, is that of self-criticism.

6.9.2   Narrative is true

In all the stories discussed the question of whether their narrative is true, is quite undebatable. All the narratives discussed are admired as true, because they are concerned about love affair, of which everybody loves. Hence, no one may deny problems also brought about, by being in love affair.

6.10   INTERKNITTING OF IDENTITIES

6.10.1 Moral evaluation

In the following stories discussed that is, story number one, three and four. The narrators are viewed as honest persons because they have treated their partners with great respect. In return, their partners on the other side were dating other girlfriends. Therefore, no community will condone an act of infidelity and tolerate a situation where a woman is threatened.

In the story number two, the narrator is seen as dishonest person because of cheating. In the story number five the narrator is viewed as a person loosing his abilities within a moral community. No community will condone a person who takes a final decision out of seeing a photo only. In addition, no community would condone somebody who just sleeps with the girl without taking precautionary measures.

6.10.2 Interminable negotiation

In all five stories discussed, the narrator maintains one stable identity throughout the narrative. Except in the story number two, where the narrator deviated from maintaining one identity, due to his fluctuating behaviour and an act of infidelity.

6.10.3 Reciprocal identity

Reciprocal identity is a common feature, found in all the stories discussed. One always has:

Somebody to blame if things do not favour him or her. In the story number one and four, some similar features have been observed. The narrators blame their boyfriends for losing interest to them and for cheating.

In the story number two, the narrator must blame himself for the ill behaviour showed to his girlfriend, and as a result, they parted.

In the story number three, the narrator blames her boyfriend for putting their love in jeorpady because of jealousy and threats.

In the story number five, the narrator blames himself for loving a woman through a penpal column and a photo. He also blames himself for an act of adultery, since he slept with somebody he does'nt love.

6.11 EMOTIONS

All five stories discussed are about love affairs. All the characters employed in these narratives have exposed some

Brilliant characteristics of love and happiness. Except story number five, there is no love, as from the beginning, because the woman deceives the narrator by sending a fake photo.

6.12 RECOMMENDATIONS

As an attempt to preserve their cultural norms and do away with moral degeneration that the Zulu speaking people are faced with, the researcher makes the following recommendations:

- The advancement of the study of human communication in all its forms, apart from language.
- Each partner in the love affair must be prepared to listen and accept constructive criticism from another partner.
- There must be respect between partners.
- Every person within the love affair must refrain from practising adultery.
- The communication between the couples must be sustained throughout.
- All languages of the world should carry out this study because love affairs affect all people in the world.

The adherence of the aforementioned recommendations would deter unmanageable love affair challenges.

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