




LANGUAGE TECHNIQUES & STRATEGIES



PURPOSE


- TYPE OF DISCOURSE
 - **Narration** (tells a story, details a series of related events)
 - To entertain, to inform
 - Novels, biographies, short stories and autobiographies
- 

Narration

- I took her hand in mine, and we went out of the ruined place; and, as the morning mists had risen long ago when I first left the forge, so, the evening mists were rising now, and in all the broad expanse of tranquil light they showed to me, I saw no shadow of another parting from her.
- Charles Dickens – *Great Expectations*



TYPE OF DISCOURSE

- **Description** (details about people, places, times of day, feelings etc.)
 - To identify, to construct a verbal picture, to express what a thing looks, sounds, feels, smells or tastes like.
- 

Description

- The season developed and matured. Another year's installment of flowers, leaves, nightingales, thrushes, finches, and such ephemeral creatures, took up their positions where only a year ago others had stood in their place when these were nothing more than germs and inorganic particles. Rays from the sunrise drew forth the buds and stretched them into long stalks, lifted up sap in noiseless streams, opened petals, and sucked out scents in invisible jets and breathings.


Thomas Hardy – *Tess of the d'Urbervilles*

TYPE OF DISCOURSE

- **Exposition** (To explain, to identify the subject in a number of alternative ways, to inform.)
 - Analysis
 - Classification
 - Definition
 - Illustration
 - Cause and effect
 - Comparison and contrast
 - Analogy.
 - Textbooks, reference books, training manuals, essays, reports



Exposition

- Commercially available since the late 1930s, the television set has become a common communications receiver in homes, businesses and institutions, particularly as a source of entertainment and news. Since the 1970s the availability of video cassettes, laserdiscs, DVDs and now Blu-ray Discs, have resulted in the television set frequently being used for viewing recorded as well as broadcast material.
- 



TYPE OF DISCOURSE

- **Persuasion**


- To cause belief or action
- Advertisements, political speeches, sermons, essays



■ Persuasion


- I suggest that we should have a law that tells us not to leave trash on beaches. If there is a law already in place, then I suggest we take strong measures to enforce the law.

I think this because a lot of people leave trash on beaches and eventually the trash will get picked up by the tide. When this happens a lot of animals die. Some become or are close to becoming extinct. Every day and night tons of sea animals die because of trash!





COMBINATION OF DISCOURSE MODES

- Some description is intertwined with narration, and nearly all arguments have some exposition.
 - In such combinations one of the types is usually controlling the **primary function** of the text and the others, **secondary function(s)**.
- 

TYPE OF DISCOURSE

- Use the given table to draw lines to link each type of discourse in **Column A** with an appropriate example from Column B.

Column A

Column B

a. Description

1. She did not sit the Spanish examination in May.

b. Exposition

2. Therefore, the expression is meaningless.

c. Argument


3. We jumped in the back of the pickup and headed towards the beach. We were in for a fun-filled day, little did we know that some of us would not have made it back.



d. Narrative

4. Seth draped the multi-coloured satin scarf around her neck as she strutted down the runway.




RECOGNISING PURPOSE

- Hints in the title
 - Hints in the heading or subheadings
 - Ideas/points in an introductory or concluding statement.
- 

- 
- 
- When it comes to sports, I am not particularly interested. Generally speaking, I look upon them as dangerous and tiring activities performed by people with whom I share nothing in common except the right to trial by jury. It is not that I am totally indifferent to the joys of athletic effort; it is simply that my idea of what constitutes sport does not coincide with popularly held notions on the subject. There are a number of reasons for this, chief among them being that to me the outdoors is what you must pass through in order to get from your apartment to a taxicab.




LANGUAGE STRATEGIES

- **Typographical features**
 - bold / italics
 - spacing
 - capitals
 - font size
 - indentation
- 




LANGUAGE STRATEGIES

- Type of language
 - spoken or written
 - formal or informal
 - personal or impersonal
 - standard or creole
- 




LANGUAGE STRATEGIES

- Phrasing and sentence construction
 - simple or complex
 - economical or verbose
 - direct or circumlocutory
- 




LANGUAGE STRATEGIES

- Use of Language
 - Vocabulary
 - Denotative /connotative language
 - Deductive/ inductive organisation
 - Use of pictures and graphics
- 




LANGUAGE STRATEGIES

- **Deductive Paragraphs.** In this type of paragraph, you lead in with a topic sentence, with the following statements providing supporting evidence in its support. This structure can be used throughout an essay to great results.
- 



LANGUAGE STRATEGIES

- **Inductive Paragraphs.** This type of organization gets more crafty, throwing down bits and pieces before coming to a conclusion. It creates the effect of an investigation, of sorts; one that leads the reader down the path of the resolution almost on their own.
- 

Punctuation Marks

- **Comma** (,) the most common mark, indicates a separation between words, phrases, and clauses
- **Semicolon** (;) separates constructions of equal rank, not with the finality of a period but more definitely than a comma
- **Colon** (:) is a mark of anticipation, pointing to what follows: formal quotations, series too long or too complex to be prefaced by commas, and occasionally before explanatory statements
- **Dash** (—) is a mark of separation or interruption, more emphatic than a comma, less frequently used
- **Hyphen** (-) is used to connect one part of a word to another, or to connect several words

Punctuation Marks

- **Period (.)** at the end of statements, after abbreviations, in decimals, and in dollars and cents
- **Question mark (?)** after direct questions (How are you?) but not after indirect questions (He asked me how you were.)
- **Exclamation mark (!)** is used at the end of an exclamation or a vigorously stressed sentence
- **Parentheses ()** are used to enclose explanatory statements not built into the structure of a sentence

Punctuation Marks

- **Quotation marks** (" ") are used to enclose speech in conversation and words or statements quoted from other sources
- **Apostrophe** (') is used in contractions : isn't); they are used to show possession (judge's decision)
- **Ellipses** (...) are used when you leave words out; for example, in quotations when you want to quote only part of what someone has said. They are also used to show a thought has trailed off...
- **Brackets** ([]) used to enclose words inside a quotation; they indicate that the words enclosed are the writer's own. They are also used when you have parentheses within parentheses

SAMPLE

- *Vitamins and minerals are nutrients that are essential to life. They are so-called micronutrients because, in comparison with the other nutrients - carbohydrates, proteins, fats and water, we need them in relatively small amounts. Vitamins function by and large as coenzymes. Enzymes are catalysts or activators in the chemical reactions that are continually taking place in our bodies. Vitamins are a fundamental part of the enzymes, the way your muscles are a fundamental part of your arms and legs. Most people are aware that we have enzymes to help us digest our food. But enzymes do more than help us to digest our food. They are at the very foundation of all our bodily functions. Enzymes are what make things happen faster.*
- **Shari Lieberman & Nancy Bruning The Real Vitamin & Mineral Book**

SAMPLE

- *Opponents of affirmative action, including many liberals, genuinely believe in their stance's righteousness. Others want nothing more than to maintain white privilege. Both are obstacles to progress. They can't understand that setting aside a small percentage of jobs, contracts, and university admissions for minorities isn't about preferential treatment or reverse discrimination; it's about including us in a mix. For minorities the issue is not whether there should be a level playing field, but whether we'll make it to the field. Under affirmative action, if 20 per cent of a city's contracts are set aside for minority firms, 80 per cent could go to white firms. The same question could apply to job and university slots. So I ask, who's getting preferential treatment? Affirmative action has helped many minorities escape dire beginnings. But even today the vast majority remain isolated and trapped in poverty and pathological self destruction.*



END