

Part 4:

Xenophobia – Let’s go reading for a purpose

English Literacy & Language Development, Workshop Series 2010

Part 4: Xenophobia – Let’s go reading for a purpose

# 1. Introduction

Attacks on foreigners in South Africa have prompted *(encouraged)* many Africans to leave the country – to return to their home countries. These countries, we are often reminded, hosted the armed wing of the ANC during the liberation *(freedom)* struggle. Has the liberation struggle conveniently been forgotten? Have the experiences of ubuntu, extended to the ANC in exile, been dumped? This module deals with xenophobia, and its opposite; hence, the question: Where has ubuntu gone? (ubuntu - the idea that people are not only individuals, but live in a community and must share things and care for each other.)

## Learning outcomes

By the end of part 4 of this module, students will demonstrate their ability to

* keep a personal journal in which they write half a page on their experiences and views;
* explore the meanings of words as they are used in texts, using mind-maps to record interesting information about how words, phrases and sentences are used to express meaning;
* use De Bono’s random-word technique to explore the meanings of words and sentences;
* complete various pre-reading activities before the text is study-read;
* complete both while-reading and pre-reading activities in order to understand meanings and forms in texts;
* apply the Survey-Question-Read-Review-Recite-Recall reading strategy
* take part in group discussion to prepare for tasks;
* write paragraphs and one-page responses on the theme of xenophobia;
* prepare and present a PowerPoint presentation on xenophobia; and
* participate in communication-gap activities.

# 2. Learning Activities

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| Icon_3.jpg | Pre-reading Activities [±290 minutes +Learning activity 2.1: [30 minutes per day for journaling] |

**Resource:**

Review the file on the [connectedness](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CFinal%20docs%20-%20checked%20by%20Arlys%5C0509_SFACW%20Module_Lang_Pack_Cohesion.doc)[[1]](#footnote-0) of words in a text, which has been included in the Skills Pack. **[±180 minutes]**

**Journaling**:

Learning activity 2.1 is aimed at developing your sense of your own voice (in writing). We would like you to write half a page per day on any topic. How is this relevant to the theme of xenophobia? By the end of Part 4, we expect you to be able to write out your views on xenophobia and accurately record your opinion. **[±30 minutes per day]**

What is important is that you should not research the topic, no, all you have to do is write half a page in long-hand on any topic you find interesting. The purpose is to reflect on and record your own views. As you write, you will experience your personal voice. You may write on any topic, including topics you dealt with in other modules. There is a requirement: it has to be your personal account. A hint: write out your ideas as they appear in your mind.

For students who are interested in this approach, we recommend the following text: Cameron, J. 1993. *The Artist’s Way*. Basingstoke and Oxford: Panbooks. For purposes of your journal, please click on this link for a more conscious and technical approach: To explore the advantages of journaling[[2]](#footnote-1), refer to your Skills Pack. **[±60 minutes]**

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| *Before you do the Pre-Reading activities below, go to page 6. Scan the text to gain an idea of what it is about. [±20 minutes]* |

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Review Cohesion in Texts*  | *±180 minutes* |  |
|  |  | *Daily journal entries* | *±30 minutes p/d* |  |
|  |  | *Review Journaling*  | *±60 minutes* |  |
|  |  | *Scan of text* | *±20 minutes* |  |
|  |  | ***Total*** | ***±290 minutes*** |  |

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| Icon_3.jpg | Pre reading Learning activity 2.2: Let’s look at words in a text on xenophobia [±90 minutes] |

In pairs, draw a mind-map of the meanings linked to the following words and phrases. For each of them, mind-map your responses before you discuss them with your partner. Write out a paragraph in which you describe events that illustrate *(demonstrate)* their meanings:

1. **Xenophobia**

**Clues and questions:**

Xeno- means “something or someone strange”, while –phobia refers to “an excessive *(extreme)* fear”

* What do we call a fear of open spaces? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What do we call a fear of heights? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Do you have any phobias? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Do you suffer from xenophobic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What is the opposite of xenophobia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How is ubuntu connected to xenophobia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Scenario:***What would your reaction be if a good friend of yours said the following: “You know, foreigners come into South Africa with only one objective (aim): to use the system. We then go to the back of the queue for everything, from jobs to homes.” In pairs, discuss whether this view is xenophobic or not.* |

**Record your ideas in the space below:**

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1. **Commission of Inquiry**

**Clues and questions:**

What is a Commission of Inquiry?

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| **Scenario:***Sometimes events take place that have major social consequences. The authorities then tend to ask for Commissions of Inquiry. In pairs, list two issues you would want investigated in South Africa today. Give at least two reasons for your choice.* |

**Write down your ideas in the space below:**

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1. **Alleged xenophobic attacks**

In pairs, discuss the following clues and questions that are related to this phrase: What does the word “alleged” mean? Why do we use the term? Why would we use the term “alleged” to refer to these kinds of events in South Africa? Now look up these words in a dictionary, either in hard copy or in a free, online dictionary. Google “free online dictionaries” for this resource.

**Write down your ideas in the space below:**

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1. **Impartial view**

In pairs, discuss the following clues and questions that relate to the phrase: Once you have decided on what the term means and when you would use it, explain the following related words: bias, angle, and vantage point. To add to your pair work, discuss the following question: Why is it important for you to maintain an impartial view when you think about big issues? Is it possible to be neutral?

**Write down your ideas in the space below:**

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1. **Extent vs extend**

In pairs, work out what the difference is between extent and extend in “*extent* of the problem” and “*extend* your point of view”?

**Write down your ideas in the space below:**

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1. ***Investigate* how perpetrators *instigated* xenophobic violence**

Explain the difference between “investigate” and “instigate”. Which other word in the phrase tells you that the word “instigate” has a negative meaning?

**Write down your explanation in the space below:**

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1. **An advocacy campaign**

How would you write “advocacy” as a noun (naming word)? What cause would make you become an advocate for change? What is the opposite (a near antonym) of advocacy?

**Write down your explanation in the space below:**

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1. **Exaggerated estimates**

What is an estimate? What is the opposite of “exaggerated”?

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1. **Acknowledge the impact of the crisis**

What does it mean if you “acknowledge” something or someone? What is the plural of crisis?

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| *Pre-reading learning activity 2.2* | *±90 minutes* |  |

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| Icon_3.jpg | Pre reading Learning activity 2.3: Embedding phrases in a personal text [±40 minutes] |

Read the four phrases below. Write a forty-word paragraph in which you use and link all these phrases to form a paragraph that makes sense. The topic has to be:

***My personal views on xenophobia.***

* … an irrational fear or hatred of foreigners …
* … the opposite of ubuntu …
* … they contribute to the economy …
* … should be investigated ….

**Write your paragraph in the space below:**

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| *Pre-reading learning activity 2.3* | *±40 minutes* |  |

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| Icon_3.jpg | Pre reading Learning activity 2.4: Generating new meanings – De Bono’s random-word technique [±40 minutes] |

**De Bono’s random-word technique:**

Look up the meanings of the word “detergent”. Use these meanings to write about xenophobia. First, work in pairs and discuss how the random word is related to xenophobia. Second, write a response following the example below.

**Example:**

Let us use the word “recycle” as our random word. The word means the following: “convert waste to re-usable material”. If we look at xenophobia, we have to be appalled at what South Africans have done to foreigners from the rest of Africa.

Ironically, a significant *(large)* number of South Africans were killed because they were thought to be foreigners. All South Africans have to think about where they stand with regard to xenophobia: those meanings we hold which are xenophobic have to be converted *(transformed/changed)* into positives. We need to switch from xenophobia to ubuntu. These terms are opposites. We consistently *(constantly)* have to ask ourselves how caring and how tolerant we are of others.

**Record your paragraph in the space below:**

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| *Pre-reading learning activity 2.4* | *±40 minutes* |  |

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| Icon_3.jpg | While – reading activity 2.5: [±120 minutes] |

Read the text below. Use the **SQ4R active reading approach** to make sense of the text. Follow the steps outlined below:

* **Survey** the text (look at the title, the introductory paragraph, the headings, the first sentence of each paragraph, the body, the conclusion). Get a general idea of the theme.
* **Question** Ask the following questions about all aspects of the text: Who did what, when, where, how and why?
* **Read** the text. Ask questions about the text as your understanding of the text grows. Use **graphic organizers** to make note of the arguments and facts.
* **Recite** the gist *(general idea)* of the argument (or any information captured in the **graphic organizers**)
* **Review** your interpretation *(understanding/analysis)* of the text and how you see the author’s argument.
* **Relate** the information in the text to ideas or background you already have or information in other texts.

For more information on SQRRRR *(SQ4R)*, we suggest that you review the following URLs: <http://www.fastol.com/~renkwitz/sq4r_study_method.htm>

Or <http://forpd.ucf.edu/strategies/stratsq4r.html>.

**Cross-field task:**

Choose a section of text from any one of your other fields of study. Apply the SQ4R reading strategy, and draw a mind-map of the main ideas.

Please note that in media texts we often encounter *(come across)* one-sentence paragraphs. For this reason, we would like you to identify two key words (most important words) for each of the paragraphs. Put these key words into a **mind-map**. If you want to revise mind-maps, visit the following websites. If you have an electronic copy of the course and you are logged onto the world-wide web, **CTRL + CLICK** on the URLs below:

<http://www.eduplace.com/kids/hme/k_5/graphorg/> (time wheels to garden gates)

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> (this website discusses various kinds of non-linear mind-maps, and how to use them) <http://www.edhelper.com/teachers/General_graphic_organizers.htm> (this website records a variety of mind-map types and graphic organizers).

Before you read this text, view the following SABC report on the xenophobia attacks in May 2008: **SABC video clip** [To be inserted as hyperlink] Now, apply the SQ4R strategy before you answer the questions that follow after it.

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| Reading 1:CDE calls for xenophobia inquiry  |
| – Published on the Web by IOL on 2008-07-17 10:02:20 |

**CDE calls for xenophobia inquiry**

**1.**

The Centre for Development and Enterprise (CDE) is calling for a commission of inquiry into xenophobic violence which killed more than 60 people and displaced *(moved/relocated)* at least 17 000.

**2.**

"The May violence was almost certainly much more complicated than it initially seemed. Causes of the violence run deeper than an alleged extraordinary South African hatred of foreigners," said CDE executive director Ann Bernstein in a statement on Thursday.

**3.**

"We need an impartial, expert inquiry to take us beyond the 'sound bites' and basic facts to understand what happened. As things stand, and the South African economy slows down, there is every reason to fear further outbreaks," the policy research and advocacy organisation said.

**4.**

The violence started in Alexandra, Johannesburg on May 12 and then spread to other provinces before quietening down toward the end of that month, leaving the government to deal with some 17 000 displaced foreign nationals.

**5.**

Bernstein said the extent and nature of the violence needed to be investigated.

**6.**

"Was violence instigated by outsiders or particular groups? How did it spread from place to place? Why did some communities participate *(take part)* and not others, even though they were equally poor or hosted large numbers of foreigners?" she asked.

**7.**

Also, about a third of those killed in the violence were South Africans, a factor that also required further investigation.

**8.**

Bernstein said the allocation of houses and allegations *(claims)* of corruption needed to be probed *(investigated)*, as well as the perception *(opinion)* that foreigners were "getting ahead" and "working harder" than South Africans.

**9.**

The impact of the crisis in Zimbabwe also needed to be taken into account, she added.

**10.**

She questioned what role, if any, exaggerated *(blown up)* estimates of the numbers of Zimbabwean migrants by senior politicians and a failure to acknowledge the impact of the crisis in that country on South Africans played in the violence and its timing.

**11.**

The role of the media in possibly provoking *(aggravating)* or encouraging attacks should also be considered.

**12.**

"The May 2008 violence did terrible harm to tens of thousands of people and to the country. We need to understand what happened, and why, if we are to prevent the recurrence *(return)* of murder, violence and destruction," said Bernstein. - Sapa

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *While-reading learning activity 2.5* | *±120 minutes* |  |

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| Icon_3.jpg | Post-Reading Activitygroup Learning activity 2.6: [±30 minutes] |

Work in groups of three. Using your mind-map as a guide, identify three ideas from the article you found disturbing *(upsetting).* As a group, decide which of these is the most disturbing idea and give reasons for your choice.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Post-reading group activity 2.6* | *±30 minutes* |  |

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| Icon_3.jpg | post reading Learning activity 2.7: Linking form and meaning in the text [±60 minutes] |

Read paragraph 1; then answer the questions that follow directly below. Write your answers in the spaces provided.

1. What or who killed more than 60 people, as well as displaced approximately 17 000?

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1. Who or what is calling for a commission of inquiry to be appointed?

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| ***Comment****:* *The answer to [who/what + verb?] will allow you to identify (spot) the subject[[3]](#footnote-2) – or “doer” - of each sentence.****Ask “who” or what + verb (doing word)****?* |

1. Find a word in paragraph 1 which means the same as (is a near synonym for) “forcing people to leave the place where they live”

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1. Which of the following two events happened first:

**A.** the CDE’s call for a commission

 **or**

**B.** the displacement of at least 17 000 people?

1. Why do we find a present tense[[4]](#footnote-3) verb (“is calling”) followed by two past tense verbs (“killed” and “displaced”)?

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| ***Comment:****Find two examples of how the author has used present and past tense verbs to get his message across. The way we use tenses in a sentence is important, as it allows us to express ourselves correctly.*  |

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**Read paragraph 2.**

1. Read the first sentence. Which word does the impersonal pronoun “it” refer to earlier in the sentence?

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1. Explain the purpose of the second sentence in relation to the first.

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1. Find a related phrase for “much more complicated” in the second sentence.

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**Read paragraph 3.**

1. What seems to be the reason in this quotation for renewed outbreaks of violence?

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**Read paragraph 4.**

1. Why does the author use the word “that” in “that month”?

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**Read paragraphs 5, 6 and 7.**

1. Explain the logical relationship among these three paragraphs. Please note that, in newspaper reports, we frequently (often) come across one-sentence paragraphs.

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1. Rewrite the three paragraphs in the form of one paragraph. Remember to use the topic-sentence and support-sentence structure as a framework.

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**Read paragraph 8.**

1. Rewrite the words “allocation”, “allegation” and “perception” as verbs.

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1. Look at the verbs you formed in the previous question and ask yourself “who + each of the verbs”. Then write out three sentences in which you specify *(identify)* who performed these actions (verbs).

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**Read paragraphs 9 and 10.**

1. Write a four-word phrase that contains the main ideas expressed in these two paragraphs.

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1. What do the following phrases refer to in these paragraphs?
* **that country** (par. 10)
* **its** timing (par. 10)

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**Read paragraphs 11 and 12.**

1. Which statement below best describes what was expressed in paragraph 11?
2. We have to investigate the subversive *(rebellious)* role of the media.
3. We have to explore how these attacks might have been promoted by media reports.
4. The media provoked and encouraged attacks on foreigners.
5. The media are to blame for the violence against foreign nationals.
6. The media only care about sensational *(exciting/thrilling)* reporting; so, they are to blame.
7. Summarise the meanings in paragraph 12 in a three-word headline.

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**Re-read the entire text:**

1. In a paragraph of approximately 50 words, state why the headline of the article is appropriate or not.

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1. Find two alternative (*other*) titles for the report.

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1. Use your mind-map of the text as a guide. Then, write out a fifty-word summary of the text.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Post-reading group activity 2.7* | *±60 minutes* |  |

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| Icon_3.jpg |  Intergrative communicative excercises: [±180 minutes] |

**Options:**

* You may use your cell phone to record a one-minute account of the events. If you have neither a cell phone nor a digital recorder, make notes before you write a brief account of the events.
* View the video clips in pairs. Make notes as you view the events. Then, in a brief discussion, exchange information on who did what, where and when, and express your opinion on these events.
1. Use a digital recorder/cell phone for the following exercise: View the SABC video-clip again, and record a first-hand account of the images.
2. Now listen to your account, and then write out a thirty-word news report on the events you have viewed.

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1. Using your digital recorder, visit three prominent *(important/well-known)* people you respect and ask them what they think about xenophobia. Ask them for their views on the attacks on foreigners in SA in May 2008. Write a summary of half a page on their views. Remember that you may also use a notebook to record these views.

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1. Write a one-page personal response on these xenophobic attacks in your personal journal. This response is confidential *(private)* and does not have to be shared with anyone. Remember that you may also use the journaling technique to write about **any** of the content in **any** of your modules. For this approach, see the [writing entries for a journal](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CTexts%20for%20design%5C2008_Lang_Pack_Journaling.docx)[[5]](#footnote-4). The secret is to write as much as possible.
2. Now that you have looked at [writing entries for a journal](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CTexts%20for%20design%5C2008_Lang_Pack_Journaling.docx), write half a page on the relationship, if any, between xenophobia and ubuntu in the space provided on the next page.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Integrative communicative exercises* | *±180 minutes* |  |

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| Icon_3.jpg | Post Reading Activitygroup activity 2.8: [±180 minutes] |

Work in groups of three. Then complete the following activities:

1. Play your recorded interviews to the group or share the notes you took during the inter­views. Then tell your group what the people you interviewed thought about xenopho­bia in the form of a PowerPoint Presentation. Summarise their views.
2. Decide on a group view on xenophobia. Add this view to your PowerPoint Presenta­tion.
3. Do a group presentation for the class in which you cover the arguments you produced in activities 2.8.1 and 2.8.2.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Post-reading group learning activity 2.8* | *±30 minutes* |  |

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| Icon_3.jpg |  Resources 2.9:[±60 minutes] |

The following resources are available to help you achieve the outcomes of this Part of the module:

[**Writing entries for a journal**](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CTexts%20for%20design%5C2008_Lang_Pack_Journaling.docx)**[[6]](#footnote-5)**

1. **Reflection task:**

Let’s reflect on your journal writing. First discuss this on-going task in your pairs before you write out your response. In two sentences, say why writing these entries have been useful, or not.

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[**Promoting self-awareness**](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CTexts%20for%20design%5CSelf_Awareness_How_to.pdf)**[[7]](#footnote-6)** [What kind of permission is needed here?]

1. **Reflection task:**

Let’s reflect on your self-awareness. First discuss the topic in your pairs, before you write out a response. In a paragraph of four sentences, say why the point of view of the self-awareness section in your Skills Pack is meaningful to you (see space below).

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Resources 2.9* | *±60 minutes* |  |

# 3. Assessment Activities

|  |  |
| --- | --- |
| Icon_3.jpg | Assessment activity 3.1:Journal entries[±30 minutes] |

The purpose of this assessment activity is to see whether you are able to write an accurate and well-written personal response.

**Re-read** your journal entries you have written so far.

**Select one (of half a page)** you feel comfortable sharing with your facilitator.

**Edit the response** so that, from your point of view, the message is acceptable to others.

**Check** that your response complies with *(meets the terms of)* the criteria in the rubric below.

|  |  |  |
| --- | --- | --- |
| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: illogical ideas, confusing and incomplete | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent |
| **Score**Performance-enhancing feedback:  |

For information on cohesion, see the following file in your language pack: [**Cohesion**](file:///C%3A%5CDocuments%20and%20Settings%5Cuvp%5CDesktop%5C2009%5CSFCW%202009%5CEnglish%20module%20material%5CFinal%20docs%20-%20checked%20by%20Arlys%5C0509_SFACW%20Module_Lang_Pack_Cohesion.doc)[[8]](#footnote-7)**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Assessment Activity 3.1*  | *±30 minutes* |  |

|  |  |
| --- | --- |
| Icon_3.jpg | Assessment activity 3.2:Explaining words in your terms[±30 minutes] |

The purpose of this assessment activity is to see whether you are able to write about words and phrases, what they mean and how they are used in sentences and paragraphs.

Return to learning activity 2.2. Select two words or phrases from the list [i.e. those in bold]. Then, write a paragraph of 50 words on each, explaining the meanings they have to you. Refer to how they are used in sentences.

The same rubric as in 3.1 above will be used.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.2 Explaining words in your terms* | *±30 minutes* |  |

|  |  |
| --- | --- |
| Icon_3.jpg | Assessment activity 3.3:Embedding phrases in a text[±30 minutes] |

The aim of this assessment task is to see whether students are able to take words and phrases and use them correctly in their own texts.

Go back to learning activity 2.3. Go over what you wrote and revise it. Then submit the 40-word paragraph for assessment.

The following rubric will be used:

|  |  |  |
| --- | --- | --- |
| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: illogical ideas, confusing and incomplete | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent |
| Words and phrases are poorly integrated into the learner’s formulations. | **1 2 3 4 5 6 7 8 9 10** | Words and phrases are accurately integrated into the learner’s formulations. |
| **Score**Performance-enhancing feedback:  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.3 Explaining words in a text* | *±30 minutes* |  |

|  |  |
| --- | --- |
| Icon_3.jpg | Assessment activity 3.4:Generating new ideas[±60 minutes] |

The aim of this assessment task is to see whether you are able to think creatively.

Look up the word “melt”. Then write three paragraphs, approximately 180 words altogether, in which you link the different meanings of the word to xenophobia. Apply De Bono’s random-word technique.

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The rubric to be used will be the following:

|  |  |  |
| --- | --- | --- |
| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: illogical ideas, confusing and incomplete | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent |
| Meanings of the word “melt” are used superficially and incorrectly. | **1 2 3 4 5 6 7 8 9 10** | Meanings of the word “melt” are used creatively, producing original views on xenophobia. |
| **Score**Performance-enhancing feedback:  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.4 Generating new ideas* | *±60 minutes* |  |

|  |  |
| --- | --- |
| Icon_3.jpg | Assessment activity 3.5:Self-assessment component[±30 minutes] |

This section has been left to students for self-assessment. You will have dealt with some of the questions in the contact sessions. The remaining questions may be self-assessed on the basis of the feedback the facilitator will make available once you have completed the activities.

Please note that in the feedback, you will find follow-up and critical-reflective tasks. These are intended to reinforce *(support)* your learning, and allow you to reflect critically on the processes you have experienced.

* See On the **value of self-assessment.** Visit the following URL:

<http://www3.telus.net/linguisticsissues/selfassess.html>

* See On **learner autonomy –** What kind of learner are you? Visit the following URL: <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.5 Self Assessment component* | *±30 minutes* |  |

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| --- | --- |
| Icon_3.jpg | Assessment activity 3.6:Writing a one-page summary of others’ opinions[±40 minutes] |

The aim of this assessment activity is to see whether you are able to write a one-page summary of three significant people’s views on xenophobia.

Turn to learning activity 3.25. Improve your summary before you hand it in.

The following rubric will be used:

|  |  |  |
| --- | --- | --- |
| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: illogical ideas, confusing and incomplete | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent |
| **Score**Performance-enhancing feedback:  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.6 Writing a one-page summary of others’ opinions* | *±40 minutes* |  |

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| --- | --- |
| Icon_3.jpg | Assessment activity 3.7:Making a PowerPoint Presentation[±180 minutes] |

The aim of this assessment task is to see whether students are able to use a PowerPoint presentation as a tool for communication.

Students have to prepare a PowerPoint Presentation on Xenophobia. Each student in the group (within their groups of three) has to be given a task to complete; each task will be assessed according to the following rubric:

|  |  |  |
| --- | --- | --- |
| **Criteria [Unacceptable]** | **Scale** | **Criteria [Exemplary]** |
| Content and ideas are not at all clear | **1/2 3/4 5/6 7/8 9/10** | Content and ideas are clear |
| The presentation is poorly organised (with no introduction or conclusion) | **1/2 3/4 5/6 7/8 9/10** | The presentation is well organised (with a clear introduction and conclusion) |
| Language use (e.g., spelling; grammar) is very poor | **1/2 3/4 5/6 7/8 9/10** | Language use (e.g., spelling; grammar) is excellent |
| **Comments and Suggestions for Improvement:****Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 30/3 = 10 MARKS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.7 Making a PowerPoint Presentation* | *±180 minutes* |  |

# 4. Comments on this section

Look the outcomes listed at the start of the module again. There were a number of things we wanted to do.

First, we wanted you to write text, consistently and frequently. To help you in this process, we gave you two options. You could make daily personal entries of half a page in long-hand in your journals, or you could follow the Read-Think-Write pattern suggested in the language pack. We would like you to continue doing this.

Second, you had to understand meanings of words in phrases in context. We also looked at De Bono’s random-word technique as a tool to produce novel meanings. SQRRRR is a standard study technique which you may find useful in the course as a whole. We had a closer look at the text, and expected you to take a look at how the meanings of words and phrases work in texts. Furthermore, you had to use other media to access meanings. We want you to be familiar with digital recorders, video clips and a language tool box.

The parts below follow the same pattern. However, we intend to build in some variation.

# 5. Feedback

This section is crucial *(essential)* to your learning. How you use the feedback, and how you respond to follow-up and critical-reflective activities are most important. We would like you to develop a feel for the processes you engage in and the responses you produce. Your facilitator will give you feedback once you have completed the activities. You then have to work through the feedback and re-look at your responses. You will notice that some of the feedback items require follow-up critical-reflection exercises.

# 6. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **✓ I feel confident** | **✓ I don’t feel confident** |
| keep a personal journal in which you write half a page per day on experiences and views; |  |  |
| explore the meanings of words as they appear in text, using mind-maps to record interesting information about how words, phrases and sentences are used to express meaning; |  |  |
| use De Bono’s random-word technique to explore the meanings of words and sentences;  |  |  |
| complete different pre-reading activities before study-reading the text; |  |  |
| complete both while-reading and pre-reading activities so that meanings and forms in texts may be understood |  |  |
| apply the Survey-Question-Read-Review-Recite-Recall reading strategy |  |  |
| take part in group discussion to prepare for tasks; |  |  |
| write paragraphs and one-page responses on the theme of xenophobia, |  |  |
| prepare and present a PowerPoint presentation on xenophobia; and |  |  |
| take part in communication-gap activities. |  |  |

Now answer the following questions honestly:

1. What did you like best about this section?

|  |
| --- |
|  |
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1. What did you find most difficult in this section?

|  |
| --- |
|  |
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1. What do you need to improve on?

|  |
| --- |
|  |
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|  |

1. How will you do this?

|  |
| --- |
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|  |

1. How has your journaling helped you in becoming more productive?

|  |
| --- |
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| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Tracking my progress* | *±25 minutes* |  |

|  |  |
| --- | --- |
| Icon_3.jpg | PART 4 – Xenophobia:Glossary of difficult words[±40 minutes] |

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

**Example:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** |  |  |  | **B** |
|  |  |  |  |  |
| **radical** |  |  **2** |  | 1. complete
 |
|  |  |  |  | 1. drastic
 |
|  |  |  |  | 1. favourable
 |

**Now do the following:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** |  |  |  | **B** |
|  |  |  |  |  |
| **consistently**  |  |  |  | 1. blown up
 |
| **integrate**  |  |  |  | 1. freedom
 |
| **encounter**  |  |  |  | 1. return
 |
| **perception**  |  |  |  | 1. large
 |
| **converted**  |  |  |  | 1. spot
 |
| **gist**  |  |  |  | 1. moved/relocated
 |
| **exaggerated**  |  |  |  | 1. identify
 |
| **illustrate**  |  |  |  | 1. important/well-known
 |
| **disturbing**  |  |  |  | 1. support
 |
| **participate**  |  |  |  | 1. joined together
 |
| **inclusion**  |  |  |  | 1. private
 |
| **prompted**  |  |  |  | 1. understanding/analysis
 |
| **complies with**  |  |  |  | 1. claims
 |
| **probed**  |  |  |  | 1. given
 |
| **provoking**  |  |  |  | 1. thoroughly/steadily
 |
| **frequently**  |  |  |  | 1. aim
 |
| **sensational**  |  |  |  | 1. essential
 |
| **excessive**  |  |  |  | 1. exciting/thrilling
 |
| **contribution**  |  |  |  | 1. investigated
 |
| **interpretation**  |  |  |  | 1. constantly
 |
| **recurrence**  |  |  |  | 1. take part
 |
| **assigned**  |  |  |  | 1. general idea
 |
| **identify**  |  |  |  | 1. opinion
 |
| **objective**  |  |  |  | 1. demonstrate
 |
| **liberation** |  |  |  | 1. rebellious
 |
| **displaced**  |  |  |  | 1. aggravating
 |
| **specify**  |  |  |  | 1. meets the terms of
 |
| **subversive** |  |  |  | 1. come across
 |
| **significant**  |  |  |  | 1. upsetting
 |
| **systematically**  |  |  |  | 1. encouraged
 |
| **reinforce**  |  |  |  | 1. addition
 |
| **confidential** |  |  |  | 1. input
 |
| **prominent** |  |  |  | 1. transformed/changed
 |
| **allegations**  |  |  |  | 1. extreme
 |
| **crucial**  |  |  |  | 1. often
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Glossary of difficult words*  | *±40 minutes* |  |

## Part 4 – Overall time check

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Review Cohesion in Texts*  | *±180 minutes* |  |
|  |  | *Daily journal entries* | *±30 minutes p/d* |  |
|  |  | *Review Journaling*  | *±60 minutes* |  |
|  |  | *Scan of text* | *±20 minutes* |  |
|  |  | *Pre-reading learning activity 2.2* | *±90 minutes* |  |
|  |  | *Pre-reading learning activity 2.3* | *±40 minutes* |  |
|  |  | *Pre-reading learning activity 2.4* | *±40 minutes* |  |
|  |  | *Pre-reading learning activity 2.5* | *±120 minutes* |  |
|  |  | *Pre-reading learning activity 2.6* | *±30 minutes* |  |
|  |  | *Pre-reading learning activity 2.7* | *±60 minutes* |  |
|  |  | *Integrative communicative exercises* | *±180 minutes* |  |
|  |  | *Post-reading group learning activity 2.8*  | *±180 minutes* |  |
|  |  | *Resources 2.9* | *±60 minutes* |  |
|  |  | ***Total time for Part 4*** | **±18 hours** |  |

# 7. References

**BOOKS**

Cameron, J. 1993. *The Artist’s Way*. Basingstoke and Oxford: Panbooks.

De Bono, E. 2007. *How to have creative ideas*. London: Vermilion.

Sapa Report. 2008. “CDE calls for xenophobia inquiry” published on the web at [www.IOL.co.za](http://www.IOL.co.za) (17/07/08).

**WEBSITES**

*Mind-mapping*

<http://www.eduplace.com/kids/hme/k_5/graphorg/> (time wheels to garden gates) <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> (this website discusses various kinds of non-linear mind-maps, and how to use them) <http://www.edhelper.com/teachers/General_graphic_organizers.htm> (this website records a variety of mind-map types and graphic organizers).

[www.mindgenius.com](http://www.mindgenius.com) (for three-week trial mind-mapping programming).

<http://www.imindmap.com/videos/> (Free videos on mind-mapping on the Buzan World website)

* ***SQRRRR***

<http://www.fastol.com/~renkwitz/sq4r_study_method.htm>

<http://forpd.ucf.edu/strategies/stratsq4r.html>.

* ***LEARNER AUTONOMY***

<http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

* ***VALUE OF SELF-ASSESSMENT***

<http://www3.telus.net/linguisticsissues/selfassess.html>

* ***ADVANTAGES AND DISADVANTAGES OF JOURNALING***

<http://www.ericdigests.org/2005-2/journal.html>

* ***FREE ONLINE DICTIONARY***

<http://www.thefreedictionary.com>

1. Skills pack: Cohesion in Texts, page 11 [↑](#footnote-ref-0)
2. Skills pack: Journaling academic arguments – Developing your own voice, page 8 [↑](#footnote-ref-1)
3. Skills Pack: Concord in Texts, page 2 [↑](#footnote-ref-2)
4. Skills Pack: Common Errors (Tenses), page 25 [↑](#footnote-ref-3)
5. Skills Pack: Journaling Academic Arguments – Developing your own voice, pg 8 [↑](#footnote-ref-4)
6. Skills Pack: Journaling Academic Arguments – Developing your own voice, pg 8 [↑](#footnote-ref-5)
7. Skills Pack: Self Awareness, page 32 [↑](#footnote-ref-6)
8. Skills Pack: Cohesion in Texts, page 11 [↑](#footnote-ref-7)