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Exploring emails, brochures, essays and obituary writing and presentation skills for 2021-2023 English first additional language revised annual teaching plan

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Abstract

The study's main goal is to explore the value of writing and presentation skills among grade 8 students in South Africa. Unclearly exists concerning the aim of teaching writing and presentation skills mainly brochure, emails, obituary and essays among grade 8 pupils. The present research used an exploratory qualitative research approach to investigate 2021-2023 grade 8 English first additional language teaching plan. The analysis is based on content analysis of 2021-2023 First Additional Language teaching plan and other documents. The exploratory research results shows that Brochure are relevant as they are envisaged to be used in potential business ventures by students in the future. Results also indicates that Learning English writing skills for grade 8 children benefit them once they enter the business world where communication is key particularly when it comes to email writing. Result shows that understanding how to write essays is advantageous in school to develop and motivate students to become proficient writers and language editors. Finally results shows that writing obituaries is important because death is a natural part of life. All stakeholders (mainly grade 8 students and instructors) must actively engage in writing skills in order for a school to thrive and grow. It is recommended that there should be 21st century amendments to the curriculum so that students will also know how to design an online brochure, an online obituary and also writing and publishing online.

Keywords

Content Analysis,
Narrative,
Obituary,
Email,
Brochure.

Introduction

In African culture children are expected to behave in specific ways. For instance, students must obey their teachers. Writing and presenting skills are two of the most crucial skills that emanate from teachers that must be obeyed. Uncertainty exists concerning the aim of teaching English as a Second Language to grade 8 pupils. It's therefore crucial to conduct research on evaluating the annual teaching plan for English First Additional Language content in grade eight under the heading of writing and presentation skills. The current study is mainly based on an evaluation and analysis of the annual English First Additional Language teaching plan. The objective of teaching students how to design a brochure and the content analysis are explored in the first part of the study. Second, the study explored the objective of teaching students how to compose an email, as well as a content analysis of other authors' publications. Third, the study explores the goal of teaching grade 8 students how to write an essay, based on content analysis of documents. Fourth, the study explores the goal of teaching grade 8 students how to write newspaper articles based on content analysis. Finally, the research explores the publication on the relevance of writing an obituary.

1. Background of the study

The majority of secondary school students in South Africa are simply labeled as "classroom participants." As a result, students are required to study, learn, and be evaluated. Because English is not the majority of South African students' first language, English will be their 'First Additional Language' in school. The ability to communicate in English has an impact on all elements of a student's learning, so English instruction in schools is vital to their overall success. In a multilingual country like South Africa, students must achieve high levels of proficiency in at least two languages, as well as the ability to communicate in additional languages [1]. Based on this principle, the revised Curriculum and Assessment Policy Statement (CAPS) for Grades

8 suggests an incremental bilingual method to teaching an additional language [2]. This method has an assumption that pupils arrive at learning center speaking fluently in their native language and can use that language to acquire another language. This statement, however, should be treated with caution because it is based on assumptions rather than verifiable facts, and it should not be used to influence training. The CAPS is an update and replacement for the Revised National Curriculum Statement, Grades R-9 from the Department of Education. It states that by the end of Grade 8, students must have a high level of communicative competence and be able to compose emails, essays, newspaper stories, obituaries, and design a brochure [3]. Teachers should have the knowledge and skills to help their students develop sound writing skills according to 2021-2023 new requirements. However, given the students' lack of writing skills, there is little reason to suppose that teachers are qualified to instruct in English [18]. A competent learner, for the sake of this study, is someone who can confidently understand and speak English, as well as utilize it in writing essays, emails, obituaries, newspaper stories, and producing a brochure.

The majority of research on teaching literacy in a first additional or second language has focused on English as the Language of Learning and Teaching [4]. As a result, a clear teaching strategy from the teacher is essential for each student's success. As such, having kids who can write great essays, newspaper stories, emails, obituaries, and design brochures is envisaged to benefit students and the community. Against this backdrop the current research looked the relevance of teaching English writing skills through email, brochure, obituary and essay among Grade 8. Therefore, the study's main goal is to assess the value of teaching writing skills to grade 8 learners in South Africa. The study is important as it recognizes the benefits of having good writing skills as a student.

2. Materials and Methods

The present research used an exploratory qualitative research design to investigate 2021-2023 grade 8 English first additional language teaching plan. The exploratory research design was relevant as it reveals previously unknown information regarding the relevance of updated yearly teaching plan for grade 8 English first additional language [5]. The fact that research philosophy governs the whole research process is an important component of it. Interpretivism, as posited by Babones [5], it is always possessed by anti-fundamentalist who have the revelation that no single path to knowledge is accurate in its entirety. As a result, reviews, journals, governance reports, manuscripts, annual reports, and other academic publications were considered through dictates of interpretivism philosophy. The researcher believes in anti-fundamentalists assumption such that in developing themes they were no objectivity as no source of information can be proved wrong in this circumstance but instead, a chosen theme and its exploration depends on the objective of research.

The inductive approach, as posited by Saunders, et al [6], relies on deriving insightful meanings concerning research, while on the other hand deductive approach comprises thoroughly verifying theory. By looking for common ideas in the publications, inductive approach is used to explore unknown facets [5]. Inductive approach was chosen because unlike the deductive approach, sought new insights from data rather than testing theory.

The information for the grade 8 English first additional language revised was gathered via a documentary review. Educational publications, reviews, published education sources, journals, governance reports, electronic educational manuscripts all contributed to the population [7]. The study used non probability sampling called judgmental sampling technique in which documents are selected only for the purpose of the study.

Data was analysed using document review or content analysis. Content analysis refer to a research analysis technique used to assess Twitter, television, radio, newspapers, manuscripts, magazines, journals, Instagram, Facebook, books and annual reports, among other [8]. Familiarization, theme finding, theme appraisal, theme naming, and report writing were all important steps in qualitative content analysis [9]. In simple words content analysis method started with familiarizing with the publication and culminated with drafting the article after identifying the relevant category in which the content of publication belongs. The researcher employs credibility and conformability, according to Collis and Hussey [10], who made it clear that validity and reliability simply refer to trustworthiness. Being unbiased and impartial in the process of investigating insight into the publication on grade 8 English first extra language resulted in the conformability and credibility of the research. Because the research incorporates content analysis on publications, there was no need for ethical clearance[11].

3. Results and Discussion

Lesson planning is an important element of classroom management [12]. To achieve so, effective strategies must be implemented in the classroom. There are several lesson plans types and strategies. Teachers can foster critical thinking in a group setting by involving all pupils. For this study, the annual teaching plan for English First Additional Language material in grade eight was evaluated and analyzed. Every week, language teachers address important skills like writing and presenting [13]. Writing skill is easily assessed as a learning outcome. The content offered to students, especially in English for grade eight, must be current, age-appropriate, and supportive of each student's cognitive progress. The Senior Phase Curriculum and Assessment Policy Statement specify that English FAL is offered five times a week [3]. Teachers should therefore examine the best lesson preparation strategies for their grade 8 students,

student type, teaching style, and other considerations. A well-planned lesson gives the students structure and makes the classroom function more smoothly. Lesson planning is essential to properly using class time [14]. For analysis purpose themes are extracted from document through an extraction of common topics. Thus, the research explores the annual teaching plan for ESL material in grade eight under writing and presenting skills. The results are divided into primary themes and subthemes. Discussion is concurrently conducted. The themes were validated for content validity by checking for the qualification of the author with the validity attained when the author has Education related qualification and publications.

3.1 Theme One: Designing a brochure.

Content analysis of documents finds that a brochure, also known as a booklet, is a mass-produced single-sheet document to offer information to the general public [15]. Brochures have a specific purpose: providing information about an organization or event, selling a product, or gaining support for a particular viewpoint or course of action. This is a more reasonable goal for grade 8 to produce in the context of an English lesson to create a brochure. Furthermore, in this case, only one duplicate would likely be made to reflect the situation. A grade 8 student determines crucial questions regarding their earlier topic by first formulating their inquiries and then asking classmates what they would like to know after reviewing published brochures [16]. A map and list of all the sites around town, as well as a brief explanation of the things it sells, might be included in a brochure for a new shop. An Animal Shelter pamphlet may consist of facts concerning pet overpopulation, abandoned animals, and the significance of vasectomy. A travel brochure may have breathtaking photographs of exotic locations that entice one to visit that region or city. These brochures provide just enough information on a place or organization to pique your attention to make people want to learn more. This theme concerns the purpose of teaching grade 8 how to write a brochure. Subthemes are developed as follows to establish the make-up of a good brochure.

3.1.1 Features of a brochure

Results based on Content analysis of real-world brochure reveal a clear consensus on the recommendation that each school must teach their grade 8 on the features of a brochure. First, the student should determine who their communication is intended for. The brochure could be targeted at a specific group, such as potential clients, funders, or the media, or it could be distributed to a large audience[17].

Secondly, the student should also determine the goal of the brochure: persuasion, information, entertainment, and so on.

Thirdly the student should consider the message they want to send to their audience. Because a brochure-style limits the amount of written information they may include, the student will have to pick and choose which facts, photographs, and other information they want to include.

The fourth feature is the student makes an effort to be concise and accurate. Short sentences with positive language and aggressive voices should be used in the text.

Lastly, the student should select the visuals that will be used to improve the brochure. The colorful paper draws attention and makes reading more enjoyable. However, content analysis shows that many photos or colors, can cause readers to lose track of the message or complete the brochure appear too showy. At the end of the booklet, the student should include a call to action. They can direct their readers to contact, go to a website for more information, or buy a sample of their product. They should also edit and proofread the brochure to check if they can replace some of the items.

3.1.2 Language used.

Based on common traits among different brochures, there are language and literacy consequences for the targeted audience. For example, cultural influences on language vary

based on the region of the advertisement. One looks at how language is influenced by how firms and organizations attract travelers because most travel brochures are persuasive.

There are semantics in brochures, precisely on descriptive language, which determine if there are any patterns on why and how it is employed [17]. The research looked at the usage of captions and photos, including quotes and testimonials, and other persuasive aspects. This prompted further investigation into additional linguistic methods used by travel brochures to entice readers, such as ego-targeting and euphoria. Another factor that influenced the language of travel brochures and the tone of advertisements is the target audience. The research investigated to see whether there were any variances or similarities in the syntax of various brochure resources. To captivate and urge the reader to visit their destination or area, brochures employ descriptive and positive adjectives. Tourism English, as opposed to conversational English, is the language used in brochures. Tourism English, according to Maasalmi [18], is "a special register of English that is different from normal English and fulfills some specific needs" A content analysis reveals that learning to write brochures is a valuable skill for the General Education and Training, particularly for grade eight students. When a learner can design a brochure, it benefits him throughout his life because he can use this education to score points for academic purposes. For example, a learner can design a brochure during life orientation career day to get good grades. This generates income by designing brochures for small businesses, particularly in townships, where unemployment is high. Brochures are in high demand even during the covid-19 outbreak because they help to educate and enlighten citizens about the dangers and importance of protecting themselves from getting afflicted. The inclusion of this theme is pertinent to the current demand, even though the country is transitioning to a digital era, which can sometimes be superfluous as time passes [17].

3.2 Theme Two: Email writing.

Using content analysis, the 2021-2023 Revised Annual Teaching Plan is determined to make a grade 8 student to learn how to compose an email. Tracing the relevance of email, content analysis, shows that email is generally defined as a sort of electronic communication that was developed in the 1970s to make letter and telegraph communication more efficient, and it has changed the way people communicate [19]. Since he was the first to transmit an email message between two computer systems for ARPANET, Ray Tomlinson is recognized as the "Father of Email" [20]. Email is called after the fact that it is an electronic mail delivered to a person or a group of people that does not involve the use of a physical letter or piece of paper, unlike normal mail. Instead of a postal service and an address, you'll need an email account and access to the internet. The theme is email writing and there is going to be a content analysis on the purposes of learning how to write an email for grade 8 students

Email is a technique of transmitting messages from one system to another across the internet in real-time. Email usage was initially limited to users on the same computer, and it required users to be online to receive messages. The mail can be sent to several recipients, and the recipient's name can be disguised from other recipients by including their names in the Bcc section[19].

Content analysis results shows that the main purposes for teaching grade 8 how to write an email is to prepare them for the business world once they finish school. Business communication is straightforward, secure, and quicker than other channels of communication. Instead of storing data on a local server, contacts may be easily preserved through email, and previous talks can be reviewed often, saving storage space.

Second, since most emails have a subject line, it's easy to figure out what's within and classify them accurately. These speeds up email checking. Unwanted emails may be simply ignored and spam-filed.

The third purpose is to teach grade 8 that emails use informal communication tools. The language does not need to be formal because it is simple, like a conversation, to ensure that business works well. Emails can be utilized to start a communication because they are quick, and so the company can run smoothly.

The fourth purpose is to show grade 8 that compared to one-on-one chat; email is far faster. Email, which can be used as both an informative and severe business communication, works effectively in terms of speed in both directions.

Teaching grade 8 students how to write emails show that one can contact the individual at any time of day, and they can read and answer the mail at their earliest convenient. This allows the email to be considerate of the recipient's time and avoid sending superfluous messages. Correspondence may be sent to anyone with a mail address with a single click, making it simple to keep track of contacts. If the system is connected to the internet, this can be done for free.

The fifth purpose is to show grade 8 that emails can be used for various objectives, depending on who is sending them. It can be used for communication, telling the team of a failure or an update, assisting the team with directions and guidelines to follow, a route plan for a journey, cleaning or hospitalization instructions, and anything else that is pertinent to the user[19].

Content analysis shows that emails can be used to apply for admissions, get results, and accept job offers in the educational world. It makes communication smooth and straightforward, and individuals find it simple to send messages simply by hitting the send button. This result in the learner using this skill to submit assignments to schools, network with classmates, apply for summer employment, and communicate with teachers about subjects they are having difficulty with. Therefore, curriculum design team should be applauded for selecting and recommending this issue as part of the content taught in schools.

3.3 Theme Three: Essay writing (Narrative/Reflective)

The researcher found out that grade 8 students should learn how to write an essay. An academic essay employs facts, analysis, and interpretation to support a thesis or argument. A student may be required to write a variety of essays. An essay's content and length are determined by its academic level, subject of study, and course requirements. Content analysis shows that, most essays are argumentative, attempting to persuade the reader of a specific viewpoint or point of view on a topic. There are two types of essays that will be analyzed in this content analysis: narrative and reflective essays and the purpose it serves to grade 8 students.

3.3.1 Narrative essay

A narrative essay refers to a piece of writing which tells a tale or a story. This is usually a story about a personal encounter one has had. Unlike most academic writing, this form of essay, like the descriptive essay, allows the student to be more personal and creative. Narrative essays assess students' ability to express themselves creatively while adhering to a narrative structure. They are frequently assigned to high school or university composition programs. These approaches can also be applied to creating a personal statement for an application [21]. When a student is given the task of writing a narrative essay, they may wonder, "Why does my teacher want to hear this story?" Narrative essay topics might be anything from serious to frivolous. The point is usually the student's delivery of the story rather than the story itself. A narrative essay is used to assess a student's ability to convey a tale clearly and engagingly. The learner must consider where the story begins and ends and how to present it in engaging language and at a satisfactory pace. These abilities are not the same as those required for formal academic writing. In a narrative essay, for example, using the first person ("I"), as well as figurative language, dialogue, and suspense, is recommended[21].

3.3.2 Reflective essay

In a reflective essay, the student reflects on their life experiences. After that, the grade 8 student writes about their experiences, analyzing how they have changed or progressed [22]. A reflective essay's structure may change slightly. Writing a reflective essay for a magazine or a collection of essays with a broader audience that does not necessarily include people who have attended college, for example, differs somewhat from writing a reflective essay for a magazine or a collection of essays with a broader audience that does not necessarily include people who have attended college. Content analysis shows that a typical reflective essay, on the other hand, has three main parts: an introduction, a body, and a conclusion, all of which are taught to the student by the teacher [22].

A content analysis of documents that present the relevance of writing essays shows that writing a narrative or reflective essay will mold, and shape future authors, prestigious scholars, journalists, teachers, creative directors, language practitioners, philosophers, historians, and many other occupations. One of the pleasant surprises and victories for grade eight students who studied English as a second language is this skill in English Language coursework. As a result, gaining this talent enables learners to develop and motivate themselves to be competent writers and language editors for every piece of writing that may arise at any point in the writing process.

3.4 Theme Four: Newspaper article writing /Investigative report/editorial

The study found out that Grade 8 students should be taught how to turn their interviews and research into lively, engaging stories [23]. The majority of newspaper articles fall into one of two categories: articles in the news and articles of interest. Opinion articles, such as editorials and book and movie reviews, are also available. Grade 8 should learn how to differentiate between a news piece and a feature story. The essentials of current events are covered in news stories. They respond to the following inquiries: who, what,

where, how, and when? Regular news items are shorter and less in-depth than feature stories. They take a multi-faceted approach to a single topic and are written in a more creative, engaging style. A news story, on the other hand, can be imaginative and engaging [23]. It's crucial to teach grade 8 students that news and features necessitate the same amount of investigation and reporting. Content analysis is going to be done on investigative reports based on the purpose for learning how to write news paper articles.

3.4.1 Investigative report

An investigation report is a document that details the results of an inquiry after a formal complaint is made or an event occurs. Investigators maintain track of the concerns, evaluate the evidence, and make a conclusion. It is unbiased and based on evidence rather than the investigator's or parties' opinions [24].

An investigative report is crucial as it provides decision-makers with the information they need to make decision. Investigation reports also attempt to ensure that a matter is investigated in a timely, thoroughly, and in an accurate manner [24]. Grade 8 students should be taught the structure of an investigation report which determines its accuracy. The framework ensures consistent reports and cuts down on the time and effort required to prepare and write them [25]. The following should be included when a student has noted an excellent investigation report: Firstly, case-specific information such as the party conducting the investigation, the assigned investigator's name, the case number, and the dates the case was created.

Secondly, an investigation report will either have both of these components or one will take precedence over the other. Keep in mind that the accused is the subject, and the complaint is the referral source. Nonetheless, name, email, contact information, office location, department, and job title will all be covered.

Thirdly, details of the allegations – This section specify the nature of the claims. Is it a complaint, a violation, an event, or a mishap? This section should include details from the first complaint, such as evidence and interview statements inquiring about what happened, when and where it happened, who the victim is, and how the complaint was received. After reading over case notes and examining claims and evidence, the student will conclude whether the case is substantiated, unsubstantiated, or inconclusive.

Therefore, content analysis of investigative report and newspaper writing shows that learners need to be able to write a newspaper article. This is where the passion for creative writing is being developed or discovered. It results in learners being able to participate in editorial teams for school magazines or volunteer in local newspapers due to the skill they obtained in content for weeks seven and eight.

3.5 Theme Five; Obituary

The researcher found out that Grade 8 students should be taught how to write an obituary as a new piece that describes a person's recent death, usually combined with a biography of the deceased and details about the planned funeral. Obituaries are written only for those regarded as prominent in large cities and more extensive publications [26]. When a local citizen passes away, an obituary may be published in the local newspaper. In other jurisdiction, content analysis shows that it is also called a necrology which is just a register or list of death records for people associated with a specific organization, group, or field, which may contain the bare minimum of information. Historical necrologies can be valuable information sources. Obituaries have two different forms of paid advertisements. A death notice, for example, omits most personal details and, in some cases, is a legally required public notice. On the other hand, paid family members or friends frequently create memorial advertising with the help of a funeral parlors [26]. Both sorts of sponsored advertisements are typically published as classified ads.

It's used to inform others that someone has died. Although it is not required, most obituaries are factual, providing details about a person's death, such as the time and place of death, causes or circumstances of death, surviving relatives, religious services, and any other burial and funeral arrangements [27].

It is recommended that grade 8 should acquire the following items before they begin writing an obituary; Full name of the deceased, as you wish it to be published, year of birth, birth place, the death date, date and time of the funeral, and name and location of the memorial service [28]. A content analysis showed that although it can be insulting and, in some instances, an uninteresting topic for some students, the ability to write an obituary is advised, particularly for grade eight students as death is a part of everyone's life. It isn't very comfortable when someone says he doesn't know when everything is in order. As a result, every learner must be able to write an obituary.

4. Conclusion

The research revealed that the students should be taught how to compose emails, essays, obituaries, newspaper stories, and brochure design. Brochures are in high demand during the covid-19 pandemic because they help to educate and enlighten populations about the hazards and importance of protecting themselves from becoming infected.

One of the most crucial components of achieving English competence is to start as soon as possible and to work systematically through the phases of learning. Learning English writing skills for grade 8 children will benefit them once they enter the business sector and will make life easier for them in general, particularly when it comes to email writing.

According to this study, understanding how to write essays is advantageous in school. As a result of learning this skill, they will be able to develop and motivate themselves to become proficient

writers and language editors for every piece of writing that may arise at any point of the writing process.

Writing obituaries is also important in schools because death is a natural part of life and occurs in every family, necessitating the need to learn how to write one. Learning how to write newspaper pieces is also advantageous in schools, according to this study. As a result of the skill that he or she acquired in content for weeks seven and eight, the learners can participate in the editorial team for the school magazine or volunteer in local newspapers. Therefore, the evaluation and in-depth analysis of grade 8 English First Additional Language was a successfully explored since it demonstrated the need of teaching the above-mentioned writing abilities to grade 8 students.

5. Recommendations

The annual teaching plan for grade eight should be altered after 2024, according to the study, because the bulk of the themes that have been documented and specified are relevant and appropriate for students undertaking grade eight work. Additionally, in 2025, when they will be in their 12th or last year of high school, all transactional texts that are expected to be covered in term one will be tested on or require application of that material. As a result, it is recommended that they are taught starting in eighth grade. Curriculum designers for English FAL, subject advisors, and directors of curriculum planning and implementation have received the most praise for their efforts in ensuring that the content included in writing and presenting skill for term one is relevant to students' lives and can be easily measured. Every secondary school aspires to be well known as main catalyst for change in a given community in which it is situated. As a result, it is strongly suggested that the grade 8 English curriculum offer pupils with the requisite writing skills. As a result, students will be well equipped for the corporate world after they graduate. All stakeholders (grade 8 students and instructors) must actively engage in writing skills in order for

a school to thrive and grow from its aims and aspirations. It is recommended that there should be 21st century amendments to the curriculum so that students will also know how to design an online brochure, an online obituary and also writing everything and put it online. If kids master these writing skills, they will be endowed with skills that are current and future-oriented, as well as age-appropriate and supportive of each student's cognitive growth.

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