

**LEARNER GUIDE**

**Communication Level 4**

**Read, Analyse And Respond To A Variety Of Texts**

Unit Standard 119469

Level 4 Credits 5

**Write For A Range Of Contexts**

Unit Standard 119459

Level 4 Credits 5

**Engage In Sustained Oral Communication**

**And Evaluate Spoken Texts**

Unit Standard 119462

Level 4 Credits 5

**Use language and communication in occupational learning programs**

Unit Standard 119471

Level 4 Credits 5

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# PERSONAL INFORMATION

|  |  |
| --- | --- |
| **NAME** |  |
| **CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

# **INTRODUCTION**

#### Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

## Structure

### Programme methodology



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

**Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.**

The following principles were applied in designing the course:

* Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
* As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter’s solutions to the problems
* Through participation and interaction the learners can learn as much from each other as they do from the course presenter
* Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
* Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

#### Different role players in delivery process

* Learner
* Facilitator
* Assessor
* Moderator

### What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide. It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

|  |  |
| --- | --- |
| **Learner Guide** | **This learner guide is your valuable possession:**  This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes. During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.  Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!  This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you! |
| **Formative Assessment Workbook** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.  The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.  You are required to complete all activities in the Formative Assessment Workbook. The facilitator will assist, lead and coach you through the process. These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding. |

### Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

| **Types of Activities** | **Description** | **Purpose** |
| --- | --- | --- |
| **Knowledge Activities** | You are required to complete these activities on your own. | These activities normally test your understanding and ability to apply the information. |
| **Skills Application Activities** | You need to complete these activities in the workplace | These activities require you to apply the knowledge and skills gained in the workplace |
| **Natural Occurring Evidence** | You need to collect information and samples of documents from the workplace. | These activities ensure you get the opportunity to learn from experts in the industry.  Collecting examples demonstrates how to implement knowledge and skills in a practical way |

### Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

**This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.**



**How will Assessments commence?**

#### Formative Assessments

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

#### Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

### Learner Support

**The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.**



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

* You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
* Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
* You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
* If you need assistance please contact your facilitator who will gladly assist you.
* If you have any special needs please inform the facilitator

## Learner Administration



#### Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

#### Programme Evaluation Form

On completion you will be supplied with a “Learning programme Evaluation Form”. You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

### Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



|  |
| --- |
| Your name: |
|  |
|  |
| The organisation you represent: |
|  |
|  |
| Your position in organisation: |
|  |
|  |
| What do you hope to achieve by attending this course / what are your course expectations? |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# UNIT STANDARD 119469

Unit Standard Title

Read/view, analyse and respond to a variety of texts

Credits

5

Purpose

Competence at this level will enable learners to use analytical skills to make sophisticated judgements about complex human and social issues. They are aware of both the functions of language and of its drama and power. Learners are critical, reflective and responsive readers and/or viewers of written/signed and visual texts. They are able to draw comparisons between texts, and to compare and contrast themes and issues in texts with those in the contexts in which they live and work. They identify and analyse style and tone/sign size and pace and account for their effectiveness in different texts. They are willing to challenge the assumptions and values expressed in texts. They are especially critical readers/viewers of both the written/signed and/or visual mass media. They can access, process and use information from a wide variety of texts.

Learners credited with this unit standard are able to: Critically analyse texts produced for a range of purposes, audiences and contexts; Identify and explain the values, attitudes and assumptions in texts; Evaluate the effects of content, language and style on readers`/viewers` responses in specific texts.

Specific Outcomes and Assessment Criteria

**Specific Outcome 1:** Critically analyse texts produced for a range of purposes, audiences and contexts.

Assessment Criteria

* Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted: Skim, scan, prediction, knowledge of form and features of text types and different genre.
* Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and/or viewing: Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals, cinematographic technique
* Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose, audience and context

**Specific Outcome 2:** Identify and explain the values, attitudes and assumptions in texts: Socio-cultural, learning and/or workplace contexts

Assessment Criteria

* An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints
* Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience
* Evidence cited from texts in defence of a position is relevant

**Specific Outcome 3:** Evaluate the effects of content, language and style on readers`/viewers` responses in specific texts

Assessment Criteria

* Content is outlined and its possible effects on different readers/viewers are explored
* The impact of different writing/signing techniques on reader/viewer perspective are identified and explained in terms of the particular effect produced by each: Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language jargon / technical terms / slang / dialect / irony / humour / satire/ sarcasm / legalisms
* The influence of specific language structures and features is analysed: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar
* The effect of selected production techniques in visuals is explained: Range of visuals: Photographs, transparencies, slides, posters, graphics, videos, films Range of techniques: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles, borders, overlays, selection and/or omission, scale, size

Critical Cross-field Outcomes (CCFO)

* Identify and solve problems: using context to decode and make meaning individually and in groups in oral/signed, reading/viewing and written/signed activities
* Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects
* Organise and manage oneself and one`s activities responsibly and effectively through using language.
* Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
* Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.
* Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.
* Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts
* Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process

# ANALYSE TEXTS

Learning outcomes

* Critically analyse texts produced for a range of purposes, audiences and contexts.

Assessment criteria

* Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted. Skim, scan, prediction, knowledge of form and features of text types and different genre
* Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and/or viewing. Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals, cinematographic techniques
* Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose, audience and context

Introduction

**Reading is an essential part of communication.** When a writer (the communicator) wants to communicate with a recipient (the reader) and they are not in direct contact with each other, the writer will communicate his message in writing.

We see this every day in the form of advertisements, newspapers, magazines, CD covers, comic books, etc.

When you are reading something it is important to remember that the **writer wants to give a specific message**: when Game sends out flyers about special offers, they want you, the reader, to consider buying one or more of their products.

This is true of all forms of advertisement: the advertiser wants to introduce himself and his products to you in such a way that you are persuaded to buy from him, rather than from his competition.

A newspaper, on the other hand, contains articles that have at least two purposes: to inform you, the reader, and also to convince you, the reader, of the writer’s point of view. They use various methods to persuade you to buy the newspaper, so that you can read it: they have big advertisements about the headlines or main stories in the paper, they also print their headlines in big, bold letters in order to grab your attention.

You must always be aware that the writer’s purpose is to persuade you that their point of view is the right one. This is true of advertisements, magazines, newspapers, anything you read, even company policy.

What needs to be remembered is that in the case of company policy, you have to follow the rules as laid down. With almost everything you read, that is not directly work related, especially in newspapers and magazines, you have to remember that the writer wants to persuade you to believe his point of view.

Some writers are very good at this, so you must always analyse what you are reading in order to come to your own conclusions about the matter. One way of doing this is, of course, to read more than one writer’s point of view. You can do this by reading more than one newspaper or magazine that has articles of the same subject and you will be surprised by the differing points of view that are put forward.

An excellent example could be a newspaper headline that reads:

**ALL WHITE RUGBY TEAM**

This could mean that the Springbok rugby team was chosen with only white players. It could also mean that the coach, Jake White, has the right to put together the team without interference from the rugby administrators. It could also be a humorous play with words in order to grab your attention.

This means that whenever you read something, you have to be able to analyse what you are reading. You also have to be able to “read between the lines” – when things are not stated directly, but only hinted at.

If we look at the newspaper headline that was quoted as an example, we could take the headline to be a speculation that, if Jake White was able to choose players for the team, he would only choose white players.

So, how would you know what the headline means? By reading the article and then analysing it, taking into consideration

* What the writer states in the article,
* Who would probably read the article
* And very importantly, what the writer’s normal point of view is about the choice of rugby players for the Springbok rugby team.

Only then can you really determine what the writer is trying to tell you.

Reading Skills

Taking into account the various reading strategies that we employ, as well as the strategies that are used to capture our attention, how do we analyse written material to ensure that we understand what the writer is trying to say?

To start off, you would use more than one strategy when reading an article in a newspaper, for example.

You could **skim or scan**, in order to determine the main points, **read and then reread** in order to ensure that you are reading correctly and then you would **summarise** the main points:

* Who
* What
* When
* Where
* Why
* How

Reading Strategies

Whenever we read something, we employ a certain strategy:

* When you are in a hurry, you might skim over the reading material
* Sometimes we also predict what the writer is going to say, before we get to the section where he actually says it
* Scanning
* BOOK033Sifting

Skim

A type of reading/viewing used to identify only the main idea or ideas or to pick out any words in capitals/ in italics/underlined, as well as any visuals or font indicators that would help a reader/viewer to understand a passage.

When you read through something very quickly, noting only the main points, you are skimming. We tend to do this when we are in a hurry, or when we are not interested enough in the writing to read the whole article. We skim, looking only for the main points, and do not take notice of the body of the writing.

Skimming allows you to go through a lot of reading material that might not be relevant to your need for information, in a very short time.

Scan

A type of reading/viewing used to locate a particular piece of information without necessarily attending to other parts of a text

This is different from skimming: when you skim, you look for the main points of the reading material, when you scan you look for information that is important to you. This information may not be included in the main points.

As an example let’s take a newspaper article about a crime that took place. Very often, I only read the basic details of the crime: what happened, where and when it happened, were the criminals caught. I do not read what witnesses and bystanders or even the victims of the crime had to say about it. I am only interested in certain aspects of the article and I therefore skim through it.

This morning I skimmed the newspaper article about the crime, now it’s evening and I want to know what one specific eye witness said. I’m not going to read the entire article, instead I scan only for the witness’s name in order to get to the part that I am interested in.

Sift

Selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose

Prediction

When you anticipate what the writer is going to say next, or further on in the article or other piece, you are predicting. We often do this when we have read items from the same author a number of times and we more or less know what his views on the subject are.

This can happen often with sports writers and writers of political text, especially when they tend to put across their own points of view. If you read this person’s work often enough, you can predict what he is going to say about the match over the weekend or the political rally that took place.

Following is an extract from an article about slavery in Africa. Read the extract and then answer the following questions.

*At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.*

*Minutes later 300 men on foot, horseback and camels crashed through the fields of maize. Clad in turbans and the long, white robes of the desert, they brandished rifles, pangas and spears. Soon 80 village men lay dead.*

*The invaders were Muslim Arabs from northern Sudan; the victims darker-skinned Dinka tribes people who are Christians or practice native religions*

*Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” in all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.*

*Two days later Abuk and the rest of the prisoners reached a compound, which she was told would be her “home.” Like the other Dinka women and children, she was ordered to carry water, wash clothes and collect firewood for her Arab masters. Abuk had become a slave.*

Formative Assessment 1

Text Type

In the printed media, newspapers, magazines, brochures, text books, use is made of different techniques in order to

* get your attention,
* help the writer to get the message across,
* indicate a change of topic, a main point or sometimes both
* encourage you to read the written piece

They use:

Different font types and sizes

**Bold**, *italics* and underline

* Visual aids, such as cartoons, diagrams, and so on
* Titles and subtitles
* Captions: a title or brief explanation printed with a visual aid, which can be a photo, an illustration, a diagram or a cartoon
* Photos
* The layout of the page
* A summary of a piece of the article is quoted

**Advertisements** are very good examples of using text and visuals to get a message across, using as little words as possible.

Genres

Genre refers to the style of writing.

In literature, you get different genres such as poetry, prose, plays, fairy tales, fables, historiography, novels and then of course newspaper and magazine articles.

Formative assessment 2

Organisational Features Of Text

Titles, Chapters, Contents

The title of textbooks and manuals, such as you used in school will contain information about the subject of the textbook.

Textbooks are then divided into **chapters**. Each chapter will contain information about a specific subject that relates to the title or main subject of the text book.

The chapters can then be further subdivided into **sections** and, if the manual is comprehensive, even **sub-sections**.

Contents Page

The writers who compile text books always try to make it easy for us to find specific information about a certain subject. Every textbook will have a contents page, which will give the main headings of the different chapters of the textbook.

You can then go to that page and look at the contents from that page on. Following is a contents page of a textbook about Reward Management.

Can you see that subjects are grouped together in a sensible manner? Can you see that it is easy to obtain information about a specific subject?

If you need information about market rates of pay, you will go to page 35, as indicated in the contents page. Here you will see that the **chapter** is further divided into **sections**.

Now you can page through the chapter, looking only at the **headings** of sections until you find the information you are looking for.

All this makes it easy for you to find the information in the first place and also to refer back to the information afterwards. You can therefore find information about motivation on pages 10 and 347.

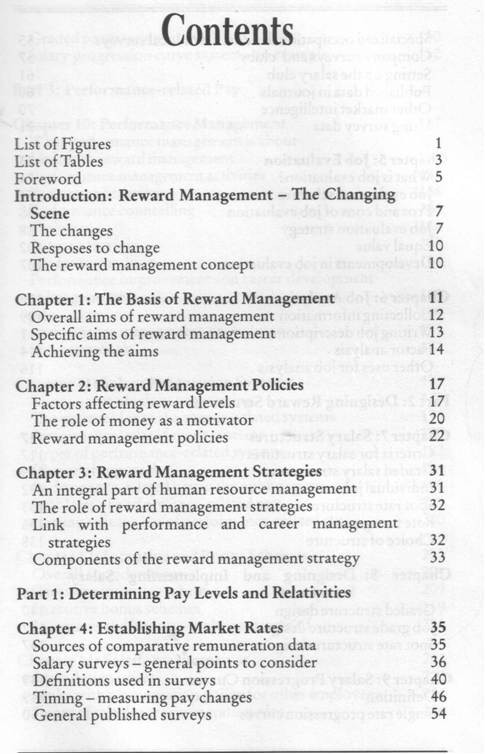
Introductions

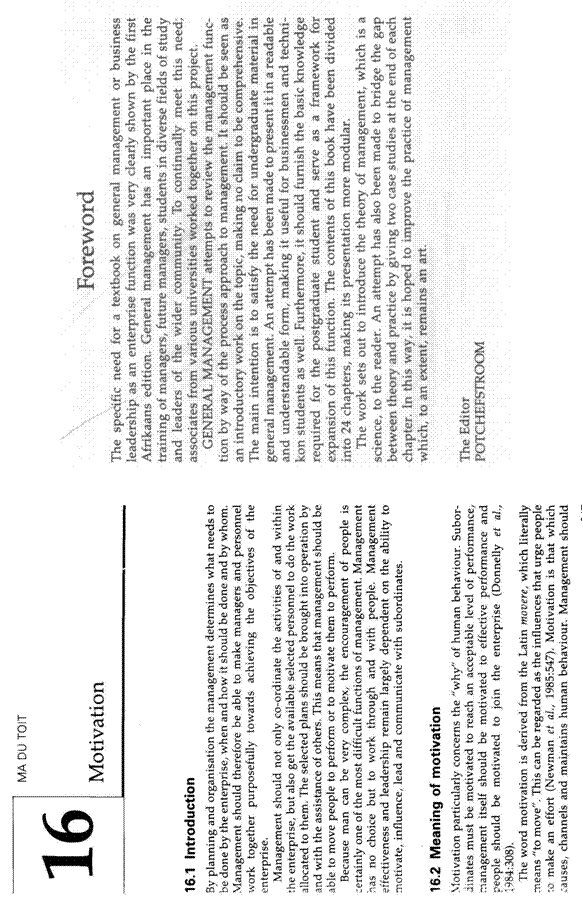
Most textbooks, chapters in textbooks and sometimes even sections in chapters will start with an introduction. The purpose of the introduction is exactly what the name implies: to introduce the subject to the reader. An example of an introduction is included in one of the pages for you.

Foreword

A foreword is found at the beginning of most books and is an introduction by the author of the book. It is different from the Introduction in that it is an explanation by the author of why the book was written.

An example of a foreword can be found on the next page.





Outcome Statements

An outcome statement is found in training manuals, learner guides and assessment guides. It is a statement of the outcomes that must be achieved in order to be awarded the credits due for a specific unit standard.

Each section in your learner guide starts with an outcome statement.

Index

Most textbooks also contain an Index, situated at the back of the book. Using the Index, you can look up information by looking for a specific word. The Index is always sorted alphabetically, so if you want to look up the word motivation, you will have to go to M in the Index.

From the Index, under M, (shown on one of the following pages,) you can see that there are references to motivation on pages 10 as well as 347.

Appendices Or Addenda

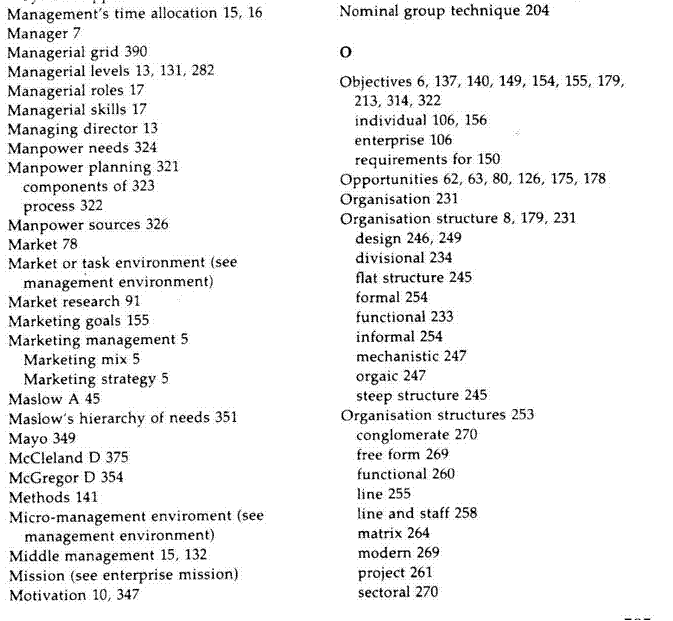
Are added at the end of a book and they usually contain extra information or exercises that pertain to certain chapters and sections in the book.

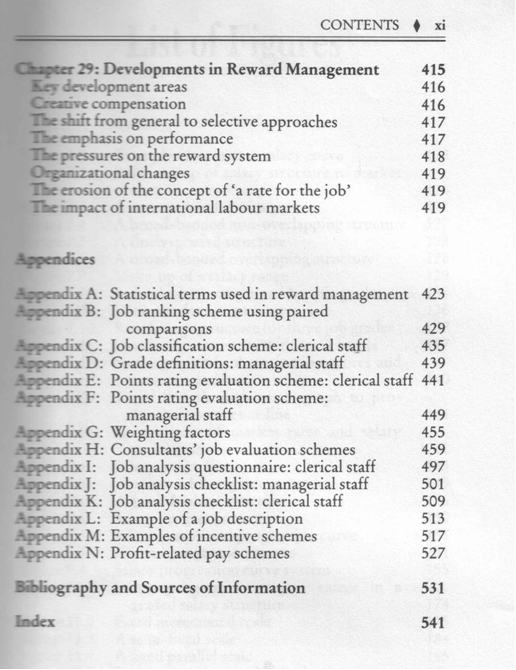
Glossary

A glossary is usually found at the back of a text book. It is a list of words, usually unusual words, that are used in the manual, with an explanation of their meanings.

An example of a glossary can be found on the next page. When you find an unfamiliar word while working through the text book, you can refer to the glossary to find out the meaning of the word, if it is stated there.

| **Term** | **Definition** |
| --- | --- |
| Address Book | A list of names and email addresses. |
| Appointment | A reminder to do something on a particular date at a particular time (and optionally in a particular place). |
| Archiving | Removing old items from Outlook folders by either deleting them or storing them in a compressed file. |
| Attachment | A file sent by email. |
| AutoSignature | An Outlook tool for inserting text into a message. An AutoSignature can be a line or block of text and can be added to all new messages by default. |





Conclusions And Summaries

Authors will many times include summaries at the end of sections or chapters.

A summary is a brief overview of the main points of the content that was discussed during the section or chapter.

At times the author will end the section or chapter with a conclusion in the place of a summary. The conclusion will be based on information discussed during the section or chapter.

The summary or conclusion should also give you a brief overview of the main points discussed in the section or paragraph.

Paragraphs, Layout, Font

In chapters and sections the written (or typed) contents will also be broken down into paragraphs. As seen in module 1, each paragraph should have its own subject, with the sentence of the previous paragraph leading into the subject of the second paragraph. The first sentence of the new paragraph should then introduce the new paragraph.

The layout of the page would usually also enable you to skim through the page if you quickly want to find out what the contents of the page are about. During a previous Formative Assessment you were requested to analyse two different magazines in terms of font type, headings, layout and copy breaks. Did you see how the layout of the page helped you to find out more about the subject without reading the entire article in depth? Many textbooks and other books will also be laid out in a way to make it easy for you to skim through the contents. At times the author will also highlight important words by using **bold**, *italics* or underline. Look out for these visual clues when reading through a text book.

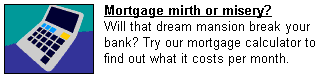
All the above are techniques that enable you to find out quickly what the book, chapter or section is about. Once you have satisfied yourself that the contents are relevant to what you want to do, you can start reading the contents in depth. This will make it easier for you to understand what the subject of the content is and will save you the time of rereading the entire contents many times.

Hyper-Links And Icons

In web sites and web pages and some online manuals you will find hyperlinks. A hyperlink takes you to a specified place on the web site or web page. You will go to the hyperlink by clicking the mouse on the hyperlink.

Almost all web pages have hyperlinks. These links connect:

* One page to another part of the same page (useful if it is a really large page)
* One page to another page somewhere on the web
* A page to a file, such as a sound clip, video, a spreadsheet or a Word document

These links to other pages can be links to things stored anywhere on the internet. **Hypertext** links are indicated by underlined text highlighted in blue (usually). Hyperlinks are also frequently in the form of buttons, graphics or pictures.

To find hyperlinks on a page move your mouse pointer over the page and where there is a hyperlink the pointer will turn into a hand with a pointing finger.

In the example shown, both the graphic and the underlined text link to the same page. You could click either to follow the link.

Icons are found in GUI- based software applications that you do your work in, such as Outlook, MS Word and MS Excel. The icon is usually a picture that you click on and it will execute a command, such as Save, Open, Print, etc. You will learn more about this in the End User Computing modules.

Visual Clues

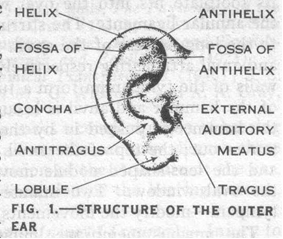
Authors also use visual clues in order to emphasize, illustrate or explain certain points.

Diagrams

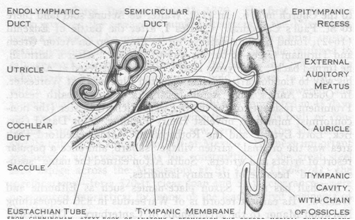
A simplified drawing showing the appearance or structure of something.

In school text books you would have found a lot of diagrams in biology and science. The diagram I remember best is the one of the grasshopper. Of course, a diagram is a sort of a mind map as well.

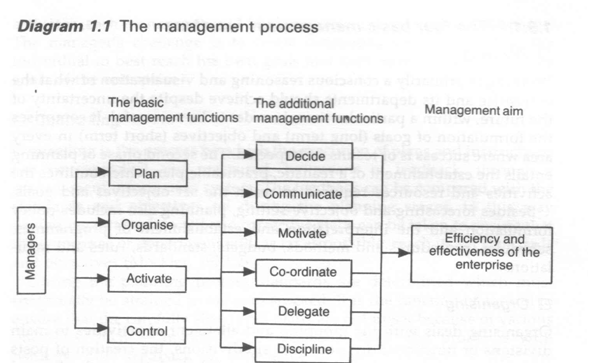
This diagram shows the outside of the ear.



And this one shows the inside of the ear.



The diagram below shows the functions involved in the management process.



Captions

A caption is a title or brief explanation that is printed with a visual aid, which can be a photo, an illustration, a diagram or a cartoon.

The captions to the photos state:

Mandela casts his vote in April and President Mandela joins hands with ex-President de Klerk.

Can you see that you only have to look at the photos and the captions to find out what the article is about? If you want more information, you would have to read the article, but you already have an idea what the article is about.



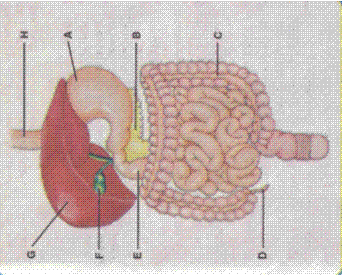
Visual And Graphic Representations

Visual and graphic representations are used to illustrate what the written piece is about. It is used to give more information about the subject, without writing long lines of text to explain the point the author is trying to make.

Diagram

A simplified drawing showing the appearance or structure of something.

This is a diagram of a human’s intestines. Can you see how easy it would be to explain the look, position and function of each separate organ in the human body by making use of a diagram.

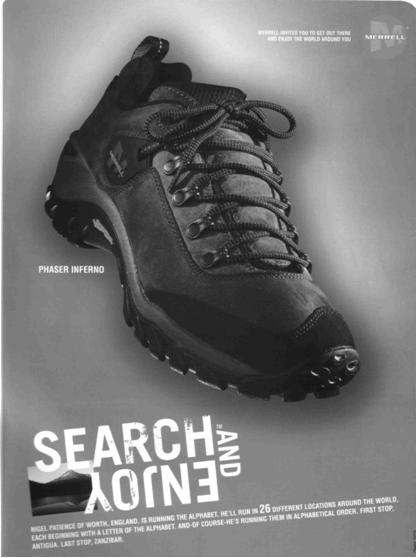


Photographs

When the manufacturer decided to advertise these shoes, they chose to use a photograph of the shoe to illustrate what it looks like, rather than saying to you, the reader:

“This is a lace-up shoe, with soles fit to walk or climb in, made from leather and suede, with added protection at the back for your heels, durable, long-lasting and comfortable. These shoes are made with your comfort in mind. Go out now and buy your Search and Enjoy Phaser Inferno climbing and hiking shoes.”

You can actually see all this from the photo.



Arial Photography

Aerial photography has been around for a long time. It was used as early as 1858 from hot air balloons. Aerial photography was used widely during the first World War. Photos taken from the air was used to gather information about the enemy’s position, moves and strength. At times, this was done daily. During the second World War and the Korean War aerial photography was also used a lot to gather information about the other side’s movements.

Today, aerial photography is used for the following purposes: to gather military information, to draw maps, to make survey photographs of natural resources such as forests, crops, rivers and so on.



Photos taken from the air can be done from a hot air balloon, a helicopter, a parachute (although this will be difficult) and an aeroplane. The view from the air is vastly different from the view from the ground. Compare the following two photographs, both are of rice paddies. One was taken from the air and the other one was taken from a slightly higher viewpoint than the woman collecting rice seeds.

Of course, the height at which the photo is taken also affects what the photo looks like.

In an aerial photo all vertical lines, such as poles and tall buildings, tend to disappear at a “vanishing point” in the centre. In other words, it is difficult to judge the height of things from an aerial photo.

Pie Chart

A pie chart is used to show how a total breaks down. For example, you have R3000 per month to spend on rent, transport, food, etc. You can use a pie chart to give a visual demonstration of how you spend your R3000. Or you could write an explanation of a paragraph or two to prove to your parents that you are not spending money on unnecessary things.



|  |  |
| --- | --- |
| Rent | 900 |
| Transport | 300 |
| Food | 800 |
| Clothes | 500 |
| Spending | 500 |
| Total | 3000 |

Bar Graph

Is used to compare values at intervals, the bars run horizontally. For example, you can compare your marks for your matric subjects per school term.

You can compare the results on paper, which is lengthy, or you can use a bar graph.

This example shows only your mathematics results.



This example shows all your subjects



Cartoons

Cartoons in magazines and newspapers usually make a statement about something newsworthy that happens.

Cartoons are usually the author’s point of view about a subject and should be read with the enjoyment of the cartoon in mind and should not be taken literally, since it only conveys one person’s point of view.

One of my favourite cartoons is Madam and Eve, because it is so uniquely and typically South African. They usually make a statement about something that has happened in our own country and, while I do not always agree with them, I can really enjoy the cartoon. Incidentally, the cartoon was started by an American who was very amused by the way the word Madam is used in South Africa. In America, a madam is an owner and manager of a brothel ☺, so there is humour even in the name of the cartoon.

Formative Assessment 3

# ANALYSING WRITTEN MATERIALS

Learning outcome

* Identify and explain the values, attitudes and assumptions in texts: Socio-cultural, learning and/or workplace contexts

Assessment criteria

* An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.
* Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience.
* Evidence cited from texts in defence of a position is relevant

One of the reasons why we read written text is to determine the purpose of the text – why did the author write this specific article, textbook, instruction manual or whatever you are reading. Once we have determined what we think is the purpose of the text, we have to be able to justify what we think in terms of what is written in the article, textbook, etc.

In other words, we have to be able to understand what the author means, and we must be able to support out argument from what the author writes.

Explicit versus implicit

Whenever an author writes some text, certain facts will be stated clearly, while others are not stated clearly, only hinted at.

When facts are stated clearly, we call them explicit. **Explicit means clear and detailed**, with no room for confusion. In the article about slavery, the name of the blind woman is stated clearly, as well as the fact that she is blind. These are stated explicitly.

The opposite of explicit is implicit. **Implicit means suggested**, though not directly expressed. In other words, it is hinted at and you, the reader, should be able to identify what the author means. Referring back to the article about slavery, the writer states:

At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush.

The author does not say that it happened during the day, he also does not say that the villagers were working in their fields, yet we know this.

How do we know this? The author says the villagers dropped their hoes. A hoe is a long-handled gardening tool with a thin metal blade that is used to turn earth and cut through weeds. So, in one sentence the author tells us implicitly that it was daytime and that the villagers were working in their fields.

Omissions and Silence

Two of the tactics most used by journalists who write for newspapers and magazines are omissions and silence. Many people are misquoted in this way.

Omission is something that has been left out.

Below is a paragraph from the article about slavery. If I leave something out, it changes the entire meaning of the paragraph.

Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” in all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.

Now read the paragraph where human booty and the last sentence has been left out:

Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets and salt. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!”

Do you see that the whole meaning of the paragraph has now changed and that there is now no reference to slavery?

Silence means not saying or writing anything.

If the author of the article about slavery did not write the article, we would never have known that it is going on. Silence can be just as dangerous as omission. If we don’t write and talk about what is going on in the world around us, we will never be able to identify problems. If problems are not identified, solutions cannot be found.

Formative Assessment 5

# CONTENT, LANGUAGE AND STYLE

Learning outcome

* Evaluate the effects of content, language and style on readers`/viewers` responses in specific texts

Assessment criteria

* Content is outlined and its possible effects on different readers/viewers are explored
* The impact of different writing/signing techniques on reader/viewer perspective are identified and explained in terms of the particular effect produced by each.
* Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms
* The influence of specific language structures and features is analysed: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar
* The effect of selected production techniques in visuals is explained. Photographs, transparencies, slides, posters, graphics, videos, film. Range of techniques: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles, borders, overlays, selection and/or omission, scale, size

Writing Techniques

Authors make use of various writing techniques in order to persuade readers to their point of view. These techniques were discussed during module 1, but will be repeated here.

Sentence Length

The sentence may be regarded as the core of language communication, because a sentence is a complete thought that conveys (gives) a meaning. In other words, you use a sentence to explain yourself to other people, or to give your opinion about something. The end of a sentence is indicated by a full stop, called a period these days.

A sentence must make sense, therefore a sentence must express a complete thought. In order to do this a sentence must contain a verb (doing something) and a noun ( a subject) and the sentence must contain a thought that includes an idea that is relevant to the subject or the doing.

If you say: “The accident happened as I crossed the road.”, it makes sense to everyone who hears it and reads it. If you say: My dog was run over and Vin Diesel visited South Africa.”, it will not make much sense to other people. The two concepts have nothing to do with each other. In an instance like this, you will have to use two or more sentences or even two paragraphs.

A short sentence could be: Thabo takes the dog for a walk.

Authors use short sentences to heighten (increase) tension in a written piece. Longer sentences make a written piece more relaxed and not as filled with tension. If you are writing about strikes and unrest, your sentences would be shorter, while the sentence in a written piece about farming would be longer to create a more relaxed atmosphere.

Generally, we would try to vary the length of sentences in any written piece. A written piece that has only long or short sentences can be tiring to read.

There are **three** basic types of sentences.

Simple Sentences

These have one verb and one subject and object. “The boy is playing with the ball.”

Compound Sentences

A compound sentence is made up of two or more thoughts or sentences that are related to each other. The thoughts or sentences are then connected to each other to form one sentence by using the following words: **but, and, or**.

but, and, or

“The boy is playing with the ball, but his mother is calling him.”

“the boy is playing with the ball and some other children are watching.”

Sentences should have the same topic if you want to create a compound sentence. The following two sentences are not related to each other and should not be joined: “It is late.” and “I like reading.” “It is late and I like reading” does not make sense, since they do not share the same topic: lateness and reading do not have anything to do with each other.

*“It is late and I am going to bed.” is a better example.*

Complex Sentences

Consist of one independent sentence with one or more dependent clause that relates to it. The sentence and the clauses are **separated by a comma.**

,

“Although it is raining, the boy is playing outside.” Can you see that*: “Although it is raining”* is not a full sentence, it does not have a subject, so it is called a clause and has to be added to a sentence.

The clauses and the sentence must relate to the same topic if you want to create a complex sentence. “Although it is raining, I like reading.” Is a pointless sentence, since they do not share the same subject. “I have to go to the shop, even though it is raining,” is a better example of a complex sentence.

Remember:

**Too many short sentences will make your text appear choppy and curt.**

*Too many long sentences will have the opposite effect, your text will appear confusing.*

**Short sentences should be varied with longer sentences to give your text an even flow.**

Diction

Diction: The choice of words or phrases or signs in speech or writing or signing; the particular words or phrases or signs chosen to express an idea.

In most languages, but especially in English, words can have more that one meaning, depending on the context they are used in.

Watch can mean:

* To **watch** something, in other words to look at something attentively – watch TV or a soccer game or a movie
* It can also mean a **watch** that you wear on your arm and use to tell the time.
* When you **watch out** for something it can mean that you have to be careful. Watch out for that car/rock in the road, etc.
* A **watch** is also used to describe a fixed period of duty, usually four hours, on a ship, or in the Army. Firefighters also divide their **working shifts** into **watches**.

The actual meaning of the word will be determined by the context – the sentence and paragraph that it is used in.

Punctutaion

Punctuation is used to:

* Clarify meaning.
* Make material more readable.
* Help the reader understand what you are writing.

The most commonly used punctuation marks are:

**Comma** (,) is used to separate two independet clauses that are separated by a conjunction. I have given the matter much *thought, but decided* to cut my hair.

**Semicolon**: is a stronger punctuation mark than a comma, but not as strong as a full stop. Children begin by loving their parents: as they grow older they judge them, sometimes they forgive them.

**Colon**:replaces “for instance” or “as follows”. Be careful not to use a colon too often. *He did not understand several parts of the speech: market trends, market prices and the GDP*. Colon is also used to separate chapters and verses of the Bible: *Genesis 2:4*

**Full stop or period** is used to indicate the end of a sentence.

**Exclamation mark**: is used to indicate surprise or strong emotion. *You look beautiful today!*

**Question mark**: appears at the end of a direct question. *Where do you think you are going?*

Grammar

Grammar is the whole structure of a language, including the rules for the way words are formed and their relationship to each other in sentences.

This has to do with the words we use in sentences and also how we use them.

In the section about textbooks I quoted the following example:

If you say: “ My husband and I have been nearly married for two years.” it literally means that for two years you and your husband have been almost married, but have not gotten married yet. You probably mean that for two years you have been thinking about getting married, but cannot make up your minds to actually do it.

If you say: “My husband and I have been married for nearly two years” it means that you and your husband got married nearly two years ago and you are still together.

Below is a quote from the article about slavery, as written by the author.:

*Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” In all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.*

* If I substitute the word “booty” in the first sentence with “bodies”, it would mean that the slave traders gathered the remains of dead people to take with them.
* If I change the word order of the third sentence, I can change the meaning of the sentence as well:

*“Grabbing the woman by her bead necklace, a terrified militiaman growled ….”*

This, of course, means that the militiaman is terrified, and not the woman.

It is easy to change the meaning of a sentence or paragraph just by changing the order of the words in the sentence or paragraph.

You must always be aware of this and ensure that, when you are writing something (especially your summaries) you use grammar correctly. If you don’t you can be misunderstood and this could sometimes have serious consequences.

People can be misquoted simply by changing the word order of the sentences. When we read and write text, we have to be careful of our use of grammar.

Language Structures And Features

Writers use language structures and features all the time, in order to influence what you, the reader, thinks when you have read the written piece.

Languge structures and features include

* The choice of words.
* Use of language.
* Symbols.
* Pictures.
* Tone.

If we look at the article about slavery, we can see some examples in the first paragraph.

But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.

If the author had not told us that they were shaking with fear, we would have felt differently about the paragraph.

Dealing With Bias

What Does Bias Mean?

An opinion or tendency to be strongly for or against a person or thing.

We are all biased in some way or other. We feel strongly about certain subjects, such as pornography, schooling in mother language, and many other subjects. Then there are subjects over which are biased, but do not necessarily feel too strongly about it, so we don’t get all worked up about it. This could be school uniforms, what to wear to the movies, and so on.

We all have opinions about everything, some opinions are stronger than others. Unfortunately, although we would like it to be so, our opinions and views are not always the right ones and, when we do not want to be convinced otherwise, we are biased.

I have a bias- I hate school uniforms and believe that it should be done away with totally. Children should be allowed to wear what they choose to school. I feel strongly about this and I refuse to be convinced otherwise. This is, of course based totally on my own dislike of uniforms and having to look like anyone else, so I am not necessarily right in my point of view, especially since most other people seem to like school uniforms. Luckily, this bias of mine is relatively harmless.

Unfortunately, not all biases are harmless. Bias can take many forms: it can be based on cultural or religious beliefs, it can show itself in a misrepresentation of facts, it can be discriminatory in terms of race, sex or age. It can also be due to peer preferences.

Most of us have suffered from other people’s biases in some way or other.

I have suffered from bias because I am a woman, it was thought that I cannot do what a man can do and, further, that I should not be allowed to prove that I can do administrative and managerial work as good as my male counterparts. To me, it was not a pleasant experience.

If I were biased against Muslims, I would interpret the article about slavery as meaning that all Muslim Arabs are kidnapping people to use and sell as slaves, even though the author of the article does not state this. My bias would then end in me disliking all Arabs and all Muslims, since, in my view they are all slave traders. Clearly, this is not true, since most races and nations have good and bad people and there are slave traders in South Africa as well, who are not Muslims or Arabs.

Whenever you read a written piece of text, you have to bear in mind that you yourself are biased and also that the author is also probably biased. You must always be able to determine the bias in yourself and the author.

Also, whenever you communicate in writing or verbally, bear in mind your own bias as well as the bias of your audience.

Lastly, remember your painful experience at the hands of some other person and his/her bias, before you treat people with disrespect because they disagree with you.

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Humour

In the dictionary, humour is stated as being:” the quality of being amusing”. Jokes are humorous, so can text in an article be humorous or even a novel (long story) or parts of a novel.

Sarcasm

Is a way of using words that implies the opposite of what they mean, so as to upset or mock someone.

If you were talking to one of the team players that lost the game badly, and you say to him: “Well, you guys really played well” you are being sarcastic.

Irony

The expression of meaning through the use of language which normally means the opposite.

When an author uses irony, he states one thing, while meaning the opposite.

Your sport team lost a game badly over the weekend. On Monday morning you discuss the game with colleagues and you say: “Well, they played really well”, you are being ironic, since you mean the opposite

Satire

When an author uses satire, he portrays human weaknesses and shortcomings in a mocking way, usually in order to encourage people to improve their behaviour. The satirist uses his writing to show people how silly and ridiculous their behaviours and attitudes are. The cartoonist Zapiro is a satirist who uses cartoons to express his views of people in a mocking way in order to emphasize how silly we can be.

The Madam and Eve cartoon also uses satire, sometimes irony and also humour to portray South Africans in all their silly behaviours and beliefs.

Hyperbole

An exaggerated statement that is not meant to be taken in the strict sense of the words.

“I have told you a thousand times to clean your room.”

Generalisations

Make a general or broad statement based on specific cases.

**“Nobody from the Cape eats pap”.**

This is not true, most people from the Cape prefer to eat something else, but some of them do eat pap as much as we do.

When the soccer or rugby team loses two or three games in a row, we tend to say things like: “We can’t play soccer or rugby, we always lose”. This is also not true, since they do win games.

Beware of general statements when you read or write something. Writers should be careful of using general statements, as readers tend to believe what they read.

Stereotyping

An over-simplified idea of the typical characteristics of a person or thing.

All blondes are stupid. This is a stereotyping, since not all people with blonde hair are stupid. We just notice it, since blonde women are more noticeable to men, and when a blonde woman does something stupid, all blondes are called stupid.

Slang

Casual, very informal speech/signing, using expressive but informal words and expressions.

Slang is usually related to age or social group rather than to trade or profession (jargon). It is used to stress an identity for those in the know and to exclude those who do not know the terms, for example, words to describe money, grown-ups, police, and activities.

* My Bra
* Howzit Broe
* Whazzup

Dialect

A form of language used in a particular region or by a particular social group

The way we speak English and Afrikaans in Gauteng is different to how it is spoken in the Cape. The people in the Cape have their own unique way of speaking, which is legitimate even though not always grammatically correct. When this happens, it is called a dialect.

A dialect is usually mainly one language, but with a lot of borrowed words and neologisms, and a unique way of pronouncing the words.

Jargon

Words or expressions that are used by a specific trade, business or industry.

* A paper tiger: when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger. It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.
* In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment. We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on.

Complex Terms

Words or phrases that are complex and usually technical and related to a specific industry or sector.

* Electrocardiograph: monitors the heartbeat
* Government fiscal matters: to do with the governments budget and how they spend the money that we pay in taxes.
* The metallurgist in charge is Karis Allen, 35, a specialist in fractions and corrosion: a metallurgist is a person who specialises in studying metals, fractions and corrosion in this instance means how metal, such as steel, breaks and corrodes

Ambiguous Words

Ambiguous means **unclear or undecided**, having more than one meaning.

So an ambiguous word can have more than one meaning. When you come across a word like this, you have to refer to the context in which it is used in the sentence.

The boxer was boxed in.

* A boxer can be a person who boxes as a sport or a medium-sized breed of dog with a brown coat and pug-like face.
* Boxed: a box can be a container with a flat base and sides and a lid; it can also be an enclosed area for a group of people in a theatre, sports ground or law court, it can also be a service at a newspaper office for receiving replies to an advertisement, and so on.

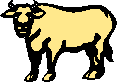
*The boxer was boxed in a small area between the house and the gate and was barking his head off.*

*During the fight, the boxer in the red shorts was boxed into one corner of the boxing ring by the boxer in the blue shorts.*

If the sentence and the context the word is used in still does not make the meaning of the word clear, look up the word in a dictionary.

Figurative Language

Figurative language: Words or signs or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor).

******This is done when we use a word or phrase in a non-literal sense (not to be taken literally) to add interest to speech or writing.

**Food for thought**. We cannot really eat our thoughts. The expression means that it is something to think about.

**He is as strong as an ox**. He is not really as strong as an ox, we only say this in order to illustrate how strong he is

When mothers say to their children “ I am so angry I could kill you…” they usually don’t mean this literally. Most mothers don’t kill their children. It is a figurative expression of how angry the mother is.

Idioms And Proverbs

According to the dictionary, an idiom is an expression that is natural to a specific language, while a proverb is a short saying stating a general truth or piece of advice. They are actually the same – **a saying that originates in a specific language and is usually applicable to that language, region or culture**.

Many proverbs and idioms can be translated into other languages, but many cannot, since what is applicable in Germany is not necessarily important in South Africa. Idioms and proverbs tend to be culturally based, as they originate as a saying that is popular with the people who speak the same language and undergo similar experiences.

* Beauty is in the eye of the beholder. This means that everybody has his own idea about beauty.
* Business is business. In business, there should be no other considerations.
* Easy come easy go. When you have not earned it, you tend to be wasteful.
* To be green with envy. To be very envious of what someone else has or has achieved. This is a good example of differences in language, since in Afrikaans envy and jealousy is yellow, not green. So, if you were making this statement in Afrikaans, you would say that someone is yellow with envy – the actual expression is to wear a yellow jacket. (die geel baadjie aanhê)
* To be as like as two peas. To be similar. In Afrikaans, we would say: soos twee druppels water op mekaar lyk (to look as similar as two drops of water)
* To cross the Rubicon. To commit oneself to an enterprise or a course of action.
* To live in grand style. To lead a life of wealth and luxury. In Afrikaans this is stated as: “op groot voet lewe”, which, when translated literally would state: “living in a big foot”.

Formative Assessment 7

Production Techniques In Visual Aids

Most of us use visual aids to enhance and explain our writing as well as oral presentations. Visual aids give important visual clues about the text or the presentation and can enhance and emphasize our points of view and also convince the audience of our point of view.

Photographs And Slides

Photographs

One of the most popular techniques used in written communication is photographs. As with any visual representation that is used to supplement written material, photos can have a big impact. The old saying: “A picture paints a thousand words” is very true of photos.

Newspaper photos of the weekend’s sport events illustrate what happened. Photos, of a big natural disaster, such as the tsunami around Christmas 2004, or a hurricane or earthquake, a plane crash or a train that has derailed, sells many newspapers, as people want to see what it looks like after the disaster.

Of course, photos are used in more positive ways than negative ways and it is important for you to consider using photos with your written work. The photo has to add to your writing, please don’t use photos that are not relevant to your written work.

Photos are very effective when you want to persuade readers to your point of view: If you want investors to buy a nice seaside or bushveld property, including a colourful, clear photo of the property will give the reader a positive visual stimulation.

If you want readers to contribute towards a hunger relief fund, showing photos of hungry children will encourage many people to contribute.

If you want voters to vote for you, show them photos of what you have achieved, for example, the houses that have been built, the roads that have been built, and so on.

Slides

Slides are photographs taken on positive film. The quality and colour that is given by slides cannot be equalled by any photograph. Unfortunately, slides usually have to be viewed through a slide projector. On the other hand the quality of the image makes up for this disadvantage.

Colour Or Black And White?

Printing colour photos in articles is very expensive. Magazines use a lot of colour photos, but they cost more than a newspaper. Newspapers make more use of black and white photos with the occasional colour photo.

If you are going to print your writing in black and white, use black and white photos. If you only have colour photos, change them to greyscale on your PC or ask your printer to change them. You will have a better image.

If you are going to give a presentation on the computer, you will use more colour images than black and white.

On the other hand, black and white photos and slides are more dramatic. Think about the photos of Sharpeville and the Soweto uprising. They will not have the same dramatic impact in colour as they have in black and white.

Transparencies

Transparencies are used with Overhead Projectors and can be in colour or black and white. The facilitator will make use of transparencies during the course of this training. The layout and style of the transparency should be considered carefully, since this is your visual aid.

* How much text are you going to include in the transparency?
* Are you using photos, slides, cartoons, tables, graphs or other pictures to enhance the visual impact of the slide?
* Where are you going to place the text and where are you going to place the picture?

Some general rules are:

* Use many pictures, cartoons, drawings, photos, etc to make the presentation interesting.
* Try to alternate text with pictures, as transparencies or any kind of presentation that is made up of text only can become very boring.
* You can even have a picture on the background with text over the picture in the foreground, or the other way around. Refer to the section about captions, where the article was printed over the numbers 1994. The text in the background is a light grey, with the article printed in black over it.
* If you have a coloured background, follow these rules: if the background is dark, the foreground must be light; if the background is light, the foreground must be dark. Dark on dark and light on light does not work.
* Adding borders to your text or visual aids helps to focus attention on the contents inside the borders. This is why paintings and photos are framed before we hang them on the wall. The frame creates boundaries that focus our attention on the content within the frame.
* Always ensure that your pictures relate to the subject. Do not use pictures of people swimming in the sea if you are writing about an earthquake – you will confuse and antagonise the reader.
* Do not use too many small pictures and photos. Enlarge them so that the readers and audience can see them clearly.
* You can also use overlays in transparencies: this is where you have two or more slides about the same subject and you place them on top of each other as you build up your presentation. A good example would be a comparison of pass rates of matriculants. Your first transparency would contain all the details necessary to introduce the subject, as well as the pass rate of matrics in, say 2000. the next transparency would contain the pass rate of matrics for 2001. This only becomes visible to the audience when you place the slide over the first one.

Posters

There are many examples of posters for us to view every day. Posters about violence against women, AIDS, soccer games, films, TV shows, advertisements, etc.

Videos And Films

There are many training videos available for use with live presentations, especially about meeting and telephone technique.

However, the best examples of the visual impact that videos and films have on an audience is advertisements. Nando’s are known for making controversial advertisements in order to advertise their products and, if there is some controversy about the ad, it gives them even more free exposure.

Some advertisements are aimed at the general public, such as the Nando’s, KFC and motor car ads. Others are aimed at serious people or people who have to make provision for their families if something happens to them, such as insurance advertisements.

Films (movies) are also used at times to make a statement, such as the film Tsotsi, which recently won an Oscar for the best foreign film.

In advertisements, films and even training videos, a lot of use is made of dialogue (spoken words), pictures and music to emphasize the point of view of the filmmaker and also to dramatise events.

What we all have to be careful of is that any advertisement, film or video usually gives only one side of the story. Expository TV shows such as Special Assignment and Third Degree have to show the point of view of both sides, especially if it is a controversial subject that people feel strongly about. If they don’t, they can be sued for libel.

This is not true of advertisements, films and documentaries. Be aware that, although it is pleasant to watch, it usually still only reflects one point of view. Also, you do not know what the author has left out, so always do some research of your own before you blindly believe what is stated in film and video.

# UNIT STANDARD 119459

Unit Standard Title

Write/present/sign for a wide range of contexts

Level

4

Credits

5

Purpose

This unit standard will be useful to learners who communicate confidently and fluently in writing/signing in almost any formal and informal situation. Competence at this level will help learners to analyse and make mature judgements about complex, human, personal, social and environmental issues and to express and motivate own opinions. Learners at this level write/sign expressively and with conviction on topics of interest. They cope well with the exploration of complex themes and issues in a variety of writing/signing styles that stimulate and maintain the interest of their readers/audience. Through a drafting and editing process their writing/signing shows significant improvement. They carefully scrutinise their own and others` writing/signing in terms of its impact on different audiences and contexts. They are also able where possible to use multi-media technologies to present rather than write/sign own texts.

Learners credited with this unit standard are able to: Write/sign effectively and creatively on a range of topics; Choose language structures and features to suit communicative purposes; Edit writing/signing for fluency and unity.

Specific Outcomes and Assessment Criteria

**Specific Outcome 1**: Write/sign effectively and creatively on a range of topics

Assessment Criteria

* Imaginative texts are convincing, and appropriate to the topic and purpose
* Expository/factual texts are convincing and well developed with respect to clearly articulated transactional purposes, using fully developed paragraphs and resulting in a unified text
* Writing/signing on personal interests is convincing in terms of issues and concerns addressed
* The narrative voice or register chosen is appropriate to context, purpose and audience: Passive for scientific writing/signing, adopting a persona for narrative, first person/third person selection, authorial comment within narrative voice/register, subjective or objective options, comedic register for humorous narrative

**Specific Outcome 2:** Choose language structures and features to suit communicative purposes

Assessment Criteria

* Points in argument are logically and deliberately sequenced to build up to a convincing conclusion
* Devices are employed to create particular rhythmic or tonal effects: Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis), non-manual modification, sign contractions
* Stylistic devices that enhance meaning are used effectively: Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics

**Specific Outcome 3:** Edit writing/signing for fluency and unity

Assessment Criteria

* Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow
* Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context: Layout, spelling, punctuation, appropriate SASL structures (such as non-manual features) and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required
* The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied

Critical Cross-field Outcomes (CCFO)

* Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signing and/or written activities
* Work effectively with others and in teams: using interactive speech/sign in activities, discussion and research projects
* Organise and manage oneself and one’s activities responsibly and effectively through using language
* Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
* Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing/signing
* Use science and technology effectively and critically: using technology to access and present texts
* Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts
* Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

# WRITE/SIGN EFFECTIVELY FOR A SPECIFIED AUDIENCE

Learning outcome

* Write/sign effectively and creatively on a range of topics

Assessment criteria

* Imaginative texts are convincing, and appropriate to the topic and purpose
* Expository/factual texts are convincing and well developed with respect to clearly articulated transactional purposes, using fully developed paragraphs and resulting in a unified text
* Writing/signing on personal interests is convincing in terms of issues and concerns addressed
* The narrative voice or register chosen is appropriate to context, purpose and audience:

Critical Thinking Skills

Critical thinking: The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do.

* Before you start writing/signing an essay, a summary, a message to someone or business correspondence you have to plan what you are going to write/sign. Remember, writing something is formal and it forms a permanent record. It is not as easy to correct a mistake as with verbal communication.
* Part of your planning process is to write/sign an outline of what you want to write – the main points that you wish to express. In order to do this, most of us have to improve our thinking skills. Luckily, there are strategies available to help us with our critical thinking skills.
* Critical thinking is when you understand how others think and you also understand your own thinking process. When you can gather evidence to support your reasoning and also evaluate this evidence objectively, you are also applying critical thinking skills.
* A mind map is an excellent technique to improve your critical thinking skills.

SASL

South African Sign Language does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence.

**Sign devices**: These include register, non-manual features (NMFs), placement, role-shift, parameter

**Sign parameter**: The building blocks of the sign/word: handshape, location, movement, palm orientation, non-manual sign

**Sign devices:** Sign devices are visual strategies used in signed poetry, for example, rhythm, placement, role shifting, and repetition of handshape, location, movement, palm orientation, and non manual features

Styles Of Writing

To express yourself clearly in writing you should pay special attention to:

* Reading and understanding, also called comprehension.
* Assembling facts and constructing prose (text).
* Sentence structure/collection of signs and non manual features
* Paragraphing: coherent and cohesive collection of sentences. In SASL its boundaries may be indicated by manual or non manual devices, usually chunks of sign
* Assembling paragraphs.
* Making a summary
* Taking notes.
* Expanding notes.
* Paraphrasing.
* NMF’s (non manual features)

Research

Sources Of Information

Before you start writing your document, you have to plan what you are going to write/sign. First, you are going to define the topic and then you have to gather information about the topic.

|  |  |
| --- | --- |
| Information can be gathered from: | In the case of business correspondence, you will find information in: |
| Libraries | Minutes of meetings. |
| Encyclopaedias | Correspondence with clients and suppliers. |
| Manuals | Operations and procedures manuals |
| Magazines | Internal correspondence between departments, branches and regions. |
| Newspapers | Correspondence between management and their departments. |
| Interviews with experts |  |
| Internet |  |

When doing research about a topic it is important that you gather as much information about a subject as possible. The more information you have, the better.

Of course, the information and data must be relevant to the topic that you are going to write/sign about.

Organise The Material

Once you have gathered information, the material you have collected has to be organised.

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups. All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write/sign the document: you can sort the information chronologically, using contrast or cause and effect.

Sifting for relevance

Once you have classified the information and data, you have to sift through it for relevance. You should keep only the information that is relevant to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, all information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should discard it.

Validity and reliability

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source: check more than one manual, talk to more than one person, visit more than one website, to ensure that your facts are correct.

Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all you sources state the same basic fact, you can be reasonably sure that the fact is correct.

Recording

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes.

Now you are ready to draft your first copy of the final document.

Produce Writing That Is Appropriate

When you write/sign, you always have to take the audience into consideration. For a letter to friends, you will use the informal register, you can use slang and jargon freely and your layout will be informal. The diction, language features and structures, pictures and sentence lengths will all be more informal than you would use for a business document.

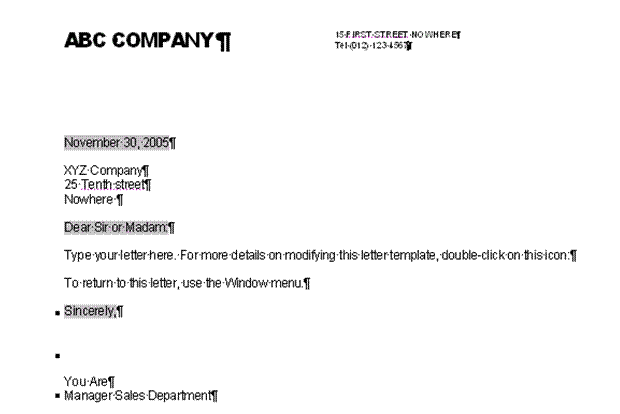
When you are writing a document for the Information Technology department, your presentation will be formal, so you will use the formal register. You can use jargon and technical language freely, without explanatory notes. Your diagrams and other visual aids can be technical, as long as it relates to the IT industry.

When you are writing a note to a friend, telling him/her about something funny that happened to you, you will use the comedic register: something funny is always written in the comedic register.

When you are writing to a client who is not an expert in IT, you will still use the formal register. You will, however, use less jargon and technical language and, where you have to, you will add explanations. Language structure and features will be formal.

This is a layout of a letter done in the formal register. Your choice of words will be formal, you will use headings and sub headings, you will use bold or italic fonts(or NMF’s to emphasise certain aspects), and so on.

Can you see that this letter does not look the same as the letter to your friend? It is important to use the register that is appropriate to the audience you are writing to. If you don’t, the reader can feel insulted or even refuse to take you seriously.



The form that your writing takes must also be appropriate to the context and purpose. For example, a friend’s mother has died and you must write/sign a letter of condolence. Your writing will be more formal than if you were writing to the friend, although not quite as formal as when you are writing to our President. You will not use humour, jargon, technical or ambiguous words. The style will be sympathetic.

When you are inviting a client to a Christmas function, you will use the formal register but you will tone down the formality. You could introduce the theme of the party with a little humour or a funny picture, you will not use titles, heading and so on.

If you are unsure of the difference in the registers, go to a stationer that sells cards and look at birthday cards, cards about illness and death, invitations. There will be more than one example of each and some will be more formal than others. Take note of the tone and style that is used, note the diction and the language structure. Make notes, if necessary and refer back to your notes when necessary.

Narrative Voice

When you write text you also have to choose the voice that you are going to write in.

* Active or passive voice
* First person or third person

Active And Passive Voice

The difference between active and passive voice is in the form of the verb(the doing of something) and the relation to the subject (who is doing it).

“The boy kicked the ball.” Is active voice, because the subject performs the action. You can see that the sentence starts with the subject (the boy), then the verb follows (kicked) and then the object (the ball). This is active voice.

Active voice expresses thoughts, ideas and facts more clearly than passive voice.

“The ball was kicked by the boy.” Is passive voice, because the subject receives the action. The sentence starts with the subject (the ball), the verb follows (kicked) and then the subject receives the action (the boy). This is called passive voice.

When you write, it will mainly be in active voice. Only very formal business writing, scientific writing and legal documents such as affidavits will be in passive voice. “The victim was raped by Mr X.” This is done so that the recipient of the action (the victim) is the most important part of the sentence.

Passive voice is also used when the “who” or “what” that performs the action is not known. “The victim was raped.” Or “The ball was kicked.”

Scientific and sometimes legal writing is done in passive voice.

First Person Or Third Person

Most writing is done in the third person. The third person reports events as they happen to other people. If you look at the article about Nelson Mandela’s grandson in handout 1, you will find that the article was written by the reporter in the third person, in the discursive style.

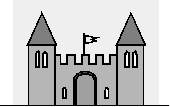
If I rewrite the first paragraph of the article in the first person, it would look like this:

I am former President Nelson Mandela’s grandson. AIDS brought my wife and I together.

Can you see the difference?

Formative assessment 1

Imaginative Texts

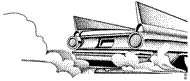
The essays that you had to do at school is an example of imaginative texts, as are fiction novels. All the stories, fairy tales and fables told to children and read by children are examples of imaginative texts. Comedy shows, films such as Tsotsi, television dramas and soaps are all examples of imaginative texts. Love stories and romance novels are imaginative texts.

These texts are creative rather than factual, even when they are based on fact. Based on fact only means that certain aspects of the text is factual and true, but most of the text is imaginary, a figment of the author’s imagination.

Imaginative texts can be fun to write/sign, as long as you have a choice over the subject. It is difficult to write when someone else chooses the subject for you. We all have dreams about what we would like our lives to be like and when you write about this the writing process becomes fun.

Personal Interests

When you write/sign about subjects that interest you, such as sport, hobbies, movies, books or people. This is also fun to do, because you are interested in it.

When you write for an audience about subjects that interest you, you must remain enthusiastic about the subject and be careful that you do not bore the reader. It does not mean that what interests you will necessarily interest the reader as well, so you have to make sure that your writing is interesting, otherwise the audience will stop reading.

Books about gardening, pets, sport, photography, self-improvement, interior decorating, cooking, travel, etc are examples of personal interest books. The authors wrote about something that interests them.

When writing about personal interests, you would write in the first person – “I did this…”, or “I went there …”

Factual/Expository

This type of writing is based on fact. Business correspondence, encyclopaedias, school text books, training manuals, user instructions that you get when you purchase equipment, historical writing, etc. are all examples of factual text.

When you are writing factual text, you have to make sure of your facts and also ensure that they follow each other in a logical order.

Humour

In the dictionary, humour is stated as being:” the quality of being amusing”. Jokes are humorous, so can text in an article be humorous or even a novel (long story) or parts of a novel.

Following is a quote from a book called My Family and Other Animals, by Gerald Durrell. The book contains short stories about his family’s move from England to Greece, in the time before the second world war. They took their dog, called Roger, with them. Gerald had two older brothers, Larry and Leslie.

“That dog’s been a nuisance all the way from England,” said Larry. “I had hoped to give an impression of gracious majesty, and this is what happens … we arrive in town like a troupe of medieval tumblers.”

“Don’t keep on, dear,” Mother said soothingly, straightening her hat: “we’ll soon be at the hotel.”

So our cab clopped and jingled its way into the town, while we sat on the horsehair seats and tried to muster the appearance of gracious majesty Larry required. Roger, wrapped in Leslie’s powerful grasp, lolled his head over the side of the vehicle and rolled his eyes as though at his last gasp. Then we rattled past an alley-way in which four scruffy mongrels were lying in the sun. Roger stiffened, glared at them and let forth a torrent of deep barks. The mongrels were immediately galvanized into activity, and they sped after the cab, yapping vociferously.

Our pose was irretrievable shattered, for it took two people to restrain the raving Roger, while the rest of us leaned out of the cab and made wild gestures with magazines and books at the pursuing horde.

This only had the effect of exciting them still further, and at each alley-way we passed their numbers increased, until by the time we were rolling down the main thoroughfare of the town there were some twenty-four dogs swirling about our wheels, almost hysterical with anger.

Formative assessment 2

# LANGUAGE STRUCTURES AND FEATURES

Learning outcome

* Choose language structures and features to suit communicative purposes

Assessment criteria

* Points in argument are logically and deliberately sequenced to build up to a convincing conclusion
* Devices are employed to create particular rhythmic or tonal effects: Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis), non-manual modification, sign contractions
* Stylistic devices that enhance meaning are used effectively: Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics

Sequence points in an argument logically

Sentences

Too many short sentences will make your text appear choppy and curt. Too many long sentences will have the opposite effect, your text will appear confusing. Short sentences should be varied with longer sentences to give your text an even flow.

The sentence may be regarded as the core of language communication, because a sentence is a complete thought that conveys (gives) a meaning. In other words, you use a sentence to explain yourself to other people, or to give your opinion about something. The end of a sentence is indicated by a full stop, called a period these days.

Sentence (in relation to SASL): A sentence is a unit of meaning made up of a collection of signs and non manual features, always including a verb, and adhering to specific grammatical rules of SASL

A sentence/collection of signs and non manual features must make sense, therefore a sentence/collection of signs and non manual features must express a complete thought. In order to do this a sentence must contain a verb (doing something) and a noun ( a subject) and the sentence/collection of signs and non manual features must contain a thought that includes an idea that is relevant to the subject or the doing.

If you say: “The accident happened as I crossed the road.”, it makes sense to everyone who hears it and reads it. If you say: My dog was run over and Vin Diesel visited South Africa.”, it will not make much sense to other people. The two concepts have nothing to do with each other. In an instance like this, you will have to use two or more sentences or even two paragraphs.

A short sentence could be: Thabo takes the dog for a walk.

Authors use short sentences to heighten (increase) tension in a written piece. Longer sentences make a written piece more relaxed and not as filled with tension. If you are writing about strikes and unrest, your sentences would be shorter, while the sentence in a written piece about farming would be longer to create a more relaxed atmosphere.

Generally, we would try to vary the length of sentences in any written piece. A written piece that has only long or short sentences can be tiring to read.

There are three basic types of sentences.

**Simple Sentences**

These have one verb and one subject and object. **“The boy is playing with the ball.”**

**Compound Sentences**

A compound sentence is made up of two or more thoughts or sentences that are related to each other. The thoughts or sentences are then connected to each other to form one sentence by using the following words: **but, and, or**.

but, and, or

“The boy is playing with the ball, but his mother is calling him.”

“The boy is playing with the ball and some other children are watching.”

Sentences should have the same topic if you want to create a compound sentence. The following two sentences are not related to each other and should not be joined: “It is late.” and “I like reading.” “It is late and I like reading” does not make sense, since they do not share the same topic: lateness and reading do not have anything to do with each other.

“It is late and I am going to bed.” is a better example.

**Complex Sentences**

Consist of one independent sentence with one or more dependent clause that relates to it. The sentence and the clauses are **separated by a comma.**

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“Although it is raining, the boy is playing outside.” Can you see that*: “Although it is raining”* is not a full sentence, it does not have a subject, so it is called a clause and has to be added to a sentence.

The clauses and the sentence must relate to the same topic if you want to create a complex sentence. “Although it is raining, I like reading.” Is a pointless sentence, since they do not share the same subject. “I have to go to the shop, even though it is raining,” is a better example of a complex sentence.

Remember:

* Too many short sentences will make your text appear choppy and curt.
* Too many long sentences will have the opposite effect, your text will appear confusing.
* Short sentences should be varied with longer sentences to give your text an even flow.

Paragraphs

Paragraph (in relation to SASL) A paragraph is a coherent and cohesive collection of sentences. Its boundaries may be indicated by manual or non manual devices. Paragraphs can also be seen as chunks of sign.

The sentences in a paragraph should form a unit. The reader/viewer must be able to easily see how a sentence follows on the one preceding it. A paragraph/chunks of sign starts with a topic sentence/collection of signs and non manual features, that introduces the topic of the paragraph to the reader. The topic sentence acts as a base and holds the paragraph together. Sentences/collection of signs and non manual features that follow in the same paragraph should enlarge on the topic or theme introduced in the first sentence. We call them supporting sentences. Supporting sentences should provide **specific details** about the topic in order to clarify the topic sentence and make the paragraph interesting.

If the sentence/collection of signs and non manual features does not contribute to the theme of the paragraph, it should not be included. You should also avoid adding data that is not relevant to the topic.

Hints for writing good paragraphs

* Each paragraph should have only one theme.
* Do not write/sign paragraphs that are longer than 10 or 12 lines, as longer paragraphs become boring and confusing.
* Mix long and short paragraphs in a document to create interest and attention with the reader.

Document

When you are writing a document, it will usually be about a specific topic or theme. The text you are writing will usually consist of more than one paragraph, each with its own topic but relating to the main topic of the document.

Your piece of writing should start with an introduction of the theme of the document. Your first paragraph would therefore be the introductory paragraph. The introductory paragraph should be short, relevant, it must introduce the theme of the document and it must get the attention of the reader.

Arranging The Paragraphs In A Logical Order

You can use cause and effect and contrast to help you arrange your paragraphs in a logical way.

* **Contrast** is when you contrast one theme, thought, opinion or product with another.
* **Cause and effect**: you can, for example, progress from the causes of war to the consequences(effect) of the civil war on ordinary people.

If you are writing about something that happens over a period of time, you can arrange your paragraphs **chronologically**: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

1930 - 2006

Any arguments used in your document must be **supported by sound reasons and facts**. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Ensure that you **state your point of view clearly**. Remember other people also have to understand your point of view.

***A fragile home threatened by war.***

*Among the last of its kind, a young gorilla peers from its leafy refuge in Rwanda – a nation bloodied by ethnic slaughter. Conservationists fear that Rwanda’s instability could endanger the gorilla’s survival. Others ask: How should the plight of the world’s rarest ape be weighed against more than 500,000 human dead?*

As it stands the paragraph above is clear. If I leave out certain key words, I can change the paragraph so that it does not make any sense:

“A young gorilla peers from its leafy refuge and instability could endanger the gorilla’s survival.” What on earth am I talking about? Where is the gorilla, why would its survival be endangered and what is the instability that I wrote about?

If you want your writing to be clear, you have to ensure that you give the reader **all the information** he/she requires to understand your reasoning.

“They said it is going to rain today.” This is a terrible sentence. Who are “they”, where did they get their information from, where is it going to rain, where do they live – do they even live in the same area as you and I?

**Always check your facts for correctness** before you commit them to writing. Readers are very critical and will never forgive you if you get your facts wrong. Anything you write/sign in future will be viewed with suspicion

“The Weather Bureau predicts that there is an 80% chance of rain in Gauteng today.” Now you have stated the source of your fact, you have backed your statement with an estimate of the possibility of rain and you have also made it clear where it will rain. If it doesn’t rain, your readers cannot be angry with you, since you only reported what the Weather Bureau predicted.

At the end of your document, you have to come to a **conclusion**, where you connect all the facts that you stated previously. State your conclusion or recommendation clearly and make sure that it is based on the facts you stated. The conclusion can be:

* A short **summary** of the main points of your document.
* A **direct-approach** conclusion where you show the reader how the message relates to him/her.
* **Plan of action** conclusion where you answer the question of what should be done about the matters discussed in the body of your document.

Formative Assessment 3

Create particular rhythmic or tonal effects

During oral communication, the speaker can use **inflections, pauses, variations in tempo, eye and body movements and gestures** to add emphasis or to make his speech more interesting.

When writing, we have to make use of punctuation to indicate tone, undertone, emphasis, accent and meaning.

All the things a speaker does with his voice, we do with punctuation. Unfortunately, incorrect use of punctuation can lead to misunderstanding and misinterpretation of the written word.

Using punctuation is one way of ensuring that your writing is interesting. Using punctuation is also necessary if you want your work to be grammatically correct.

Punctuation

* Punctuation should **clarify the meaning** of text
* Punctuation should make the written material **more readable**
* Punctuation should be reader-oriented: the most important reason for using full stops (periods) is to **help your reader understand** you. Of course, when you use periods (full stops) in the right places, your work will automatically be grammatically correct.
* Punctuation marks indicate the **emphasis**, **tone** and **undertone** in a piece of writing

Writers are not free to punctuate as they wish, certain rules have to be followed:

* A period or full stop at the end of a sentence indicates a long pause.
* A question is always indicated by a question mark. (?)
* An exclamation mark always indicates an exclamation. (!)
* A quote must always be placed within quotation marks. (“…”)

When using SASL, attention must be paid to handshape, location, movement, palm orientation, non-manual signs, where appropriate.

Period

* Use at the end of a sentence.
* Use after a declarative or imperative statement: Write in pencil.
* Used after certain abbreviations: etc.

Do not use periods at the end of a heading or a theme title.

Comma

Commas are used to:

* Separate an introductory phrase from the body of the sentence: “During the discussions in parliament, it was decided that ….” Doing this, tells the reader that the introductory phrase is less important than the main part of the sentence. In the example, the important part of the sentence is the decision that was made, the place where it was made is not that important.
* Separate two independent clauses that are joined by a conjunction. Examples of conjunctions are: “and”, “but”, “or”, “nor”, “for”, “yet”, “so”. You will place the comma after the first independent clause and before the conjunction: “I have finished reading this book, and I am taking it back to my friend. “It is raining outside, but inside the room it is dry and warm.”

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* A separable (non-restrictive) clause from the principal clause. This is when you insert an interesting clause, word or phrase into a sentence: “The water, polluted by industrial waste, is poisonous.” The clause that was inserted is interesting, but not essential to the point of the sentence. Of course, when the clause is essential to the sentence, you will not use commas.
* Separate elements in a simple series. When you quote a list or series of things in a sentence, you must separate them with a comma: “All the furniture, domestic appliances, office equipment and other business articles must be included in the inventory.” “I want to buy the red dress, yellow jersey, white slacks and black shoes.”
* Separate transitional words or phrases such as: “well”, “yes”, “no” and “finally” from the rest of the sentence. “Yes, I will make the opening speech for the debate.” “No, the blue jacket does not look good with the brown slacks.”

Ellipses

The ellipse (…) is three spaced periods that indicate the intentional omission of words in a quotation, a remark that is not complete or to show that the author did not cite all the information: “I understand your problem…”

When you use an ellipse with other punctuation marks, such as a question mark, the ellipse follows the question mark: “Why don’t you tell me what is bothering you?...”

...

Semi-colons

The semi-colon (;) is a stronger punctuation mark than a comma, but not as strong as a period. When you use a semi-colon, you are indicating a longer pause than a comma, but the pause is not as long that of the full stop.

;

* Use a semi-colon when you want to separate ideas that are related that follow a colon: “the secretary should: prepare the chairman’s agenda; take minutes of the meeting; read the minutes …”
* Semi-colons are also used if items in a series contain a comma: “Are you going to Parys, Free State; or Paris, France?”

Dash

* Use the dash sparingly. Too many dashes in a piece of writing is bad style.

(-)

* The dash shows an abrupt break in the thought or construction of a sentence: “I believe – no, I am sure – that he is responsible.”
* A dash takes the place of **to**: “January – March” or “1994 – 2004”.

Rhetorical Devices

Rhetorical devices help you to create rhythmic effects in your writing.

You will find many examples of repetition, questioning and emphasis in speeches, but you can also use in written work to create rhythm.

Repetition

Repeating words and phrases is very effective to emphasise the importance of the statement. Sir Winston Churchill made very good use of repetition in his famous speeches during World War 11.

On 22 May 1940, after the British soldiers had been evacuated from Dunkirk, he said:

“**We shall fight** on the beaches, **we shall fight** on the landing-grounds, **we shall fight** in the fields and in the streets, **we shall fight** in the hills; *we shall* never surrender…

On 13 May 1940, just after he was elected prime Minister, he said that he had one aim:

“**Victory – victory** at all costs, **victory** in spite of terror; **victory**, however long and hard the road may be.”

Of course, he said many more memorable things and it is worthwhile reading about him. He was the Prime Minister of Britain during World War 11 and he was a rather colourful character – just what the British needed during wartime.

?

Questioning

Trainers, teachers and facilitators use questions all the time, and you can use questions in written text to set your readers thinking.

?

Of course, when you ask questions in your text you do not expect the readers to answer you, so you have to provide the answers.

* Always make sure that your questions relate to the topic of your writing.
* You can ask more than one question at the same time for effect.
* You can start your writing with a question
* You can also end your writing with a question and leave the readers to think about the question, however, when you ask a factual question, do not leave your readers hanging in the air – give them the answer.

Emphasis

Some of the ways of emphasising certain texts in your writing have been discussed in the section about punctuation.

You can also use the following to emphasize text:

**Bold**

*Italics:* commonly used to quote titles of books, magazines, television programs, etc.

Underline

Stylistic Devices

You can use the following to enhance the meaning of your written work.

* Photographs
* Index
* Irony – but do not be sarcastic
* Visual aids such as graphics, pictures, tables, etc
* Iconicity: Iconicity as a poetic strategy is the use of signs to represent action/movement, and is often used in conjunction with repetition of parameters and rhythm.

Photographs

One of the most popular techniques used in written communication is photographs. As with any visual representation that is used to supplement written material, photos can have a big impact. The old saying: “A picture paints a thousand words” is very true of photos.

Newspaper photos of the weekend’s sport events illustrate what happened. Photos, of a big natural disaster, such as the tsunami around Christmas 2004, or a hurricane or earthquake, a plane crash or a train that has derailed, sells many newspapers, as people want to see what it looks like after the disaster.

Of course, photos are used in more positive ways than negative ways and it is important for you to consider using photos with your written work. The photo has to add to your writing, please don’t use photos that are not relevant to your written work.

Photos are very effective when you want to persuade readers to your point of view: If you want investors to buy a nice seaside or bushveld property, including a colourful, clear photo of the property will give the reader a positive visual stimulation.

If you want readers to contribute towards a hunger relief fund, showing photos of hungry children will encourage many people to contribute.

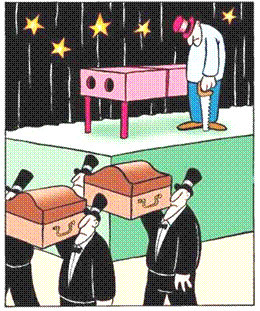
If you want voters to vote for you, show them photos of what you have achieved, for example, the houses that have been built, the roads that have been built, and so on.

Visual aids

Pictures And Drawings

Writers also use pictures to illustrate their points and to influence your thinking of the matter.

Not every presentation is successful



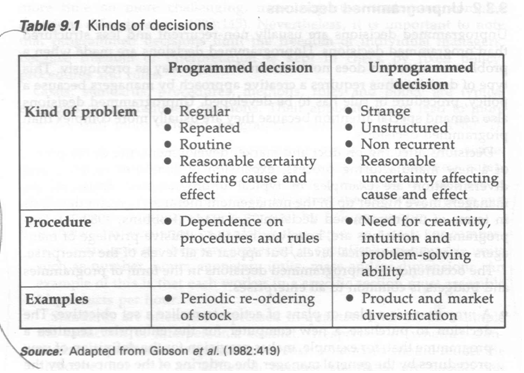
Posters

There are many examples of posters for us to view every day. Posters about violence against women, AIDS, soccer games, films, TV shows, advertisements, etc.

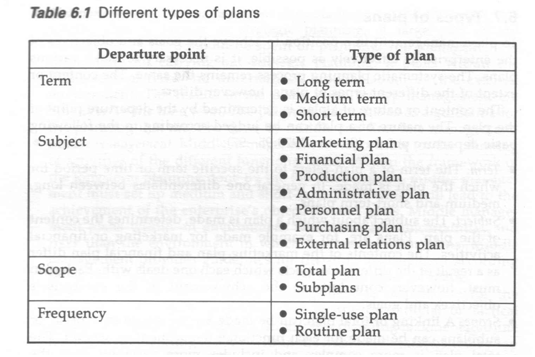
Tables

A table is a list where figures, facts or other information is given shortly.

The table below details the types of decisions usually made when solving problems.



And this table gives details about types of business plans:



Irony

The expression of meaning through the use of language which normally means the opposite.

When an author uses irony, he states one thing, while meaning the opposite.

Your sport team lost a game badly over the weekend. On Monday morning you discuss the game with colleagues and you say: “Well, they played really well”, you are being ironic, since you mean the opposite

Hyperbole

An exaggerated statement that is not meant to be taken in the strict sense of the words.

*“I have told you a thousand times to clean your room.”*

Understatement

This is the opposite of the hyperbole or exaggeration.

When your team has had a spectacular win over the weekend and you say:

*“They did not do too bad…” it is an understatement.*

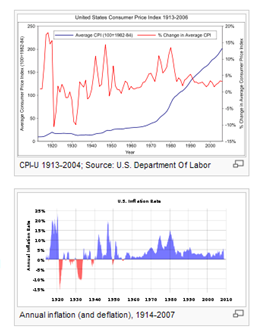
Index and icon

Index

An index is a system used to make finding information easier.

Index may also refer to:

* In publishing, an index is a detailed list, usually arranged alphabetically, of the specific information in a publication
* In economics an index is a single number calculated from an array of prices and quantities, for example a price index is a typical price for some good or service. These indexes are usually presented graphically:



* In finance an index is a list of stocks

Icon

An **icon** is a religious work of art, most commonly a painting. More broadly the term is used in a wide number of contexts for an image, picture, or representation; it is a sign or likeness that stands for an object by signifying or representing it.

By extension, **icon** is also used, particularly in modern culture, in the general sense of symbol — i.e. a name, face, picture, edifice or even a person readily recognized as having some well-known significance or embodying certain qualities.

A person or thing seen as a symbol of something.

In South Africa, we have our own icon: Nelson Mandela, or Madiba. He is an icon throughout the world and has even been called the world’s president.

Logos And Symbols

A symbol can be a letter, a sign or a simplified sketch that indicates a subject or image, e.g. the picture of a locomotive at a railway crossing. Symbols are very common in architecture and garden landscaping. Traffic signals and road signs also make use of symbols.

© this is the symbol for copyright

√ this is the symbol for square root, used in mathematics.



Logos are used by companies and organisations to enable readers to identify the symbol with their organisation. All the big companies, and most smaller companies and organisations make use of logos.

Formative Assessment 4

# DRAFT AND EDIT OWN WRITING/SIGNING

Learning outcome

* Edit writing/signing for fluency and unity

Assessment criteria

* Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow
* Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context: Layout, spelling, punctuation, appropriate SASL structures (such as non-manual features) and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required
* The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied

Write/sign Effectively

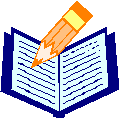
**There are many reasons why authors write texts:**

* To **persuade** readers to his/her point of view: Sport writers typically want to persuade their readers, as do people who write about political issues. When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
* To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
* To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain. The passage in Formative Assessment 2 that you had to rewrite in the third person was written to entertain. It is an extract from a book written by *James Herriot* called *If Only They Could Talk*, published by *Michael Joseph Publishers* in 1970. The book is a collection of short stories about his experiences as a veterinary surgeon in rural England before World War 11. the short stories are written in a friendly and light style and are very humorous. If you want to improve your reading skills, any one of his books is a good place to start. His books were written for the general public and are easy and fun to read.

**Before you start writing your text you have to plan what you are going to write/sign:**

* Who will you be writing/signing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
* In which register will you be writing/signing the text: formal or informal
* Sign devices non-manual features (NMFs), placement, role-shift, parameter
* Sign parameter: handshape, location, movement, palm orientation, non-manual sign
* Which writing style will you use: narrative, discursive, expository, etc.
* Determine the research you will do
* Organise your writing: make sure ideas and facts flow logically

Make your writing interesting:

* Use numbers and bullets to separate ideas, facts and paragraphs. You will find examples of bullets and numbers in this learner guide
* Use punctuation/NMF’s correctly: commas, periods, etc.
* Use titles, subtitles, headings, contents and index
* Use an introduction and a conclusion
* Use visual images and captions with these images
* Vary the length of your sentences
* Structure your paragraphs correctly
* If any action is required, make suggestions about the actions
* Put ideas forward
* Use appendices or addenda if required
* Use NMF’s (non manual features) appropriately
* Sign devices non-manual features (NMFs), placement, role-shift, parameter
* Sign parameter: handshape, location, movement, palm orientation, non-manual sign

Diction

* Choose words that are familiar and easy to understand
* Make sure that you are using the correct words
* Do not use technical language, legalisms, etc. when writing for the general public. When it is a business document, use of technical terms and jargon will be acceptable
* Do not use slang or write in dialect unless you are writing to entertain

Always

* Be ethical: readers must be able to trust your writing
* Quote facts and substantiate your facts with evidence so that the readers can believe you
* Be sensitive to the reader’s point of view, culture, etc.

Redrafting

You will never use your first draft for the final document without reading and rereading and making changes.

Your first draft is never good enough for the final product, you have to check and recheck and recheck again in order to make corrections to your writing that is an improvement on the original.

When you are checking your document, check the following:

* Your use of grammar.
* Diction.
* The sentence and paragraph structure.
* If necessary, which it usually is, make changes to ensure consistency.
* Ensure that your ideas and topics **flow logically** from one to the other in the sentences as well as the paragraphs.
* Identify and remove inappropriate or potentially offensive language.
* Be on the lookout specifically for jargon and technical language. Don’t use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a reader who is not familiar with it. The reader will lose interest and stop reading. I am sure you have stopped reading an article or document because of excessive use of jargon and technical language.
* Beware of using offensive language with regards to gender, rank, family, sports and wealth
* You might find a sexist joke funny, the other party might not. Do not make fun of a person’s gender or rank. Also, do not refer to “that old woman”, she might be someone’s mother. Do not call your boss the “Big Chief”, call him by his proper rank.
* Experiment with the layout of your writing/signing: change the headings, change the font type and size, move the pictures around until your writing looks pleasing to the eye
* Check your sign devices non-manual features (NMFs), placement, role-shift, parameter
* Check your sign parameters: handshape, location, movement, palm orientation, non-manual sign

If necessary, which it usually is, make changes to ensure consistency.

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* Identify and remove **inappropriate or potentially offensive language**. Be on the lookout specifically for jargon and technical language. Don’t use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a reader who is not familiar with it. The reader will lose interest and stop reading. I am sure you have stopped reading an article or document because of excessive use of jargon and technical language.
* Beware of using **offensive** language with regards to gender, rank, family, sports, wealth and obfuscation. You might find a sexist joke funny, the other party might not. Do not make fun of a person’s gender or rank. Also, do not refer to “that old woman”, she might be someone’s mother. Do not call your boss the “Big Chief” call him by his proper rank.
* **Obfuscation** means to make unclear or hard to understand. “I will horizontalise your perpendicularity” actually means that I will knock you over. Perpendicular means upright and horizontal means parallel to the ground. When you write/sign something, do not make it more difficult than it has to be.
* While you are redrafting your piece, experiment with the **layout**: use titles, headings, colour and so on. This way you can see what the finished product will look like. Add pictures, captions and visual effects at the appropriate places. Visualise what it will look like.
* Move them around until you are happy with the result – all the graphics, for example, should not be on the same side of the page. Vary their positions from the left to the centre to the right and so on.

Keep your rough copies for your portfolio of evidence, as you have to prove that your did redraft your work.

Formative Assessment 6

# UNIT STANDARD 119462

Unit Standard Title

Engage in sustained oral/signed communication and evaluate spoken/signed texts

NQF Level

4

Credits

5

Purpose

Competence at this level will enable learners to participate effectively in oral/signed communication in most situations. Learners at this level are aware of their audiences and purposes for communication. They listen effectively and critically. They are able to identify or adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say/sign. They speak/sign fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and language conventions in their spoken/signed communications. People credited with this unit standard are able to: Respond critically yet sensitively as a listener/audience; Analyse own responses to spoken/signed texts and adjust as required; Use strategies to be an effective speaker/signer in sustained oral/signed interactions; Evaluate spoken/signed discourse

Unit standard range

The learner can engage in extended oral/signed interactions in a wide range of socio-cultural, learning and/or workplace contexts

Specific Outcomes and Assessment Criteria

**Specific Outcome 1:** Respond critically yet sensitively as a listener/audience.

Assessment Criteria

* Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another’s understanding
* Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction: Disagreements in groups, personality clashes, conflict management, resolving deadlocks, positively summarising conclusions
* Characteristics of a speaker’s / signer’s style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.
* The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

**Specific Outcome 2:** Analyse own responses to spoken/signed texts and adjust as required

Assessment Criteria

* Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly
* When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction
* Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction

**Specific Outcome 3:** Use strategies to be an effective speaker/signer in sustained oral/signed interactions.

Assessment Criteria

* Planning of content and presentation techniques is evident in formal communications
* The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately
* The influence of rhetorical devices is analysed and used for effect on an audience: Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/ exclusive pronouns, stress, intonation, non-manual features (NMF’s), volume/sign size and pace

**Specific Outcome 4:** Evaluate spoken/signed discourse: Formal and informal texts

Assessment Criteria

* Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction
* Values, attitudes and assumptions in discourse are identified and their influence on the interaction described
* Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight
* The impact (e.g. clarity of purpose, speaker’s / signer’s capability) is described, explained and judged

Critical Cross-field Outcomes (CCFO)

* Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written or signed activities
* Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects
* Organise and manage oneself and one’s activities responsibly and effectively through using language
* Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
* Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications
* Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts
* Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process

# RESPOND AS LISTENER AND ANALYSE OWN RESPONSE

Learning outcome

* Respond critically yet sensitively as a listener/audience

Assessment criteria

* Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another’s understanding
* Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction:
* Characteristics of a speaker’s / signer’s style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.
* The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

Communication

As human beings we communicate with each other every day and when we communicate it is with a specific purpose in mind.

* To interact
* To inform
* To find out
* To influence
* To regulate
* To entertain
* To record

You communicate by means of a language that is understood by the person or persons you are communicating with:

* You are communicating when you are speaking face-to-face, or speaking over the telephone or cell phone, or even the Internet.
* You communicate when you read an article written by an author in a newspaper, in a magazine, in a letter; in a report; and in a book.
* When you write you are communicating through written words rather than spoken words. You write the words instead of speaking the words.

Note Communicate - ..according to the Oxford English Dictionary, it means the “share or exchange of information”.

Since the beginning of time man has communicated with his fellow beings. This “sharing or exchange of information” may take on many forms and many instruments may be utilised to convey this information. The reaction to the transfer of information may also vary, depending on a number of factors, which will be discussed later.

Note Communication is a two way street – information is shared with another party and the other party normally reacts in some way, even if they do absolutely nothing.

A bus driver communicates with other people all the time. It starts when he receives his instructions about his schedule and route. He receives information and reacts to this exchange of information by getting into his bus and driving according to schedule. Upon his return to the depot he communicates information about the route and schedule e.g. road conditions, number of passengers, etc., as well as the condition of his vehicle back to the appropriate authorities.

Along his route he communicates with passengers when they board the bus. He communicates with the controller and fellow drivers. In the event of a breakdown he will communicate with the workshop personnel to inform them about the problem.

The most important communication the driver engages in is with other road users. By using warning devices like brake lights, indicators, hazard lights, hand signals (not the one- or two finger kind), he communicates his intentions to his fellow road users.

In the event of the driver NOT communicating his intentions he might cause an accident and have to communicate with the police and ultimately a magistrate. Avoid communication with these two at all cost!!

Definition of communication “Human communication is the process whereby meaning is created between two or more people.” (Tubbs & Moss, 1994)

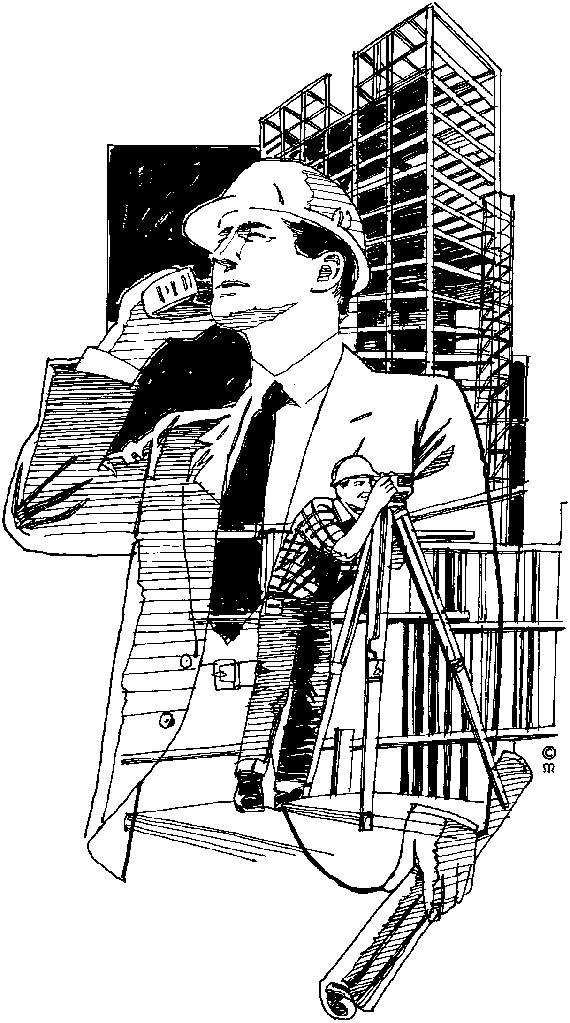
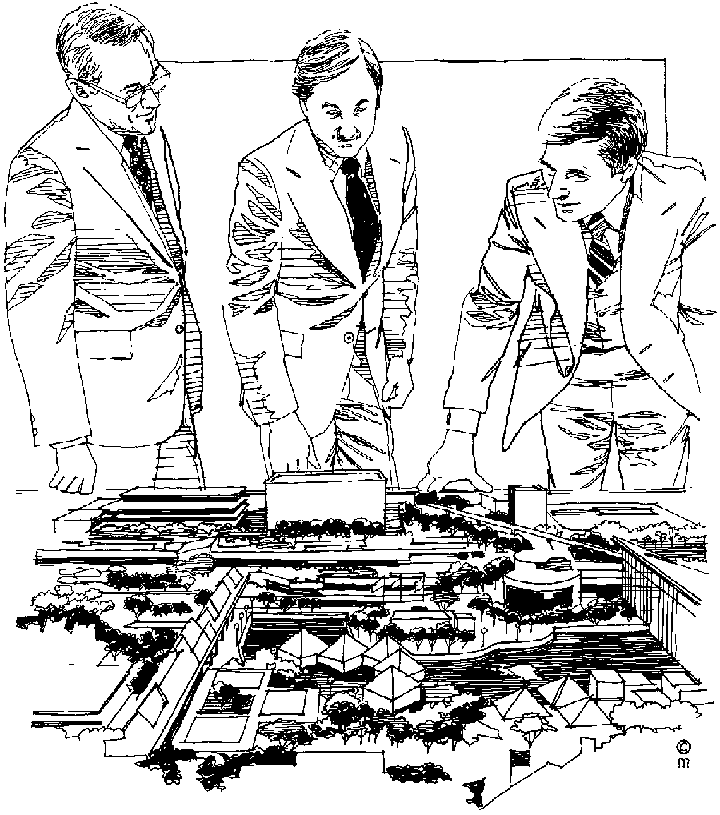
The Communication Process

**Message**

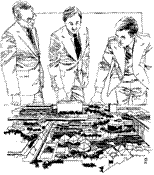
*Recipient*

*Communicator*

**Feedback**



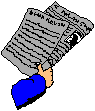
Communication is the interaction between at least two people, the communicator and the recipient.

There can, however, be more than one recipient, like an audience listening to a speech or watching a movie.

The Communicator

The communicator starts the communication process by conveying a message about what he feels, thinks or believes about a matter that he wishes to share with others.

The message

The message is that which the communicator wishes to convey to others by way of communication and can be used by the communicator to attempt to persuade someone to his way of thinking or it can be an idea, thought or feeling that the communicator wishes to share with others. This message needs to be communicated in some form, for while the message remains a thought in the communicator’s mind, it cannot be received or interpreted by a recipient.

The Recipient

The recipient receives the message, interprets it and reacts. This reaction is called feedback.

Feedback

Feedback is not always verbal, but can also be conveyed by means of other reactions e.g. applause after a good performance

What you do when you communicate:

* You **listen** to what someone is saying – you think about what has been said - you **respond**;
* You **think** about what you want to say- you speak your thoughts, opinions, etc. you **wait** for a response
* You **read** the words written by an author- you think about what you have read - you **respond**
* You **think** about what you want to say– you write the words you want to speak – you **wait** for a response.

**Response** refers to the feedback you give or get when communicating. It can either be oral or spoken, or it can be written. It can be in the form of a suggestion, advice, recommendation, statement, instruction, command, etc or it can be in the form of an assessment; a test, task, examination, demonstration, observation, etc.

* Remember: It is not always **what** you say that is important. It is **how** you say it. You are continuously being assessed either directly or indirectly in all you say, or do, or write. Your knowledge, competency or your capabilities are measured when you respond or give feedback
* Each type of feedback has different criteria or outcomes against which it is measured or assessed. These outcomes are in fact the skills you are required to demonstrate to prove that you are competent in what you are doing, saying, reading or writing.
* Meaningful feedback requires purposeful preparation and presentation.

When participating in a conversation you are constantly interpreting the words you hear so that you can unpack or extract important information. This you do in order give an appropriate response. It is a process that you work through instinctively before you respond or give feedback or say something.

You first have to **interpret** what you have heard, or read before you can respond or give meaningful feedback. Your, response or reaction demonstrates your interpretation, and your understanding of what you have heard, seen, felt, tasted, smelled, experienced or read.

When you interpret a message, whether it is a picture you look at; words someone is speaking; or the written word you are reading; your mind instinctively works through the following steps:

* First you **extract** or unpack key words and key concepts so that you can speak about what is relevant. They can be extracted from your general knowledge bank or your experience, or from what you have heard and read about.

Unpacking or extracting key ideas is like a brainstorm. Ideas are randomly thought of and not placed in a specific order. This is part of preparing a response starting with careful planning what you want to say.

Example: You are required to give feedback on the effect crime has on a community and how it can be minimised

A Brainstorm to unpack or collect information

Dissatisfaction Community poverty

gangs

unemployment fear

boredom anger

power recreation

aggression

security

emotions

job creation

violence control

* Secondly you **repack** or rearrange and restructure these key ideas (keywords and key concepts) into sentences. Sentences are developed into paragraphs and organised into a logical sequence so that the information you share is meaningful.

In order to repack or make an interpretation of these key ideas you have to make use of questions (what, when where, why who and how) to rearrange or restructure the brainstorm into a mind map or a flow diagram. This you do by means of grouping key concepts or related key ideas to show how they link or flow into each other in a logical sequence, to make sense.

Example: A mind map or flow diagram to restructure and organise the key ideas generated on crime in a logic way.

Because of- 🡪 dissatisfaction 🡪 involves🡪 community members

⮡unemployment ⮡ friends, family

⮡ boredom ⮡ youths

⮡ Poverty ⮡ children

emotions -🡪 anger 🡪 resulting in 🡪 violence

⮡ fear ⮡ power struggles ⮡ aggression ⮡ control

⮡ gangs

Prevented through -🡪 -community support.

⮡ Recreation opportunities

⮡ Job creation

⮡ security

You do not have to make two diagrams. You can start with a brainstorm and then with the help of questions (What; When; Where; Why; Who; and How) you can develop the brainstorm into a flow diagram to map out your thoughts or your interpretation.

* Then only do you **respond** by giving either verbal or written feedback. This is the final part of your preparation where you focus on how you are going to present your response or feedback. It is important to be familiar with the correct format in which you choose to give feedback or to respond.

Examples of oral feedback or verbal responses

1. Face to face conversations regarding a specific topic of interest or concern
2. Telephonic and electronic discussions
3. Presenting speeches, explaining and demonstrating procedures and schedules, discussing concerns and interests with groups of people.
4. Interviews both formal and informal
5. Giving instructions, guidelines, advice
6. Receiving instructions and requests.
7. Negotiations, debates,
8. Conversations, discussions
9. Practical demonstration
10. A verbal proposal
11. A coaching session
12. A presentation

Various methods of communication

Written methods of communication make use of definite signs and symbols when presenting information in either a verbal context or in a written context.

|  |  |
| --- | --- |
| **Various methods of communication. Verbal Messages** | |
| **Signs and symbols** | **Method** |
| Facial expressions  Gestures  Tone of voice  Eye contact  Body language (way you dress, walk, stand, react, respond, move your body, etc),  Pace and pitch- tone of voice  Command of language  Choice of words  Pronunciation  Dialect  Accent  Sign language (for the deaf) | Telephone  Face to face  Conference  Meeting  Interview  Briefing  Informal discussions  Consultations  Bargaining  Mediation  Arbitration  Social groups  The grapevine  Gossip  Announcement  Intercom system  Presentation  Television  Debate  Panel discussion  Report  Films, DVD, CD  Training programmes  Video  Sign language |

Effective verbal communication is very important to all of us. To communicate effectively the whole personality should be adapted to the effort of arousing certain thoughts and feelings in the mind of the listener.

It is to the speaker’s advantage to be face to face with his audience as his nonverbal cues such as mannerisms, gestures and facial expressions help to project his personality and assist him to remain in contact with his audience.

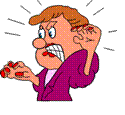
Respond to communication

Determine the Emotional State of the Speaker

Much of your emotional state is be reflected in the way that you speak. The tones, pitch, pace and volume of your voice or NMF’s and size of your sign, can determine how a listener will interpret what you are saying.

By controlling these vocal/sign characteristics you can become a more effective speaker.

When communicating with another person you must always be aware of these characteristics.

* By actively listening to what the person is saying/signing
* and the way in which it is said/signed

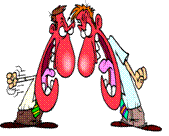
You can determine his emotional state and thus prepare yourself as to what you are going to reply and how you are going to do it.

Although the above illustrates how your natural reactions to different states of emotion can influence the manner in which you speak, it must be mentioned that you can intentionally alter some or all of these factors to enhance what you are saying.

Do not to overdo such variations as this might have exactly the opposite effect on what you are trying to communicate.

When communicating with someone else you must always strive to do it as **naturally and evenly** as possible. Be yourself!!

Adjust Own Tone, Pitch And Volume

It is a fact of life that during interaction with other people, at some stage or another there is going to be some sort of conflict. This may be due to a variety of reasons.

When dealing with any client it is important to adjust your own tone, pitch and volume of your voice to reply to both verbal and nonverbal messages in such a way so as not to offend the client in any way.

A satisfied client thanking you for going the extra mile will normally speak/sign in a relaxed and friendly manner, using warm tones/NMF’s and speaking at a moderate pitch and pace, or using moderate sign sizes.

It is easy and pleasant to reply to this client’s messages as there is no aggression or threatening behaviour from his side and there are not many variations in the verbal and nonverbal messages he is communicating and therefore you can conduct a relaxed conversation.

Dealing with an irate client is slightly more complicated as he is upset about something and his emotional state can change at any time.

Such a client must be handled carefully and considering and using the following simple guidelines can assist you to do this successfully.

* **Acknowledge the conflict** – speak/sign in a neutral tone and pitch and sign size and beware not to be drawn into a shouting match as this will only serve to aggravate the situation.
* **Listen actively** – be aware of verbal and nonverbal cues as to the emotional state of the speaker. Talking/signing rapidly at a high pitch and tone or signs, vigorous hand gestures and fidgeting will indicate irritability.
* **Reply with empathy** – when dealing with an irate client you don’t fight fire with fire. Let the speaker experience your empathy by speaking/signing calmly and indicating your calmness through your signs and NMF’s, even if he is excited. Do not raise your voice although you might feel irritated yourself. Allow him to voice/sign all his frustration and be ready with suggestions for a workable solution to the problem. Keep the discussion issue-orientated and don’t get personal.

Extract The Main Idea From Verbal Communication

It is essential to have a clear grasp of what the other person’s needs are so that you can address those specific needs and not waste time on irrelevant issues. In order to achieve this you need to create an atmosphere that is conducive to listening.

* Maintain eye contact to indicate sincerity.
* Also use nonverbal cues and NMF’s such as a nod of the head to indicate that you understand what is said. This will make it easier for the client to continue and focus on the issues at hand.
* Repeat the main issues to show the client that you are taking notice of what is said and that you are committed to finding a solution to his problems.
* Focus on these issues and make notes to help you remember them.
* By summarising what the client said in your own words/signs will indicate to the client that you are paying attention. It will also help clarify any misinterpretation of what the client said and assist you to concentrate by actively involving yourself in the process.

Ask Questions

Often the other person will not reveal all the details of what a problem is. It is then necessary to determine the full extent of the matter by asking relevant questions to clarify his need.

Make sure that these questions are to the point and can once again be summarised in your own words to express understanding and commitment. Refer to the section about questions to guide you.

Record The Main Idea And Supporting Details

It is good practice to make rough notes of the main ideas during communication. This will enable you to recall these main points at a later stage.

Rough notes will usually take the form of a summary and you do this while talking/signing to the client.

Always also ensure that you check your summary with the client. You can say something like: “Can I make sure that this is the problem you want resolved…” and then you quote the problem/s from your notes.

Types of summaries:

* Paraphrasing: when you rewrite something using your own words.
* You can summarise in point form
* When you are summarising a big piece of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces
* Another method of summarising is using a mind-map.

# ANALYSE OWN RESPONSES

Learning outcome

Analyse own responses to spoken/signed texts and adjust as required

Assessment criteria

* Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly
* When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction
* Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction

Your Own Responses

A lot has been said in previous modules about the process of communication, verbal and non-verbal communication, managing conflict and solving problems.

It is important to note that your own understanding about written or oral text does not depend only on the point of view of the speaker or writer, but also on your own perceptions - the way in which you understand another person’s communication.

Your perceptions are influenced by:

* **Your own communication skills**: how poorly or well you listen to what others are saying/signing
* Your **values and norms**
* The **way you feel** about the other person
* Your **own opinion** of the subject being discussed
* Your **willingness to accept** that the other person’s point of view might have some essence of truth and value

In the business world, allowing your own perception to affect your judgement can be very bad to you personally in the workplace. You have to learn to listen to/view other people, accept that your point of view is not the only correct point of view and that other people’s statements do have value, even if you do not agree with everything.

You have to learn to listen/view and understand the communication of other people, especially if the subject is controversial or complex.

If you do not understand, it is your responsibility to ask questions and start discussions about the subject until you understand.

In the business world, the only one who will get into trouble for not understanding a communication from someone else will be you yourself.

During this section, you will have to prove that you have the ability to find out things you don’t understand when someone else is communicating with you. You will have to do this without causing conflict and sometimes even by defusing the conflict that exists between other people.

When you are listening to or reading/viewing a communication from someone else, you make assumptions about what the person IS NOT SAYING – you assume that the other person is leaving out facts and information. It will be necessary for you to identify what assumptions you are making about the other person’s communication.

You will also have to make sure you understand the speaker’s point of view or clarify understanding of subjects and issues that you are not sure of.

When you are involved in a discussion such as a meeting, a debate or even in class, you must always analyse your own response to whatever someone else says to you.

You have to think about:

* The **audience** – the other people who will be listening to you/watching you
* The **purpose** of your response
* The **context** in which the discussion is taking place
* The context of what you **want to say**/sign

Be careful of talking/signing **too quickly**, too heatedly and without thinking. You can easily say/sign something that is not acceptable to other people or that has no bearing on the discussion.

**Analyse** what you want to say/sign and, if you think your reply is inappropriate, change what you want to say/sign and how you want to say/sign it.

Not everyone will agree with your point of view, just as you do not agree with everyone else’s point of view. That is their right, just as it is your right to disagree with them.

When you want to say/sign something that opposes the speaker’s/signer’s point of view, think about how you are going to say it: the tone, pitch volume of your voice / the use of NMF’s and sign size, say/sign it clearly and with confidence. Do not become aggressive when someone else challenges your point of view, stay calm and keep on speaking/signing with confidence.

Make sure that you do not become illogical in order to win an argument, stick to the point and the facts and admit if someone else’s point of view is better than yours. Do not become aggressive or pedantic – obsessed with minor details. Always give the person with the opposing view credit for good arguments and give in gracefully if you seem to be on the losing end.

The most important thing in all communication is to sustain the communication until a point of agreement is reached.

Debates And Negotiations

Debates and negotiations can also be conducted in formal and informal formats.

A discussion of the weekend’s sports will be an **informal** debate where the debate is not structured and the outcome of the matter is not determined by putting it to a vote.

On the other hand a **formal** debate, such as during a meeting or session of parliament, is (supposedly) conducted in a structured manner with participants adhering to certain rules and procedures.

Debating should be conducted in an **orderly** manner. To achieve this goal participants and the Chairman should adhere to the following:

* Matters must be discussed in the order in which they appear on the agenda.
* Speakers supporting and opposing the motion should be allowed to speak alternately to maintain fairness and balance.
* Members from a minority group should be granted sufficient opportunity to speak.
* The debate may be interrupted at any time by raising a point of order when procedures aren’t adhered to.
* All persons addressing members should do so through the Chairman.
* The Chairman should ensure that procedures aren’t drawn out unnecessarily by repetitive arguments.
* Every participant should have the right to speak once to the motion and once to any amendment. The proposer of a motion should have the right to reply.
* The Chairman has the right to reply to the total debate by summing up or clarifying the issue.

Pointers for debating

* Although people have different opinions and ideas it does not necessarily mean that one is right and the other wrong. There is often something of value in every opinion.
* Allow everyone a turn to speak. Listen to what they have to say it could be of value to your argument.
* Try not to interrupt someone when they are speaking. In a heated argument this will not always be easy, it will require a lot of self discipline!
* Never get personal or insulting. The fact that you disagree with what someone is saying does not make them stupid.
* Sometimes a debate or difference of opinion cannot be resolved. Then the reasonable thing to do is for all parties to ‘agree to disagree’, which is a result where no one wins - but no one loses either.

### Negotiations

Negotiations happen all the time in our lives. We all want our own way but the person or people we are with also want their own way – so you negotiate.

To get what you want, you have to learn to compromise or learn to give something in return or to give up something.

In the workplace negotiations take place when situations have been debated and there needs to be a consensus regarding the outcome; e.g. an agreement has to be reach around salary increases. During negotiations a lot of persuasion and convincing takes place. Good communication skills and good people skills play an important role in successful negotiations. An unbiased chairperson is appointed to manage the negotiations between the relevant parties. The ideal outcome of negotiations should be a win-win situation, where although people might have had to compromise, neither side feels that they have given up too much and gained too little.

The following guidelines should be considered:

* Don’t go into negotiations angry or aggressive. You will not be negotiating wisely and by antagonising the other parties you can actually do your own position harm.
* Know what you want to gain and what you are prepared to give up.
* Allow the other person to speak and listen to what they are saying. They too have their own needs and desires.
* Have a notebook with you so that you can write down points to remember. Otherwise you will become so obsessed with having your say that you will not be listening and could easily miss something important.
* If the negotiations are planned where everyone is given warning, prepare your case. The better prepared you are, the stronger your case will be, the more in control you will feel and the more likely you are to get what you want.
* Seek advice from the experts. Depending on the situation, you might want to consult someone who knows the law or bookkeeping or whatever.
* Don’t make accusations or be insulting.
* Don’t lose your temper. If you lose your temper you actually give the other party power over you
* .If several of you are involved in the negotiations, you must choose a spokesperson to do most of the talking. If it is wage negotiations it could be your union representative
* Before the negotiations take place, each party must meet to make sure that you share the same vision and you want to achieve the same goal. You have to place your trust in your spokesperson, so choose them wisely.

Formative assessment 1

### Responses To Differing Socio-Cultural Contexts

While communicating with an audience you must always be aware of the socio- and cultural diversity of the audience and be sensitive to the manner in which people from different social- and cultural backgrounds express themselves.

To achieve this goal it is essential for the speaker

* To be on the same level as those who he is addressing
* And to use language that they can understand and identify with.

It may be helpful to interact with the audience prior to addressing them in order to find out more about their background and customs so as not to offend them by speaking above their level of comprehension.

#### Pointers for Intercultural communication

It is in the workplace that people from different cultural backgrounds come into contact with each other and unconsciously use different behaviour patterns that can lead to confusion and conflict. The following skills could help avoid unnecessary misinterpretations:

* Show openness and respect towards the norms, values and behaviour patterns of people from a different culture.
* Do not focus on the differences between people (race, colour, background, body language, accent, manners, behaviour) rather focus on what you have in common (self respect, integrity, the need to be accepted and to be recognised, working to be successful)
* Learn to know more about the culture of people whom you work with, it will make communication more successful. Know that other cultures are interesting and that you do not come from a superior culture.
* Choose your words carefully as they not only express your thoughts, they also impress the receiver and the impression your words make motivates the reaction you receive.
* Use clear simple language. Select vocabulary, gestures and a body language that your audience will relate to and understand
* Have empathy – put yourself in the other persons’ shoes and see the situation from their point of view.
* Learn to be not only an active listener but also someone who can read the actions, gestures and body language.
* Mind your manners, be polite acknowledge and respect the differences.

# EFFECTIVE SPEAKING

Learning outcomes

* Use strategies to be an effective speaker in sustained oral interactions..

Assessment criteria

* Planning of content and presentation techniques is evident in formal communications
* The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately
* The influence of rhetorical devices is analysed and used for effect on an audience: Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/ exclusive pronouns, stress, intonation, non-manual features (NMF’s), volume/sign size and pace

Plan Your Speech

Before you address any audience, even in a meeting with your colleagues, you have to plan what you are going to say/sign. If it is a formal debate, you will do your planning in writing and use cue cards to guide you. If it is a more impromptu speech, such as in a meeting, where you voice your opinion, you still plan what you want to say, even though it is mostly in your mind and you do not spend so much time in the planning process.

The steps you follow are the same steps as you follow when planning to write a piece of text

* Determine what you want to say/sign
* How you want to say/sign it?
* What visual aids will you use?
* What tone and register /NMF’swill you use?
* What devices will you use to reinforce your message, such as rhetorical devices, NMF’s sign size, etc?
* Prepare speech cards – these are little cards with lines on where you write your main points. The general rules are: not more than one main point per card and not more than 12 to 15 cards per speech. If you have too many cards, your speech is too long and it becomes boring.

These days, public speakers use computer presentations for public speaking and the main points of the presentation then takes the place of the cue card.

In the case of a formal speech, you will memorise your speech/signing and then you will practice – in front of a mirror, in front of your friends and family, until you can deliver your speech fluently. This is what all public speakers do – they put the speech together, memorise it and then they practice, practice, practice.

As with everything else in life, the more you practice, the better you become.

Forms of Communication

There are many forms of communication such as personal-, mass-, intercultural- and organisational communication.

Personal communication is when you communicate with yourself or with one or two other people.

* Organisational communication takes place within an organisation.
* Mass communication is when you are communicating with many people at the same time. Newspapers, radio and TV are examples of mass communication.
* Intercultural communication can be personal, mass or organisational communication, but takes cultural differences into account.

Furthermore, communication can be verbal as well as non-verbal, both of which will be discussed.

The purpose of communicating is to get your message across to the audience. In order to do this, you will make use of certain techniques that are aimed at capturing and holding the attention of the audience.

Verbal Communication

The way that you speak can reinforce your message and influence your audience.

When you speak in the same **tone**, **pitch**, **volume** and **pace** all the time it becomes boring for the audience and they can fall asleep. If you listen to public speakers, TV and radio commentators, you will notice that they vary the tone, pitch, volume and pace when they speak, in order to capture and maintain the interest of the audience.

The tones, pitch, pace and volume of your voice can determine how a listener will interpret what you are saying.

By controlling these vocal characteristics you can become a more effective speaker.

* The **tone** is the sound of your voice, e.g. bright or deep, and expresses your feeling or mood. A bright tone will indicate feelings of excitement, joy, etc. while a deep tone will indicate feelings of placidity or sorrow. So when you are addressing a serious subject, your will use a deeper tone of voice, while a lighter tone of voice is appropriate for a more light hearted subject.
* **Pitch** is determined by the tension on your vocal cords, i.e. how high or low your voice sounds. Generally you will speak at a high pitch when excited and at a lower pitch when relaxed.
* The **pace** or speed at which you speak can also influence your audience. When you are telling someone that you have won the Lotto you will talk much faster than when you are telling him that you cannot attend a major sporting event.

You need to adapt the **volume** of your voice to the environment. Factors such as:

* being indoors or outdoors,
* number of listeners in a room,
* the size of the room,
* background noise and
* availability of amplification will determine the volume at which you speak.
* The volume of your voice can also indicate whether you are excited or relaxed, angry or friendly. When you are saying something important, you will increase the volume of your voice in order to stress the importance of the point you are making.
* Pause is a useful technique to stress important points in your presentation. When you pause for a couple of seconds just after making an important point, the audience knows that what you have said is important.
* Using keywords is another technique to stress important points. In every presentation, not everything you say will be equally important. Some points will be main points and others will be extra information to explain what you are saying. You will use the main points to identify keywords in your presentation. When you get to the keywords you will stress them by adjusting the tone, pitch, volume and pace of your voice. This will give the audience the cue that the keywords and the point you made are important.

In the case of SASL, you will have to vary the size of your signs when you want to indicate an increase in volume in order to stress a main point. You should also use NMF’s (non manual features) to show important points, key words, tone and pitch. Varying the size of the sign and NMF’s will help you to capture and retain the interest of your audience.

Now that you know what it means to vary the tone, pitch, volume and pace of the way you speak, you can use these methods to:

* Enhance the meaning of what you are saying to the audience
* Respond appropriately to the audience, even in differing circumstances

Body Language

Nonverbal Communication

There are many different types of nonverbal communication but for the purpose of this unit standard we are going to deal with nonverbal communication that directly interacts with verbal communication.

When communicating verbally you can express different feelings without even noticing or voicing these feelings. It is important that you know what these signals are and to be aware that you are also communicating these signals to the people you are communicating with. Just as important is that you recognise these signals that others communicate to you.

Some of these signals are:

Handshake

This normally conveys a first impression of the person you are dealing with. A firm handshake will illustrate confidence and gets the other person’s attention.

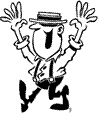
Hold on to his hand a little longer than is necessary to keep his attention. A sloppy handshake will, in contrast, can be interpreted as a sign of insincerity and/or laziness**.**

Eye Contact

Much can be interpreted by eye contact or the lack thereof.

* ****Direct eye contact** and a friendly expression will indicate openness and honesty. Always look the other person in the eye and maintain eye contact to show the speaker that you are listening.
* **Lack of eye contact** can mean that the listener is not paying attention, is bored with what you are saying or is uncomfortable with what you are talking about. Not making eye contact can also indicate dishonesty and distrust.

Gestures

It is normal to make hand gestures during conversation to emphasise a point, but there are other gestures that convey your inner feelings without you making them consciously.

These include hand-, foot- and leg activity. Restless hands or shaking of the legs or feet can be a sign of agitation or nervousness. Of course, rude gestures are not allowed when you are giving a presentation.

Positive gestures can include raising your hands when making an important point. When you are using visual aids, you can also point at the specific poster, model or whatever visual aid you are using, or point at the objects in the poster or model that you are discussing. This directs the attention of the audience to the visual aid and helps them to understand what you are saying.

Posture

Sitting or standing straight will indicate that the listener is alert and paying attention, while slouching in a chair or leaning against a wall or door is a sign that the listener is not really interested in what is going on.

When you are giving a presentation it is important that you stand up straight and move around a little rather than staying in one place all the time. If it is possible, you can also move towards the audience or interact with the audience directly by moving between them.

Your posture should also be positive and not threatening towards the audience. When you invade someone’s personal space or point directly to them with your finger while leaning forward, the other person can feel threatened. On the other hand, you can walk to within one or two paces from the other person, look the person in the eye, smile and make your point in a non-threatening way.

Touch

Be very careful of this one as it can very easily be misinterpreted, especially in a working- or business environment. A hug and a “high-five” between winning team mates is an expression of victory or celebration, while stroking a secretary’s neck when dictating a letter to her can be seen as sexual harassment.

During or after the delivery of your presentation, you must be wary of touching members of the audience, since your intentions can be easily misunderstood.

Distance

All of us need personal space and when someone else invades that space we feel uncomfortable and threatened. Personal space is the distance between yourself and the person you are talking to.

The space between close friends or relatives will be much closer than the space maintained by a company director and a subordinate or opposing parties in an argument.

Determine what personal space is appropriate in a situation and maintain that space. Never intrude on someone else’s personal space, as this will make the other person feel threatened and distract his attention from what is communicated.

Nonverbal Messages

You can use your own body language(in the case of SASL, use the size of the sign and NMF’S) to enhance your verbal message in the following ways;-

A nonverbal message **reinforces** the verbal message by adding to its meaning. Banging your hand on the table while reprimanding someone conveys a stronger message than words alone, adds emphasis to your statement and captures the listener’s attention.

A nonverbal message can **complement** a verbal message when it conveys the same meaning. A greeting in a friendly tone of voice, accompanied by a warm smile will compliment your verbal message.

A nonverbal message may **substitute** the verbal message. When you arrive home and are irritable and impatient it is not necessary to tell anyone that you had a terrible day at work. Likewise a passionate hug and kiss will tell your spouse that you love him/her without you having to say it.

Nonverbal behaviour functions to **regulate** the flow of verbal interaction. Slight hand movements, eye contact, tone of voice, nodding of the head and other nonverbal behaviour tells the recipient to talk, repeat a statement, hurry up or finish the conversation. For example, the chairperson at a meeting uses eye contact or hand gestures instead of words to indicate who’s turn it is to speak.

A nonverbal message can **accentuate** what is said. While addressing an audience a speaker may talk louder and wave his finger in the air to stress a point that he is making. Speakers at political meetings are very good at this.

A nonverbal message may **contradict** the verbal message. This happens when a speaker says one thing but does another. A new company executive about to make his first presentation to the board of directors may claim not to be nervous despite his trembling hands and sweating forehead. Contradictory cues often tell us when someone is being sarcastic or merely teasing.

Remember to smile at your audience: they are more likely to respond to a friendly speaker than an unfriendly one.

Barriers To Effective Communication

Many barriers to effective communication exist and can be detrimental to effective communication. Following are a few that have bearing on what is dealt with in this unit standard.

Poor interpersonal skills

Poor interpersonal skills include poor listening and/or sensitivity to nonverbal communication.

We have discussed listening skills and nonverbal communication at length. When you deal with customers or the general public, you have no excuse for not listening to what the other person is saying/signing or listening to non verbal communication. It is part of you job and you have to do it. When a client is discussing something with you, the client is entitled to your undivided attention.

Always remember: you cannot listen while you are talking. In order for you to listen, you have to keep quiet and pay attention.

Failure to identify the needs of the receiver

This happens when you listen to only part of what the person is saying and then start jumping to conclusions instead of listening to the speaker until he has stopped talking. Only then can you come to conclusions, which you have to check with the client anyway, by repeating the issue as you understand it to the client.

“Am I correct in understanding that you want ….. done” or “As I understand, the problem is …..”

Different cultural backgrounds

The audience will not always take differences in cultural backgrounds into account, but you have to. You are not allowed to judge anyone you are talking to because their cultural background is different to yours.

When you are giving a presentation, it is part of your job and your duty to take the audience’s different cultural backgrounds into consideration. During the planning stage, you have to ensure that your presentation does not include material that can be offensive to cultures other than your own.

If you don’t know much about other cultural beliefs, you have to make an effort to find out what they are. This will make future communication with the audience easier.

Lack of intercultural understanding

This is a major problem in our country today. Unfortunately, when you are dealing with other people, you have to ensure that you do not suffer from a lack of intercultural understanding. Just as your culture is important to you, their cultures are important to them. Put yourself in their shoes and try to understand that it is not acceptable to offend people only because their culture is different to yours.

Messages with too much/little information

Many people find it difficult to express themselves clearly when they are under stress. They will usually either give you too much or too little information.

You have to be aware of this, so that you can:

* Focus on the important and relevant issues when a person gives too much information
* Ensure that you get all the relevant information when a person gives too little information

“I was mugged, they hit me over the head, there was blood all over the place, I had to go to the hospital to get stitches and my handbag was stolen.” This is an example of too much information. You have to find out what the problem is that has to be addressed.

“My handbag was stolen.” This is too little information and you have to find out what the issue is that the person wants resolved.

Irritating mannerisms that prevent people from listening

When a person is tapping on the desk or tapping a pencil against his teeth the whole time that you or he is talking, or when someone shakes his knee or twitches his shoulder all the time.

Some people say “You know…” a lot, others say “ah…” all the time while talking.

There are many more examples of irritating mannerisms that you should not adopt while giving a presentation. On the other hand, when someone in the audience displays these mannerisms, you have to ensure that they do not distract you from listening to what the person is saying.

Use of insensitive or abusive language by the sender or receiver

This is never acceptable, but can sometimes happen when a person is angry or irritated and perceives that his problem is not going to be addressed properly.

The best way to handle this is to calm the person down without saying anything about his insensitive or abusive language.

You will find in most instances that the person will apologise as soon as he can see that his problem is going to be addressed in a way that is satisfactory to him.

You must always be aware of how you talk to other people in order to ensure that you do not use insensitive or abusive language, as many people stop listening when you talk to them in a way that they don’t like.

When giving a presentation, you must be able to identify these barriers and overcome these barriers by using the skills that you have developed. You must also ensure that you do not erect barriers to communication by one of the above actions.

Formative Assessment 2

Reinforce the Message

Before addressing an audience you need to plan what you are going to communicate to the audience. It is essential that you prepare a detailed and complete plan of your address in writing, outlining the introduction, body and conclusion. Refer to these notes to assist you to keep track of main ideas and adhere to timelines.

This topic has been covered comprehensively in the previous modules and unit standards. Refer to your notes when drawing up a plan for your verbal communication.

Visual Aids

During the planning of your address you must also identify where you are going to make use of visual aids like:

**Cue cards**: these are smaller than posters and contain only one visual cue. If you are doing a presentation to children about the importance of brushing teeth, you might have a cue card with a tooth, one with a toothbrush and one with toothpaste. You will show these to the audience at the appropriate place during your presentation. At the end of the presentation, you would summarise and at the appropriate place show the cue card without saying anything, encouraging the audience to name the object. You would show the card with the tooth, for example and maybe ask the audience: “Every morning you must brush your …” and then wait for the audience to supply the missing word.

**Posters**: we have all seen posters of music starts, movies, videos and so on. A poster that you design for a presentation does not have to be as elaborate as one of these but if you plan it correctly it can have just as much impact.

**Models**, etc. We have all seen models of trains, cars, houses, large buildings and so on. These are very effective visual aids and you should use them whenever appropriate and when you can get hold of one.

Handouts And Multimedia

You can also make use of handouts given to the audience. Handouts are notes about your presentation that you give to the audience.

Multi-media visual aids include:

**Flipcharts**. You can use the flipchart to make notes during your presentation, much as your facilitator does during the lesson, or you can write out your flipchart sheets beforehand and put them up at the appropriate time.

**Whiteboard**: same use as a flipchart, however you have to rub out what you have written as soon as you want to write something new.

**Overhead projector**. You have to prepare the slides beforehand and show them at the appropriate time in your presentation. Your facilitator makes use of this visual aid during class.

**Data projector**. It works like an overhead projector, but is connected to a computer and displays visual aids that you have prepared on the computer beforehand.

**Slide shows**. These are prepared on a computerised presentation programme and can be shown on individual computers or through a data projector. You can, of course, also use photographic slides in a slide projector, although this method has become somewhat outdated.

**Video presentations**. These are video clips or training videos prepared especially for the purpose of your presentation.

Feedback From The Audience

When addressing an audience you must always strive to capture and retain their interest and attention.

It is fairly easy to determine whether you have the attention of the audience by taking note of **verbal** and **nonverbal** feedback from the audience. Verbal and nonverbal clues to communication has been covered has already been covered in a previous section. Refer to you notes.

If you are the participant in a debate you can judge from questions or remarks whether the audience is following you or not.

A person asking questions frequently indicates that he is following what you are saying and participating, while one who just sits there because he has to be there and doesn’t participate at all indicates that the person is not really interest in what you have to say.

Likewise if you are addressing a meeting you can observe the body language of the audience to indicate their level of participation or attention/interest.

* A person that looks around and at his watch every now and then and follows it up with a big yawn is not listening to you with attention.
* Some people will actually fall asleep.
* On the other hand the person keeping eye contact with you and occasionally taking notes has your undivided attention.

During presentations it is of utmost importance to get feedback from the audience. If they are not asking questions or participating in the presentation you can ask them questions. Do not embarrass them, however. It is usually good practice to ask a question and then let someone from the audience answer the question. If no one answers, you can answer the question and then ask someone if they agree. This is only one example of many, watch what other people are doing and, if you like the technique, adopt it.

If you have the interest and attention of your audience you know that what you are saying and conveying through your body language is getting through to your audience, but if you realise that your audience is not paying attention you need to employ some or all of the following strategies to capture their attention.

* **Repeat** and **emphasise** **key words** and phrases to stress their importance. You do this by adjusting the volume and pitch of your voice.
* Adjust the **pace** at which you speak to compliment what you are saying. You can talk slower and emphasise words to make a bigger impact on the audience.
* **Pause** for a second or two after saying something of importance to give the audience a chance to think about what you have said. The audience will make the connection that what you have said is important. Increase the volume and raise the pitch of your voice to emphasise important facts.
* **Ask rhetorical questions:** a rhetorical question is a question that does not require an answer.

Repeating words and phrases is very effective if you want to emphasise the importance of the statement. Sir Winston Churchill made very good use of repetition in his famous speeches during World War 11.

On 22 May 1940, after the British soldiers had been evacuated from Dunkirk, he said:

“**We shall fight** on the beaches, **we shall fight** on the landing-grounds, **we shall fight** in the fields and in the streets, **we shall fight** in the hills; *we shall* never surrender…

On 13 May 1940, just after he was elected prime Minister, he said that he had one aim:

“**Victory – victory** at all costs, **victory** in spite of terror; **victory**, however long and hard the road may be.”

Of course, he said many more memorable things and it is worthwhile reading about him. He was the Prime Minister of Britain during World War 11 and he was a rather colourful character – just what the British needed during wartime.

Political speakers are very good at capturing and holding the attention of the audience: sometimes they bang their hands or make use of exaggerated gestures to emphasize certain points they want you to think is important. They also adjust tone, pitch and volume to emphasize what they are saying. Another good example is a musical awards ceremony: have you noticed how the presenter drags out the moment of the announcement and then dramatises the announcement: “And the WINNER is….. SO AND SO FOR ….”

By mastering these techniques you can improve the effectiveness of your verbal communication. Learn from public speakers and apply their methods. You must, however, be careful of dramatising too much in the business world. Use their techniques, but tone it down – don’t shout or bang your hands on the dias or desk, instead talk louder and faster or slower to emphasize what your are saying.

As indicated previously, **body language** is a form of nonverbal communication and you as speaker can deduce what the level of interest of the audience is by observing their body language.

Likewise you can use body language to enhance what you are saying.

* Hand gestures,
* Facial expressions,
* Posture, etc.
* should be used by the speaker to reinforce important ideas and messages.

Ask Questions

Asking questions is one of the ways in which you can involve the audience in your presentation. To do this, however, you have to know the different types of questions and how to use them.

Certain types of questions will be more helpful than others:

Open Questions

These generally begin ‘How …?’ ‘What …?’ “Where …?’ “Who …?’ They require a fuller answer than ‘Yes’ or ‘No’. They may be used to**:**

* Gain information: ‘What happened as a result?’

?

* Explore thoughts, feelings, attitudes and opinions: ‘What were you hoping to achieve?’ “How are you feeling having done that?’ “What’s your view on that?’
* Consider hypothetical situations and explore options: ‘What would help?’; ‘How might you deal with …?’; ‘What are the possible options for …?’
* ‘Why?’ questions are useful open questions, but can sometimes be less helpful if they sound too much as if they are judgmental – seeking justification for action. In such circumstances they can sound moralising: ‘Why did you do that?’

Closed questions

These invite a ‘Yes’ or ‘No’ answer and as such may unhelpfully close down the options for responding: ‘Did you not think of that possibility?’; ‘Do you get on well?’

Repeated use of closed questions can take the discussion along a downward spiral of awkward communication with the client saying less and less and you becoming pressured to ask more and more questions.

There are times when closed questions are useful as a questioning summary: ‘So, overall, you are saying you were pleased with that session?’

Elaboration questions

These may or may not be open questions, and are used to encourage the person to elaborate on what has already been said: ‘Can you give me an example?’; ‘Can you say a little more about that?’

?

Leading questions

?

?

These suggest to the audience that a particular answer is expected, and that there are particular beliefs or values that should be held: ‘Do you really think that …?’ ‘Shouldn’t you be considering …?’

Multiple questions

Several different questions are asked in one sentence leading to potential confusion for both the client and yourself: ‘Is it that you feel … or that you think it would be better if … or perhaps that she should …?’.

Usually, you would use a mixture of the above questions when trying to elicit a response from the client.

Then, of course, you have to

* **Listen** to the answer,
* Pay attention to person’s body language for any hidden messages.

Active Listening

Now that you know how to capture and hold the audience’s attention and get feedback from the audience, you have to apply active listening skills to hear and understand what they are saying. You have to pay attention and focus on what the speaker says in order to respond appropriately to their comments and questions.

Listening should be active, not passive. There are several ways in which listeners can exert control in a discussion and prevent more powerful, educated or argumentative speakers from dominating the negotiation.

* Ask searching questions and stay with them until the replies satisfy you
* Restate the speaker's points as you understand them, forcing him/her to clarify cloudy areas
* Do not respond, or continue to make non‑committal responses until the speaker develops his argument more specifically
* Paraphrase the speaker's words, exposing the hidden cultural assumption and/or feelings of superiority.
* Ask questions that will bring the discussion back to the basic conflict of interests if this is being blurred.

Active listening is a **skill** and is as important as giving orders in obtaining results.

* Give your full attention to what is being said.
* Make sure that you really understand.
* Listen between the lines.
* Look for non-verbal clues.
* Mentally summarise and evaluate objectively.
* Be empathetic.
* Determine whether he expects: guidance, support, motivation, action or silence.

What Makes A Good Listener?

This is actually a question of feedback. Good listeners use a variety of non-verbal and minimal cues to keep the other person talking. These include the use of phrases such as:

* “Yes”
* “I understand”
* “And then what”
* “Tell me more”
* “If I understand you correctly…”

Although the above illustrates how your natural reactions to different states of emotion can influence the manner in which you speak, it must be mentioned that you can intentionally alter some or all of these factors to enhance what you are saying.

Do not to overdo such variations as this might have exactly the opposite effect on what you are trying to communicate.

When communicating with someone else you must always strive to do it as **naturally and evenly** as possible. Be yourself!!

Continuity And Interaction

During your address you need to maintain continuity and interaction throughout. This can be achieved by employing the following techniques.

**Respond to queries from the audience. This promotes participation from the audience and helps to maintain interest and attention.**

**Repeat information to stress importance and to allow for time to take notes.**

* **Reword** important ideas to ensure repetition of the message. This means that you say the same thing more than once, using different words.
* Ask **questions** to promote interaction and ensure understanding of the idea or message.
* Refer to **cue cards** to refresh listeners’ memory.
* Use **timing techniques** – coordinate use of visual and other aids to be appropriate to the message or idea.
* Respond to **cues** that audience contact is being lost. Employ techniques discussed thus far to overcome and remedy this problem.

Formative Assessment 3

Audience interest and attention

Politicians, such as our president, have their speeches prepared for them by someone else and they then read the speech, as you can see when you watch them on TV. This is fine if you are the president. If you are not, you had better not read your speech in front of your audience – you will lose their attention immediately.

When addressing an audience you must always strive to capture and retain their interest and attention.

It is fairly easy to determine whether you have the attention of the audience by taking note of **verbal** and **nonverbal** feedback from the audience. Verbal and nonverbal clues to communication has been covered extensively in the previous modules and sections. Refer back to your notes for full information.If you are the participant in a debate you can judge from questions or remarks/signs whether the audience is following you or not.

A person asking/signing questions frequently indicates that he is following what you are saying/signing and is participating, while one who just sits there because he has to be there and doesn’t participate at all indicates that the person is not really interest in what you have to say/sign.

Likewise if you are addressing a meeting you can observe the body language of the audience to indicate their level of participation or attention/interest.

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* On the other hand the person keeping eye contact with you and occasionally taking notes has your undivided attention.

During presentations it is of utmost importance to get feedback from the audience. If they are not asking/signing questions or participating in the presentation you can ask/sign questions. Do not embarrass them, however. It is usually good practice to ask/sign a question and then let someone from the audience answer the question. If no one answers, you can answer the question and then ask someone if they agree. This is only one example of many, watch what other people are doing and, if you like the technique, adopt it.

If you have the interest and attention of your audience you know that what you are saying/signing and conveying through your body language is getting through to your audience, but if you realise that your audience is not paying attention you need to employ some or all of the following strategies to capture their attention.

* **Repeat** and **emphasise** **key words** and phrases to stress their importance. You do this by adjusting the volume and pitch of your voice, the size of your signs and using NMF’s..
* Adjust the **pace** at which you speak to compliment what you are saying/signing. You can talk/sign slower and emphasise words to make a bigger impact on the audience.
* **Pause** for a second or two after saying/signing something of importance to give the audience a chance to think about what you have said/signed. The audience will make the connection that what you have said/signed is important. Increase the volume and raise the pitch of your voice or size of your sign to emphasise important facts.
* **Ask rhetorical questions:** a rhetorical question is a question that does not require an answer.

By mastering these techniques you can improve the effectiveness of your verbal communication. Learn from public speakers and apply their methods. You must, however, be careful of dramatising too much in the business world. Use their techniques, but tone it down – don’t shout or bang your hands on the dias or desk, instead talk louder and faster or slower to emphasize what your are saying.

As indicated previously, **body language** is a form of nonverbal communication and you as speaker can deduce what the level of interest of the audience is by observing their body language. Likewise you can use body language to enhance what you are saying. Hand gestures, Facial expressions, Posture, etc. should be used by the speaker to reinforce important ideas and messages.

During your address you need to maintain continuity and interaction throughout. This can be achieved by employing the following techniques.

Respond to queries from the audience. This promotes participation from the audience and helps to maintain interest and attention.

**Repeat information to stress importance and to allow for time to take notes.**

* **Reword** important ideas to ensure repetition of the message. This means that you say the same thing more than once, using different words.
* Ask/sign **questions** to promote interaction and ensure understanding of the idea or message.
* Refer to **cue cards** to refresh listeners’ memory.
* Use **timing techniques** – coordinate use of visual and other aids to be appropriate to the message or idea.
* Respond to **cues** that audience contact is being lost. Employ techniques discussed thus far to overcome and remedy this problem.

Improve Your Communication Skills

**Pointers before you speak:**

* If you are uncertain ask questions. Do not make assumptions by hearing what you want to hear. Make sure what you hear is correct.
* Be well prepared. If you know what you are speaking about you command attention and respect.
* Choose your words carefully as they not only express your thoughts, they also impress the listener or receiver. The impression your words make motivates the reaction you receive.
* Think before you speak. Organise your thoughts and know what you want to say. Don’t just ramble on.
* Use clear simple language. Select vocabulary that your audience will relate to and understand.
* Be specific in your choice of words so that your message or information can be correctly interpreted. Assumptions result in the incorrect interpretation of your message, your answer or the information you are sharing.
* Use correct pronunciation. Use your mouth, relax your jaw and move your lips to help you pronounce words correctly.
* Watch your pace, don’t speak too fast and don’t speak too slowly either.
* Watch your stance, or the way in which you stand and move about. Certain movements such as fidgeting and twitching can be irritating.
* Remember that your body language, and your voice control, together with your facial expressions, especially your eyes, is the mirror of your emotions. They will tell whether you are nervous, afraid, uncertain, happy, sad, angry, irritated, uncertain, confident, satisfied, positive, hesitant, insolent, sure of yourself, etc.
* Be polite and considerate. Respect the thoughts and opinions of others even if you do not agree.
* The pitch of your voice must be acceptable, not too high or too low.
* Listen to the rise and fall (inflection) of your voice. Do not speak on the same note it becomes monotonous or boring.
* The tone of your voice creates the atmosphere or setting for the conversation. It could be friendly or aggressive, sad or happy. The tone determines the response or the amount of interaction you will receive.
* Make use of the pause especially if you want to make a point or stress an important fact. But don’t pause too often.
* Avoid making use of qualifiers such as repeatedly using “OK” or “Um or Er and Ah”
* Listen before you answer
* Never chip in or interrupt to say something.

Improve your listening skills

**1. Stop talking:** You cannot listen if you are talking.

**2. Put the talker at ease:** Help a person feel free to talk, create a permissive environment.

**3. Show a talker that you want to listen:** Look and act interested. Do not read your mail while someone talks. Listen to understand rather than to oppose.

**4. Remove distractions:** Don't doodle, tap, or shuffle papers. Will it be quieter if you shut the door?

**5. Empathise with talkers:** Try to help yourself see the other person’s point of view.

**6. Be patient:** Allow plenty of time. Do not interrupt a talker. Don't start for the door or walk away.

**7. Hold your temper:** An angry person takes the wrong meaning from words.

**8. Go easy on argument and criticism:** These put people on the defensive, and they may "clam up" or become angry. Do not argue: Even if you win, you lose!

**9. Ask questions:** This encourages a talker and shows that you are listening. It helps to develop points further.

**10. Stop talking!:** This is the first and last, because all other guidelines depend on it. You cannot do an effective listening job while you are talking.

* Take notes and ask the speaker to repeat phrases that are not clear

Surveys show individuals listen about 25% of the time.

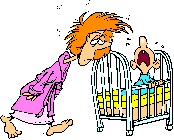
**You recall only 50% of what you hear when you actually listen.**

70% of all misunderstandings happen because people do not listen to each other.

If we do not upgrade our listening skills we increase the potential for conflict to occur.

What can we do? Focus on developing the following will go a long way to building good working relationships and minimising misunderstandings.

1. Patience



2. Focus

3. Open-minded

Two men were walking along a crowded sidewalk in a downtown business area. Suddenly one exclaimed, “Listen to the lovely sound of that cricket!” But the other could not hear. He asked his companion how he could detect the sound of the cricket amidst the din of people and traffic. The first man, who was a zoologist, had trained himself to listen to the voices of nature, but he did not explain. He simply took a coin out of his pocket and dropped it on the sidewalk, whereupon a dozen people began to look about them. “ We hear,” he said “ what we listen for.”

When You Are The Communicator

When you are the communicator of the message, it is your responsibility to ensure that the format of the message is suitable for the recipient. It is also your responsibility to ensure that the recipient understands the message.

* Think about the message that you want to convey
* Think about the format of the messsage – written or verbal
* Think about the language of the message, especially when technical terms are involved
* Consider cultural differences and the effect this will have on the message and the recipient
* Consider the needs of the recipient of the message
* Do not assume that the recipient has a certain level of knowledge about the subject
* Ensure that you give the recipient enough information
* Ensure that the recipient knows which part of the message is important
* Be aware of your own perceptions when you think about the content of the message
* Communicate directly with the recipient where possible

The best way to determine whether the recipient has received and understood the message is not by asking: Do you understand?”, as the recipient is likely to say Yes. Rather have the recipient repeat the message in his/her own words. Then you can check whether the message was understood.

Formative Assessment 4

# EVALUATE SPOKEN DISCOURSE

Learning outcome

Evaluate spoken discourse

Assessment criteria

* Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction
* Values, attitudes and assumptions in discourse are identified and their influence on the interaction described
* Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight
* The impact (e.g. clarity of purpose, speaker’s / signer’s capability) is described, explained and judged

Manipulative Use of Language

People use different techniques to manipulate their use of language to distort reality. This is used in advertising, news coverage and political speeches, to mention a few. This can be done deliberately or unintentionally.

Fact and Opinion

A fact is something that everyone accepts as being true, as it cannot be perceived to be anything else, e.g. night follows day follows night etc. This fact has always been true and will be true for as long as we exist.

An opinion, on the other hand, is not necessarily based on fact and can be challenged by proving the contrary, e.g. there are dark clouds in the sky, accompanied by thunder. Due to these factors you are of the opinion that it is going to rain, however, the storm can blow over without a drop of rain falling.

Omission of Necessary Information

Often it is not what is said, but that what is NOT said that conveys a specific, and sometimes deliberate, message to the receiver.

During compiling a summary of a speech or statement, some important ideas or facts may be omitted by the person compiling the summary, thus conveying a different message from the message originally intended by the speaker.

Politicians more than often emphasise what their party does in respect of a certain matter and then neglects to admit the shortcomings of the party regarding the same matter.

Advertisers often unscrupulously leave out necessary information in order to promote their products. Before advertising of tobacco- and related products was banned by legislation, the niceties of using a certain brand of cigarette or related tobacco product was promoted, without warning the prospective user of the potential hazardous effects of smoking. Smokers were always shown having so much fun in exotic holiday destinations: water skiing, swimming, lazing in the sun and then having a cigarette afterwards. The message was that you would have a good time if you smoked, which is, of course not true – not everyone can afford a luxury overseas holiday in Hawaii or some exotic place. In fact, if you smoke you can be sure of having a very sordid and agonising death from lung cancer or some other smoke related disease.

Most advertisers use some form of deceit when advertising their products: “You can buy a cell phone for only R….. “ and then right at the end they say: “Terms and conditions apply.” In effect, you first have to find out what the terms and conditions are before you can decide whether the product is such a bargain.

Newspaper and TV journalists are known for adding sensation to their stories. One of the ways in which they do this is by only giving one point of view.

Be alert when you deal with advertisements and other forms of mass communication. Always wait and see if there is something more behind the message than what is said. If you can, find out for yourself what the other facts of the matter are that they are not telling you.

We all use manipulative language from time to time. When I was a child and I got into trouble over doing something wrong, I did not usually tell my parents everything since I would get into even more trouble. Where possible I left out the worst details and hoped that they would not find out.

Formative assessment 5

# UNIT STANDARD 119471

Unit Standard Title

Use language and communication in occupational learning programs

NQF Level

4

Credits

5

Outcomes And Assessment Criteria

**Specific Outcome 1**: Access, use and manage suitable learning resources

**Assessment criteria**

* Relevant learning resources are identified: Resource centres, literature, internet, other people
* Learning resources are used effectively and managed through appropriate selection and cross-referencing of information, and acknowledgement of sources

**Specific Outcome 2:** Formulate and use learning strategies

**Assessment criteria**

* Learning strategies are formulated by selection of specific tried techniques: Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning
* Information is summarised and used in the learning process
* Answers pertaining to relevant questions are synthesised and contextualised: Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using of appropriate information
* Texts are read for detail, interpreted, analysed and synthesised for a given context
* Verbal interaction is interpreted, analysed and synthesised for a given context
* Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

**Specific Outcome 3**: Manage occupational learning materials

**Assessment criteria**

* Occupational learning materials are organised and used for optimum learning: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links etc).
* Layout, presentation and organisational features of learning materials are understood and used effectively
* Technical language/ terminology is engaged with, and clarification sought if needed

**Specific Outcome 4:** Conduct basic research and analyse and present findings

**Assessment criteria**

* Appropriate or relevant topic and scope is identified and defined
* Research steps are planned and sequenced appropriately
* Research techniques are applied: Gathering information, reading/viewing, interviewing, using appropriate electronic sources
* Information is evaluated for relevance
* Information is classified, categorized and sorted
* Research findings are analysed and presented in the appropriate format
* Conclusions and recommendations are made in the appropriate format: Reports, research paper, presentation

**Specific Outcome 5:** Lead and function in a team

**Assessment criteria**

* Active leading and participation takes place in-group learning situations: Meetings, site/field visits, excursions, discussions, activities, workshops
* Responsibilities in the team are taken up and group work conventions are applied in learning situations: Supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting
* Conflict management and negotiating techniques are practised in a defined context
* Team work results in meaningful product, outcomes or goals: Reaching consensus, completed projects/assignments, knowledge transfer

**Specific Outcome 6:** Reflect on how characteristics of the workplace and occupational context affect learning.

**Assessment criteria**

* Features of the occupational environment are described and discussed:
* Workplace/occupational focus: Services, manufacturing, financial, educational.
* Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
* Ways in which these features affect learning processes and/or application of learning are described and discussed. Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction

Critical Cross-Field Outcomes

* Identify and solve problems: using learning programme material and learning tasks to solve problems
* Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects
* Organise and manage oneself and one`s activities responsibly and effectively: through organisation of learning materials and assignments
* Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study
* Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations
* Use science and technology effectively and critically: using electronic media for learning
* Reflect on and explore a variety of strategies to learn more effectively

Unit Standard Essential Embedded Knowledge

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the national curriculum statements up to NQF level 3

Learning Assumptions

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the national curriculum statements up to NQF level 2.

Review Date

2009-02-09

# LEARNING RESOURCES

Learning outcomes

Access, use and manage suitable learning resources

Assessment criteria

* Relevant learning resources are identified Resource centres, literature, internet, other people
* Learning resources are used effectively through appropriate selection and cross-referencing of information and acknowledgement of sources

Learning Resources

Resource Centres

Libraries are collections of books, manuscripts, journals, and other sources of recorded information. They commonly include reference works, such as encyclopaedias that provide factual information and indexes that help users find information in other sources; creative works, including poetry, novels, short stories, music scores, and photographs; nonfiction, such as biographies, histories, and other factual reports; and periodical publications, including magazines, scholarly journals, and books published as part of a series. As home use of records, CD-ROMs, and audiotapes and videotapes has increased, library collections have begun to include these and other forms of media, too

Libraries stock most of the magazines and newspapers read in their areas. There are also encyclopaedias, textbooks on any subject, biographies and autobiographies and, of course books of fiction available in libraries.

If you are unsure where to find a book about a specific subject, you can ask the librarian to assist you.

Certain books can be taken out of the library, but the so-called reference books may only be used inside the library.

In South Africa, we have the National Library and various public libraries in cities, towns and suburbs. Schools and universities also have libraries.

Many bigger organisations have in-house libraries. These libraries typically contain books about the industry in which the organisation operates, as well as operational procedures and training manuals.

Encyclopaedia

An encyclopaedia is a book or a set of books giving information about many subjects.

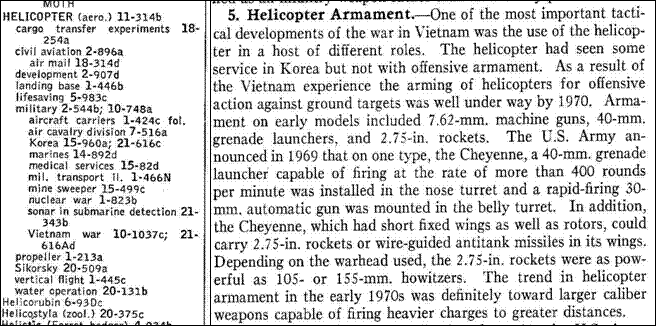
Encyclopaedias are organised alphabetically, according to subject, from A to Z. When you are looking for information in an encyclopaedia, you have to refer to the Index Book first.

The Index Book is organised like an index in a textbook. It is a lot bigger, since an encyclopaedia contains information about every known subject.

You will use the Index Book in an encyclopaedia the same way as the Index section in a textbook. First, you will identify the subject you are looking for: **helicopters**. Then you go to the Index Book and look under H for helicopters.

The Index Book will then tell you in which book, on which page and where on the page you will find the information you require on the subject, in this case helicopters.

From this example of an Index book, you can see what information you can find about helicopters.



If you want information about military helicopters, you will go to book 2 of the encyclopaedia, then page 544, section b of the page.

This particular encyclopaedia is called Encyclopaedia Britannica and it consists of 27 books filled with information, plus the Index book.

Many people are fortunate enough to own encyclopaedias. If you don’t own one, you can go to your local library and use their encyclopaedias to look for information.

These days you can also find encyclopaedias on DC-ROM and DVD-ROM.

Internet

You can also search the Internet for information. The Internet is like a very large library. Where a library is filled with books containing information, the Internet is made up of web sites that are filled with information.

Searching the Internet is a lot like using an Index book: you go online to a website such as Mweb or MSN and you will find a Search option somewhere on the first page, that is also called the Home page of the website.

The Search option will give you space in which to enter a keyword or keywords, just like you would look in an Index. You then click on a button and the computer searches for websites that contain information about the word you typed in.

Because the Internet is a worldwide resource of information, there is an awful lot of information to be found out there, so you have to be very specific when you search for information on the Internet.

If you, for example, enter dogs as your keyword, you will end up with a couple of million hits. It is impossible for you to visit all those websites, so you have to narrow down your search, for example by typing in the specific breed of dog you want information on: golden retriever or whatever breed of dog you want information on. This will give you less hits, hopefully only about twenty or thirty websites, which is much more manageable.

Some websites you can use:

[www.howstuffworks.com](http://www.howstuffworks.com/)

[www.answers.com](http://www.answers.com/)

[www.wikipedia.com](http://www.wikipedia.com) – a free library that is accessed on the Internet

[www.nlsa.ac.za](http://www.nlsa.ac.za) – the National Library’s website

oll.libertyfund.org – the online library of liberty, created by Liberty Life to encourage the study of the ideal of a society of free and responsible individuals.

[www.thefreelibrary.com](http://www.thefreelibrary.com)

en.childrenslibrary.com

[www.justanswer.com](http://www.justanswer.com)

Magazines And Newspapers

Magazines and newspapers always contain a lot of information. You will find information about developments in the business world such as labour unrest, technology as well as industry specific information.

Most newspapers and magazines have sections about: business, sport, new developments, technology, books, music, art, general news and more.

You will also find industry specific magazines that are about computers and IT, language and culture, transport industry, training and education, mining, marketing and advertising, the HR industry, the retail industry, etc.

Then there are magazines dedicated to geography, aviation, wildlife, animals, the Internet, computer games, sport, fashion, home improvements, gardening – in short for just about any subject you will find a magazine.

Other People

Friends, family, colleagues at work are all sources of information. Often, if they cannot give you the information or confirm the information, they can tell you who will be able to give you the information. Or, they can tell you where to find the information – in the operations manual, the training manual, the in-house library or which magazines or books contain the information.

Never be afraid to ask someone if you need help to gather information.

Use Resources effectively

Once you have identified resources to use for study purposes, you have to use and manage these resources effectively. You have to:

* Select information that is relevant to the subject you are studying
* Cross-reference the information to make sure that your information is correct and valid
* Acknowledge your resources

### Evaluate what you find

When you evaluate your information, you make sure that the information you are using is valid and reliable (the information contains little or no errors and can be trusted) and, above all, relevant to your subject.

Is your information **relevant** to your subject – if you need information about train schedules, looking at tour bus schedules will not be of any help to you. If you are studying mathematics, researching the development of motor vehicles has no use.

Use the following questions to guide you when you are **evaluating** information:

* How does the author **know the details** or the circumstances – was s/he present or did the author rely on other people’s testimony?
* Did the author make use of **more than one source of evidence** or does the author base his/her conclusions on only one piece of evidence? For example, did the author look at newspaper and magazine articles, did the author conduct his/her own interviews or did s/he rely on other people’s interviews and so on?
* **Where** did the author get the information - personal experience, eyewitness accounts, or reports written by others?

The CARS checklist is a simple evaluation checklist that you can use when you evaluate your information.

|  |  |
| --- | --- |
| **Credibility** | Trustworthy source, author’s credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it. |
| **Accuracy** | Up to date, factual, detailed, exact, comprehensive, audience, and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth. |
| **Reasonableness** | Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth. |
| **Support** | Listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it). |

Acknowledgement Of Sources

You will often find information in a book, magazine article or even a web site that someone else has written. When you use this information, you have to give credit to the person whose written work you are using, even if you get the information from the Internet.

Citing or documenting the sources used in your research serves two purposes. They are:

* It gives proper credit to the authors of the materials used, and
* It allows those who are reading your work to duplicate your research and locate the sources that you have listed as references.

Sometimes you have to get the approval of the author or publisher of the book before you are allowed to use the information. If this is the case, you have to contact them and get their permission before you can use the information.

Mostly, though, it is sufficient to acknowledge the original author and publisher by quoting their details in your work. This is called a **bibliography**.

A bibliography is a record of the resources and sources you used during your research.

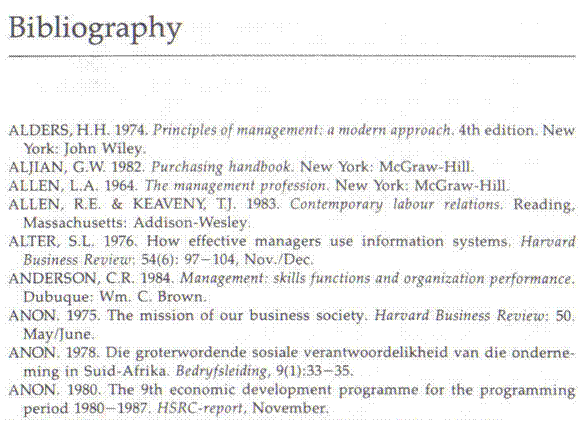
Follow the following format when quoting the sources of your information:

* Author surname and initials
* The year it was published
* The title of the book
* Where it was published
* The name of the publisher

When you quote the author directly, you have to add the following to your text where you use the quote: (Sayles & Chandler, 1971:185)

* Sayles & Chandler are the authors
* 1971 is the year the book was published
* 185 is the page number where the quote appears

Then, of course, you have to add the details of the book to the bibliography.



# LEARNING STRATEGIES

Learning outcomes

Learning strategies are formulated by selection of specific tried techniques.

Range: Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning

Assessment criteria

* Information is summarised and used in the learning process
* Answers pertaining to relevant questions are synthesised and contextualised: Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using of appropriate information
* Texts are read for detail, interpreted, analysed and synthesised for a given context
* Verbal interaction is interpreted, analysed and synthesised for a given context
* Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

Study Method

**Do You Know The Following Study Method?**

* **Overview** – quickly scan the chapter to give you a general idea of the contents
* **Questions** – ask yourself general questions about the chapter
* **Read** – now read the chapter with the view to summarising it
* **Summary** – make a brief and to the point summary, preferably using mind maps. Your summary should not take longer than 5 to 10 minutes for each hour’s worth of studying. Do not write down whole sentences, use keywords that will help you to remember the facts.
* **Memorise** – memorise the summary
* **Revise** – test your knowledge through revision

If Your Study Method Does Not Work, Change It!

* Move your desk or study in another room
* Change the way you are studying.
* Change your attitude toward studying

If it’s not working for you, change it!

### The Process Of Learning

The learning process works as follows:

* Summarise by means of mind maps
* Determine how much time you have to memorise and how much work there is per mind map
* Set a time limit per mind map
* Memorise
* Break
* Revise
* Memorise new work

Learning strategies

### Skimming

When you read through something very quickly, noting only the main points, or to pick out words in capital letters, bold or underlined, you are skimming. We tend to do this when we are in a hurry, or when we are not interested enough in the writing to read the whole article. We skim, looking only for the main points, and do not take notice of the body of the writing.

As an example let’s take a newspaper article about a crime that took place. Very often, I only read the basic details of the crime: what happened, where and when did it happen, were the criminals caught. I do not read what witnesses and bystanders or even the victims of the crime had to say about it. I am only interested in certain aspects of the article and I therefore skim through it.

Skimming allows you to go through a lot of reading material, that might not be relevant to your need for information, in a very short time.

Scanning

Look at quickly in order to find a particular piece of information. This is different from skimming: when you skim, you look for the main points of the reading material, when you scan you look for information that is important to you. This information may not be included in the main points.

For example, this morning I skimmed the newspaper article about the crime, now it’s evening and I want to know what one specific eye witness said. I’m not going to read the entire article, instead I scan only for the witness’s name in order to get to the part that I am interested in.

Summaries

A summary is a brief statement of the main points of something.

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author’s purpose.

*At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.*

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

**What** happened? **Where** did it happen? **Who** fled? **Why** did Abuk not flee with her children?

*During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.*

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph. Everything else is supporting information: the villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman’s name is supporting information, as well as the ages of her children. The last sentence is also supporting information.

The purpose of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don’t put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it. We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A summary can take many forms:

* As per the example above
* You can summarise in point form
* When you summarise a large volume of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces.
* Another method of summarising is using a mind-map.

Highlighting And Underlining

While you are reading text you are always looking for the main points. You can make notes of the main points while reading, or you can highlight them. Highlighting can be done by making a note in the margin of the book, by underlining the relevant passages or you can use a highlighting pen.

If the book is your property or belongs to your organisation, feel free to highlight important points. When the book belongs to someone else or a library, please don’t use the highlighting technique – make photo copies of the pages you require and highlight important points on these.

You can also use **various coloured highlighters** to distinguish between different main points or headings and sub headings. How you use the different colours is up to you, as long as there is method and order in the way you use colour.

You can, for example, highlight all the points relating to one topic in blue, all the points relating to another topic in yellow and so on. Or you can highlight all the main points, irrespective of topic, in blue, all the supporting information in yellow.

Feel free to experiment but make sure that you have your system worked out before you start using your highlighter.

Taking Notes

As mentioned, while you are scanning or skimming or reading a piece of text, always look for the main points and key words. Key words are words that you have to remember. When you are summarising, taking notes or drawing a mind map, for the purpose of studying, you do not have to write down full sentences. Writing down the only the main points and key words will help you to recall the entire idea when you have to.

Of course, if you summarise this way, you have to understand what you are reading. If you do not understand, main points and key words will not help you to recall the facts or the main ideas of the text.

Ask And Answer Questions

Using this technique will help you to recognise when you are confused and it encourages active learning.

* Before reading, think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.
* While reading, pause and write down any questions. Be sure to write down questions if you are confused.
* Look for the answers while reading. Pause and write down the answers.

???

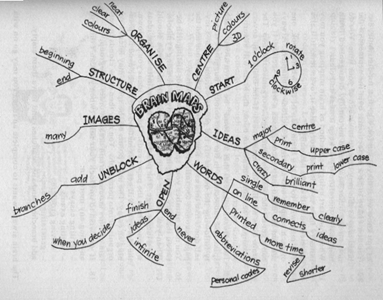
* Were all your questions answered? Could the answers come from other sources?
* While you are taking notes, make sure that you understand what is being said.
* If there are words you don’t understand, look up their meaning in a dictionary
* Always make sure that your information is accurate. You will do this by checking more than one source: e.g., not only a website but a textbook as well.

Mind-Map

A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions, not only from top to bottom, but also from left to right.

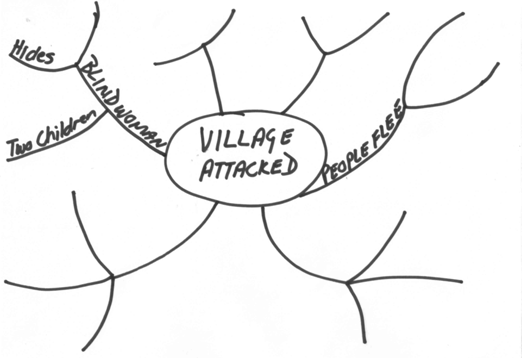
With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.



A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.

If we were to summarise our example in a mind-map, it would look like this:



Peer And Self-Assessment

It is always a good thing to check your notes, summaries, mind maps and understanding of the work.

You can do a self-assessment by reading through the main text again and comparing your notes to what you understand from the main text.

Then compare your notes and understanding to the notes and understanding of your colleagues and fellow students. When you find points that you do not agree on, you then go through the main text together, ask questions and make notes in order to clarify your understanding.

If you still do not agree, go to the facilitator or another colleague or fellow student. Carry on in this way until you all agree about what the content of the text is. Use all the strategies you have learnt to clarify the meaning of text.

Communicating With Others

Studying and the learning process does not have to be an individual activity. In fact, if you do it alone, without consulting your facilitator, colleagues and fellow students, you are making it hard on yourself.

There is always a collective knowledge in a group, where the total knowledge in the group is more than the knowledge of individuals: you might know something about computers that the other group members do not know, while some other members of the group may have more knowledge about Labour Law, etc.

Talk to your facilitator, your colleagues and your fellow students if you do not understand a subject.

In the same way, you must be willing to share the knowledge you have with the group. In the end, everyone benefits from working in a group.

Brainstorming

This is one technique the group can use to clarify text and make sure that everyone understands the subject.

It involves the generation of a large number of unconventional ideas whilst eliminating the usual tendencies to criticise or prematurely reject these unusual ideas.

The Brainstorming Process.

Selection

Select a topic for brainstorming and also select the members of the group.

The Topic

The group is given advance notice of the topic in the form of a brief description of one or two sentences. The group facilitator discusses with the group a limited amount of background information relating to the problem.

Warm-Up Session

Members are introduced to the concepts of brainstorming in a relaxed manner. The group discussion should try to identify the barriers of creative thinking and show how they can be overcome. The purpose of brainstorming is to generate as many ideas as possible in a short period of time. It does not matter if the ideas are silly, this is actually the purpose of brainstorming.

The actual brainstorming process, and the four rules of brainstorming:

* Free association: participants must state the first idea that came into their heads, no matter how silly or absurd it may seem.
* Clarification: the person whose idea it was can elaborate on the idea, or someone else can, as one idea leads to another. No evaluation of the idea is allowed at this time.
* Suspension of judgement: nobody is allowed to pass any comment on anyone else’s ideas. This is not the purpose of brainstorming at all.
* Speed: brainstorming should happen as quickly as possible.

Short practice-runs will demonstrate how little time it takes to produce 50 to 100 ideas. At the end of the warm-up session, the original problem is restarted in as many ways as possible. For example, the problem of reduced profit could be redefined as how to beat competitors, or how to improve marketing. All statements are written down by the leader.

It should develop in a light-hearted, easy-going atmosphere. Brainstorming is a fun thing to do and it should be so for everyone.

The facilitator reads out the statements and calls for ideas. As they flow, they are numbered and written up on a large flipchart with a large felt-tip pen.

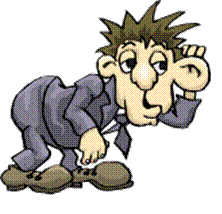
Each sheet is torn off when full and displayed elsewhere in the room. Freedom of expression should be encouraged. The ideas may number from 150 to 600, or more.

There should be pre-set timescale for this session.

Now the solutions can be considered for practicality and so on.

Listening For Detail

When you are attending a class, a seminar or a workshop, you can bring a lot of knowledge with you when you leave by:

* Taking notes of main points and key words while the presenter is talking
* Summarising what he said
* Drawing a mind-map of what he said.

If you are unsure about anything, ask questions of the presenter. They will usually leave time for a question and answer session. Do not leave without making sure that you understand what was said.

Then check your understanding with that of your classmates and colleagues.

Formative Assessment 1

# MANAGE OCCUPATIONAL LEARNING MATERIALS

Learning outcome

Manage occupational learning materials

Assessment criteria

* Occupational learning materials are organised and used for optimum learning. Range: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links etc)
* Layout, presentation and organisational features of learning materials are understood and used effectively
* Technical language/terminology is engaged with, and clarification sought if needed

Occupational Learning Materials

There are many types of learning materials available:

* Training videos and DVD’s
* Textbooks
* Charts
* Maps
* Plans
* Diagrams
* Handouts
* Electronic texts from the Internet or from e-mails

A Filing System

This material has to be stored in a safe place and a record of everything must be kept, so a filing system for the learning materials is necessary. A good filing system has certain essential features:

|  |  |
| --- | --- |
| Simplicity | Appropriate classification |
| Accessibility | Selection of suitable equipment |
| Safety in terms of minimizing loss | Safety in terms of avoiding damage by fire, water, dust |
| Safety in terms of maintaining confidentiality | Compactness – using space efficiently |
| Elasticity – it must be able to expand if required | Speed of retrieval |
| Trained staff | Economical in terms of time, cost of equipment and accessories |
| Sufficient cross-referencing | An “out” guide or “tracer” system should be incorporated |
| Thinning out should be performed on a regular basis | Daily filing |

Methods Of Classification

Alphabetical Order

* Items are grouped alphabetically. The file for Mahotsi would be placed before that for Ndengwe, because m comes before n. Baker would be placed before Barker, as bak comes before bark
* Should more than one client have the same name, their files would be arranged in order of initials: Mahotsi, C would be placed before Mahotsi T
* Short before long: if all the other letters in a name are the same, you arrange the shorter name in front of the longer: Cole will be placed before Coleman.
* Prefixes before surnames, such as de der le van von O, etc are considered part of the name: du Plessis will be placed alphabetically with D and not P, so will van der Merwe be placed with V.
* Should more than one client have the same name and initials, a number could be added after the initials: Mahotsi T1 would be followed by Mahotsi T2
* Impersonal names, such as company names are placed in the order they are written: Gilbert Enterprises will be filed with G and Tiger Brands with T.
* Official or descriptive names: the most important word is the first filing unit: The Hotel Shelly will be filed as Hotel (The) Shelly and City of Durban will be filed as Durban City (of).

Numerical Order

* A number is allocated to each item, regardless of surname and initials. This is how banks file our records.
* Files are then arranged numerically
* As it is not possible to remember each client’s number, a separate card index is kept to record clients’ personal details and file numbers
* New clients receive the very next number after the last allocated number. The new file is placed last in the drawer.

Alpha-Numeric Filing

* This consists of a combination of alphabetical and numerical filing systems

mom031z

* Files are placed alphabetically, but not strictly so
* Each file is labelled with the client’s name and a number, e.g.. J Maxwell could be M5. The next file could be B Mason, with the number M6
* You will find this form of numbering used for example for spare parts of cars or motorbikes
* A separate index system is used to record files and this will be arranged alphabetically.

Then there must be a form of control over the “lending” of the material by individuals, so that the material can be traced if someone else needs it.

Selecting A Classification System

Occupational learning materials will usually be sorted according to subject, with cross-references to the authors, publishers and date of publishing.

If you have access to a computer, draw up a database of learning materials, so that items can be searched for according to subject, author, publisher, etc.

Lending Of Learning Materials

* Ensure that the “out” cards are completed and signed for before handing over the files.
* It will also be your responsibility to ensure that the item is returned. Follow up on outstanding items on a weekly or daily basis, depending on the procedure in your organization.
* When the item is returned, remember to sign it in again.

|  |  |  |  |
| --- | --- | --- | --- |
| **OUT CARD** | | | |
| NAME OR SUBJECT | DATE | TAKEN BY | DATE RETURNED AND INITIALS |
| Smith James | 15/05/05 | NDP | 31/05/05 NDP |
| Tiger Brands | 15/05/05 | BJP | 26/05/05BJP |
| ABC Trading Co | 26/05/05 | ISN |  |

Technical language

The terminology used in a field or understood by a trade, profession or group of people e.g. in metal -working, the term "pig" means a mould for casting metal.

It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries.

* Electrocardiograph: monitors the heartbeat
* Government fiscal matters: to do with the governments budget and how they spend the money that we pay in taxes.
* The metallurgist in charge is Karis Allen, 35, a specialist in fractions and corrosion: a metallurgist is a person who specialises in studying metals, fractions and corrosion in this instance means how metal, such as steel, breaks and corrodes

Organisational features of learning materials

### Textbooks

A textbook is a book that is used as a standard work for the study of a subject. We all used textbooks in school in order to study the grammar, spelling and language rules for English, Afrikaans, Sotho or Zulu, we also used textbooks to study economics, history, geography and so on.

Having a textbook for a language is a valuable reference resource, because you can refer to the textbook to solve issues

Of course, you get more kinds of textbooks than language textbooks. As stated, you get textbooks about geography, history, architecture, interior decorating, garden landscaping, computer software and hardware. There are textbooks about arts and crafts, woodworking, driving, just about anything that you want to learn about.

If you look up the word textbook in a thesaurus, you will find the following list:

* Schoolbook
* Manual
* Workbook

In other words, a textbook, or manual, contains information about a subject. This means that you can use a textbook to look up information about a subject. This learner guide is an example of a textbook or manual.

### Using Textbooks To Collect Information

You could read the entire book and hope you get the specific information you are looking for, but there are easier ways.

Textbooks are divided into chapters. Each chapter will contain information about a specific subject. The chapters can be subdivided into sections and, if the manual is comprehensive, even sub-sections.

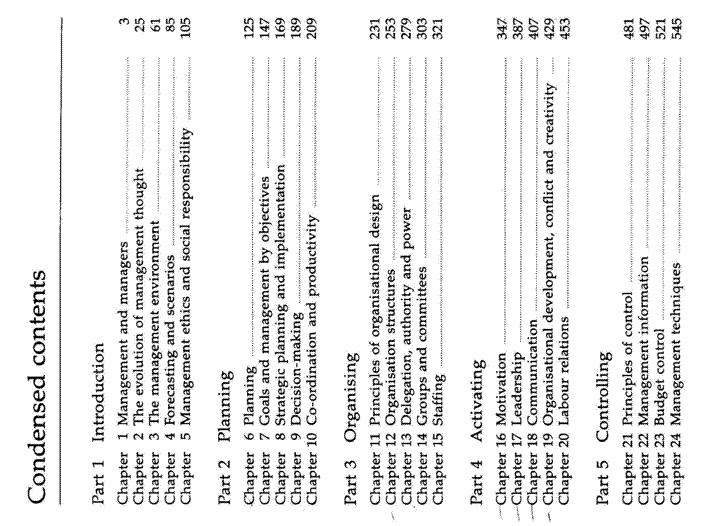
#### Contents Page

The writers who compile textbooks always try to make it easy for us to find specific information about a certain subject. Every textbook will have a contents page or table of contents, which will give the main headings of the different chapters or sections of the textbook.

Each entry in the table of contents will refer to a page number. You can then turn to that page and look at the contents from that page on.

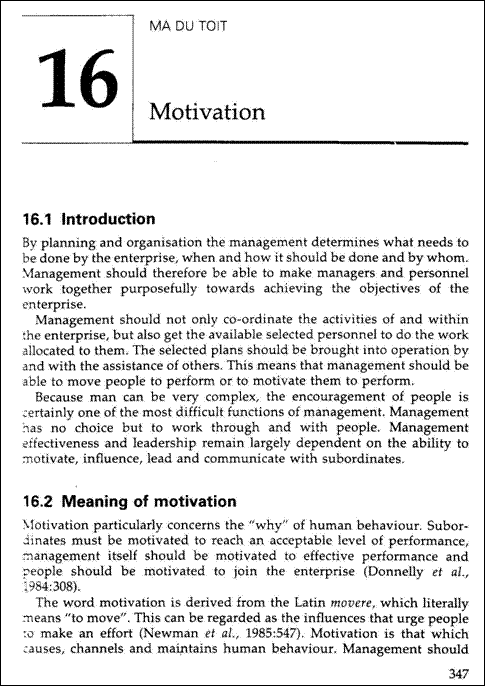
If you want to get an idea what a textbook or manual is about, the table of contents should give you the main points of the contents in a simple and understandable format.

Following is a contents page from a textbook about General Management.



Can you see that subjects are grouped together in a sensible manner? Can you see that it is easy to obtain information about a specific subject?

If I need information about motivation, I will go to page 347, as indicated in the contents page. Here I will see that the chapter is further divided into sections, which are indicated by text typed in bold.



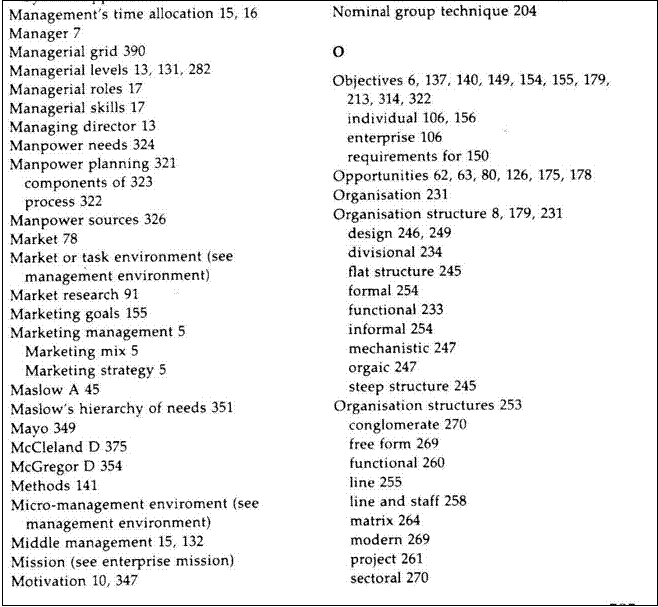
Now I can page through the chapter, looking only at the headings of sections until I find the information I am looking for. Did you notice that the headings in this textbook are also numbered? All this is done to make it easy for you to find the information again. I would make a note of the page number, as well as the heading number: p347, 16.2 Meaning of motivation.

All this makes it easy for you to find the information the first time and also to refer back to the information afterwards.

#### Index

Most textbooks also contain an Index, situated at the back of the book. Using the Index, you can look up information by looking for a specific word. The Index is always sorted alphabetically, so if I want to look up the word motivation, I will have to go to M in the Index.

From the Index, under M, I can see that there are references to motivation on pages 10 as well as 347. I can therefore find information about motivation on page 10 and 347.



### Internet

The word "internet" is most commonly used to refer to the operation of electronic networks and computers in and through which vast amounts of information are relayed globally. Most recently its definition has been broadened to include the community of people who use the technology. The Internet can be a valuable source of environment information, yet finding the precise information you need on any given topic can be a difficult task.

#### Why deal with the Internet?

* Information is accessed when perceived as being valuable.
* It can be cost effective if you consider how much paper we use each day.
* From the perspective of good education, it offers constructivism and information skills.
* From the perspective of organisations, the Net is here to stay.
* Thinking globally, acting locally, it offers opportunities for networking and sharing in electronic Information.

What makes the Internet attractive is its quest for creating and storing information in such a way that any linked computer could present in a standardised format. Hypertext Markup Language (HTML) is the format that makes this possible.

The Internet, in particular the Worldwide Web (WWW), may be used in mainly two ways: browsing and navigation.

**Browsing** is probably the most common approach and involves the search for information where the user has only a general idea of what he/she is looking for. **Navigation**, on the other hand is a pattern of use where the user knows exactly what he/she is looking for and where to find it.

To assist novice users, the following guide is based on the browsing strategy.

**Browsing considerations:**

Browsing is often an activity associated with sifting through on-line catalogues that have been organized into various subject areas. A user would then follow links through databases that start off as general categories. These are known as subject trees and they allow users to move from general to more specific content via links (also known as ‘hot spots’) and search forms. Popular on-line subject trees include Yahoo, Infoseek and Alta Vista, but a large number of other similar subject trees are available. The key is to find the subject tree most suitable to one's needs.

When browsing through subjects trees, users may enter phrases or keywords into search forms, which then match the query to files in their database. Not all search engines offer the same search options. There are several factors that determine the success of a search engine, chief among which are the size, content and currency of the database, the speed of searching, the availability of search features, the interface design and the ease of use.

Each search engine varies significantly in respect of how the results are ranked and presented, and this can impact on the success of a search. The highest-ranked documents in the list are not necessarily those that will provide the desired information. Often the best link is further down the ranked list.

**Accessing information:**

You normally start with a home page. Click on **highlighted** (coloured and/or underlined) words on a page to bring another page of related information to your screen. Each browser consists of a toolbar which contains buttons to control incoming pages, for instance ‘Back’, which brings back pages previously visited, or ‘Home’, which loads a home page that was specified in the user's settings for that computer.

A **link** is a connection from one page to another. You find a link by looking for one or more words highlighted with colour and/or underlined, in the content area of a page. Images and icons also serve as links. When the mouse cursor points over a link, the Universal Resource Locator (URL) of the link appears in the status field. A URL is a text used as an address for a page in a computer network, i.e. http://www.home/welcome.html

**Hints for effective use of the Internet:**

Many seasoned Internet users have come to refer to Internet use as an art that develops through continuous practice. Below are a few hints that will assist you in making the best use of the Internet, especially the WWW.

* Get to know the **good sources**: Evaluate different websites and decide which to use as regular sources.
* **Know your subject area**: Environmental Management is a complex, cross-disciplinary field. An understanding of specific subjects and topics within this areas will help you to find information that you really perceive to be useful.
* **Expect limitations**: The technology of the Internet is always changing and there may be web tools that do not yield reliable and accurate results. Be open-minded enough to accept that technology is only as good as the craftsperson who develops it.
* Be **searchwise**: Search engines have different capabilities. Use Boolean Connectors (‘and’, ‘or’) to yield results from different combinations of terms. Some engines (e.g. Yahoo) allow you to pose your search as a question, while others may be more specialized, allowing you to search for images, audio or video material.
* Be **infocritical**: Online information is secondary information and must be verified for accuracy, recency and relevance to your needs. You need to cross-check such information with other sources at all times.

Formative Assessment 2

# CONDUCT RESEARCH AND PRESENT FINDINGS

Learning outcome

Conduct basic research and p resent findings

Assessment criteria

* Identify and define the appropriate or relevant topic and scope
* Plan and sequence research steps appropriately
* Apply research techniques: Gathering information, reading, interviewing, using appropriate electronic sources
* Sift information for relevance
* Classify, categorise and sort information
* Analyse and present research findings in the appropriate format
* Make conclusions and recommendations in the appropriate format: Reports, research paper, presentation

Identify Topic and Scope

Research is defined as all activities that provide information to guide business, societal and life decisions. Research is an information gathering activity that is intended to guide strategic or operational business, societal and life decisions about target groups, competitive strategies, etc.

Research derives its value from helping managers to make better decisions. It does not change the outcomes of those decisions: it simply helps managers know which course of action is best. Therefore, the value of research in any given situation depends on the importance of the decision at issue, the level of uncertainty about the proper course of action and the ability of the research to reduce that uncertainty.

Start your research by setting sown the aims for the survey. Why are you doing research and what do you want to achieve? What do you want to know? In the workplace it can be that you want to find out:

* How many passengers you transport per route
* Why customers use your organisation rather than one of the opponents
* How much fuel your bus uses
* How many man hours are lost every year during the winter due to illness of staff members
* How you can improve your customer service
* What other services customers require from your organisation

Plan and sequence your research steps

Once you have the topic and scope of your research, you have to plan the steps you will take to conduct your research:

* How will you gather information – which research techniques will you use?
* Which resources will you use?
* How will you organise the material?
* How will you evaluate the information?
* How will you analyse the information?
* How will you record the information and the conclusions you have drawn?

Commit your plan to paper.

Apply research techniques

This step involves gathering the information you need for your research. The techniques you will use will be recorded in your plan:

* Reading: will you visit a library?
* Interviewing: will you discuss the subject with experts, colleagues, trainers or supervisors?
* Electronic sources: will you collect information via the Internet?

Remember that you should always use more than one source of information.

Organise The Material

Once you have gathered information, the material you have collected has to be organised.

Sorting And Categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information chronologically, using contrast or cause and effect.

You can use cause and effect, and contrast to help you arrange your paragraphs in a logical way.

* **Contrast** is when you contrast one theme, thought, opinion or product with another. Refer back to the introduction of the article about the gorillas: you can contrast the concern of conservationists who were worried about the gorillas, with the views of humanists who were more concerned about the people being killed.
* **Cause and effect**: referring back to the same text, you can progress from the causes of the war to the consequences(effect) of the civil war on ordinary people.
* **Chronologically**: If you are writing about something that happens over a period of time, you can arrange your paragraphs chronologically: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

Sifting For Relevance

Once you have classified the information and data, you have to sift through it for relevance. You should keep only the information that is relevant to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, all information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should discard it.

Validity And Reliability

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source:

* check more than one manual,
* talk to more than one person,
* visit more than one website,

to ensure that your facts are correct.

Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all you sources state the same basic fact, you can be reasonably sure that the fact is correct.

Analyse research findings

Once you have gathered the information, you have to analyse the information by comparing your findings against the purpose of the research. For example, if the purpose of your research was to find out how efficient vehicles are on fuel usage, you have to analyse your findings to determine whether vehicles are using more or less fuel than anticipated.

Conclusions and recommendations

Recording

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes.

Any arguments used in your document must be supported by sound reasons and facts. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Now you are ready to draft your first copy of the final document.

Report

Report is a comprehensive term for written information based on facts and can cover many topics. A report is an objective, well-structured, written document based on accurate facts with the purpose of conveying specific, useful information to its readers. A report is unique: no two reports are the same.

In the business world, a report will usually be as a result of something that was investigated or researched, such as the implementing of a new computer system. The custom in the organisation will determine whether the report is written in the formal or informal register.

Reports usually consist of the following:

* A cover page
* A title page
* Introduction and statement of the aim of the report, also called the terms of reference
* A brief summary of the main contents
* A table of contents
* Procedure followed during the research or investigation
* Findings and conclusions as a result of the research or investigation
* Recommendations based on the research or investigation
* bibliography

Reports are usually long and lengthy documents. Remember to make use of the following:

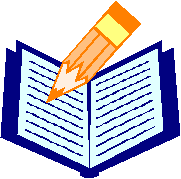
* headings
* titles
* subtitles
* paragraphs
* numbers and bullets in your document
* visual aids

Write Effectively

Reasons Why Authors Write Texts

* To **persuade** readers to his/her point of view: When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
* To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
* To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain.

Plan Your Text Before Writing

* Who will you be writing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
* In which register will you be writing the text: formal or informal
* Which writing style will you use: narrative, discursive, expository, etc.
* Will you write in the first person or the third person?
* Determine the research you will do
* Organise your writing: make sure ideas and facts flow logically

Make Your Writing Interesting:

* Use punctuation correctly
* Use titles, subtitles, headings, contents and index
* Use an introduction and a conclusion
* Use visual images and captions with these images
* Vary the length of your sentences
* Structure your paragraphs correctly
* If any action is required, make suggestions about the actions
* Put ideas forward
* Use appendices or addenda if required

Diction

* Choose words that are familiar and easy to understand
* Make sure that you are using the correct words
* Do not use technical language, legalisms, etc. when writing for the general public. When it is a business document, use of technical terms and jargon will be acceptable
* Do not use slang or write in dialect unless you are writing to entertain

Always

Be ethical: readers must be able to trust your writing

Quote facts and substantiate your facts with evidence so that the readers can believe you

Be sensitive to the reader’s point of view, culture, etc.

# FUNCTION IN A TEAM

Learning outcome

Lead and function in a team

Assessment criteria

* Active leading and participation takes place in-group learning situations: Meetings, site/field visits, excursions, discussions, activities, workshops
* Responsibilities in the team are taken up and group work conventions are applied in learning situations: Supervision, mentoring, rotation of roles: conducting, chairing, recording, reporting.
* Conflict management and negotiating techniques are practised
* Team work results in meaningful products, outcomes or goals: Reaching consensus, completed projects/assignments

Teams

A team is a group of 3 – 12 people who work together to achieve a common goal. It is not necessarily a group of selected staff members working on a specific, project. The staff members in your department are a team and if they can function as an interacting group your department will be successful.

In fact the entire workforce of the company all work together as a team towards achieving a common goal

Successful group work depends on successful communication skills.

Planning, preparation and presentation form the basic guidelines for a team to perform successfully.

1. A meeting is held to clarify the purpose of the team.
2. A common goal is identified.
3. Basic rules are identified for working together.
4. Effective communication channels are put into place
5. A plan of action is drawn up containing the processes that have to be worked through to achieve the goal.
6. Specific tasks are identified and allocated to team members. D dates are proposed.
7. Objectives and strategies are identified for each task.
8. Specialist tasks can be carried out. Group becomes effective

Every team needs a leader to show the way. Some groups especially if they are small do have an appointed leader. Choose a leader you are willing to follow.

Team Members

When you are working in a team each team member has to commit to the following in order to ensure the team functions effectively:

* Commit to work together in a team, commit to the goals and purposes of a team, find your place in the team so that you can also feel you belong.
* Ensure that all team members are travelling in the same direction – working towards the same goals and purposes.
* Take turns doing the hard jobs, it will benefit the team in the long run and therefore also benefit individual team members.
* Encourage, support and praise each other.
* Stand by each other and help each other in times of need.
* Team members have to take responsibility for their own jobs as well as the achievement of the goal or purpose of the team. Members support each other so that the objectives and goals can be met by the entire team.
* There should also be a culture of respect for each other and this is the responsibility of the entire team.

If team members commit to the above it means that they will actively participate in

* Meetings
* Site visits
* Excursions
* Discussions
* Activities
* Workshops

Participating in group activities means that you also take part in discussions by saying your say, agreeing or disagreeing with someone. It also means that at times you keep quiet and listen to what someone else is saying, without interrupting that person. You can have your say when that person has finished talking.

In effective teams, the roles of the team members are also rotated. Of course, specialist roles are not included, but the following roles should be rotated among the team members:

* Chairman of meetings: each member should get an opportunity to preside as chairman of a meeting
* Secretary: each team member should take a turn in arranging the agenda, taking the minutes and circulating the minutes of a meeting
* Mentor: each team member should be a mentor for one other team member. A mentor is a trusted advisor who helps to develop the professional and personal skills of another team member.
* Coach: the job of coaching other team members or newcomers to the team should be shared equally amongst team members
* Team leader: this is not always possible, but if it can be done, each team member should be the team leader of the team for a period of, say, two weeks or a month
* Reporting: each team member should get an opportunity to report to management about the progress of the team

Team Leader

* Put a framework in place that allows employee involvement and take action that encourage workers to give it a try
* Facilitate and lead discussions
* Encourage team members to consider a wide variety of alternatives when solving problems or making decisions
* When making suggestions to management collect all the data and facts
* Make sure the team is customer-driven
* Establish check point for monitoring progress and make sure that everyone adheres to them
* Do not criticize or scold team members in public
* Explain why hard work is necessary and why every team member’s effort is important to achieve objectives
* Do not complain
* Take the initiative
* Make positive suggestions
* When someone has an idea that you think won’t work, don’t ridicule the idea. Discuss the idea in a team by saying something like: let us discuss the advantages and disadvantages of the idea, or: how can we make this idea work
* Share your ideas with management and other teams
* Make sure you encourage team members and praise their good efforts
* Do not criticize team members for making a mistake
* Show a desire to listen
* Train team members in skills and knowledge needed
* Set priorities
* Treat others the way you like to be treated

Conflict

Conflict can be good or bad, productive or destructive.

Constructive Conflict

Positive conflict deals in facts. It helps individuals or the team to improve by talking problems through until a sound understanding is reached. This kind of conflict encourages both OPENNESS and trust.

To promote constructive use of conflict, team members should be encouraged to express their views and concerns.

Negative Conflict

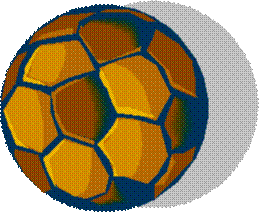
Negative conflict relies on rumour and opinion. It wounds and divides team members and it breeds mistrust and hostility.

When you have a problem, don’t just moan and groan about it in corridors, voice your problems at the appropriate time, usually in meetings. This way the problem might actually be solved. If you, as a team member, to choose to complain to the wrong people, the problem will not be solved.

To be an effective team, the atmosphere surrounding the team needs to be characterised by an open dialogue in which there is a certain amount of conflict, confrontation and differing points of view to encourage new ideas and patterns of behaviour so that the organisation will not lose its ability to adjust to external competition.

The Role Of The Team Leader

What can you, as team leader (when your turn comes), do in order to promote the effectiveness of the team?

* Be **tolerant** towards the team members, and promote and demonstrate this attitude of tolerance
* **Acknowledge** you own faults and shortcomings. If team members have an insight into the mistakes of the team leader, they will be more inclined to confide their own mistakes to their leader.
* Create a **learning culture** and not a knowing culture. The result of any exercise or task should be a learning result
* Give **credit** and show appreciation for all contributions.
* Stop taking decisions on behalf of team members. **Involve the team** in the decision making process.
* **Accept** decisions made by team members.
* **Encourage** differences of opinion.
* Be **consistent**. Do not say one thing and do something else.
* **Trust** your team members and encourage them to trust each other. It is important to note that when team members agree that trust is important, they invariably win. Teams that try to ignore the issue of trust rarely work. Trust is like customer relations. It takes a long time to achieve but it can be destroyed in a few seconds. Trust cannot be imposed and it only comes through experience some say.
* **Definition of Trust**: “Trust is the belief that words will be translated into action and that others will take your interest into account”
* **Support** your team members and encourage them to support each other. Support and trust go together for without the one the other cannot exist. Both can best be achieved where individual members do not feel they have to protect their territory or function, and feel able to talk straight to other team members. With trust people can talk freely about their fears and problems and receive from others the help which they need to be more effective.
* Do not avoid conflict, **address the problem**. Conflict and avoidance in the name of support is like building relationships on sand. People working together must sense that their shortcomings or mistakes will be accepted along with their strengths and weaknesses, if a healthy supportive climate is to exist.

Negotiating successfully

Although often used to resolve conflict, negotiation is perhaps the most popular approach for finding common solutions to ideas held by people. Negotiation provides an opportunity to accommodate different interests and views without the need to resort to conflict or other destructive processes. In project management, negotiation skills may be useful for resolving different issues or views held by project team members, for example deciding on the most appropriate project strategy during the course of project planning, or for getting the an acceptable deal with suppliers and outside contractors in terms of project costs and materials.

### What is negotiation?

To negotiate means to trust in others for a more attainable solution.

By definition, negotiation is a voluntary process which involves joint decision-making.

Negotiation is a process where two or more people with different views or interests meet together to find a common solution and agenda of what to do and how to go about it. In this way an agreeable common ground or solution can be found.

Importantly negotiation only takes place between people who have different ideas or views which they would like to see implemented during the project cycle but in a consensual or fair manner.

Negotiation skills

* **Preparation*:***The project manager needs to be clear about ideas and views held and identify the position of others before beginning to negotiate (and clarify where a common ground can exist).
* **Strategising***:* The project manager needs to determine what is vital for the project's success and keep these points in mind when going into negotiation. However such a person should remain be realistic and consider both the ideal agreement or conclusion and the worst possible settlement which might have to be accepted.
* **Commitment*:***The project manager needs to be firm yet flexible, choose the order of priorities and avoid posturing. Negotiation is about listening and exchanging views not **winning**! Subsequently, it is crucial that it is formed and prevails throughout this process and honest and open communication is maintained. It is critical that neither party takes over the discussions and puts their own views forward without the consent of others.

Finally, it should be remembered that just because negotiations take place an agreement does not have to be found. Rather, negotiations are useful for finding a middle-ground voluntarily or where responsible parties can reach a common arrangement and remain committed towards. In the case of negotiating with team members, it must be noted that such a process is only useful in circumstances where no clear delegation or division of duties and responsibilities exists.

Purpose Of A Team

All teams have a purpose: the purpose of a sport team is to win, the purpose of a team in the workplace could be to finish a product at a certain time or any other work related purpose and the purpose of a study group is to give support to all the members so that all will pas the test or exam.

If all teams have a purpose, it stands to reason that all teams also have goals and objectives that have to be met in a certain way at a certain time.

All the team members have to work together towards achieving the goals and objectives of the team. If one team member is not doing his/her bit, it affects the entire team.

It means, therefore, that all team members have to identify with the goals and objectives of the team, agree with them and work together in order to achieve them.

Tips for successful teamwork

1. Know what the goal is you are working towards.
2. Know the processes that have to be worked through before your task is completed
3. Know what your tasks are and how you can interact with the other members of the group.
4. Communicate with other team members: continuously: share ideas, suggestions and opinions to get input from team members.
5. Remember you are part of a team and not working on our own.
6. Listen to the suggestions, opinions and advice from other team members.
7. Keep in mind it is not only your needs and input that count.
8. Be aware of time schedules don’t delay the processes by too much talking or by procrastination.
9. Always deliver your best don’t be counterproductive.
10. Focus on the common goal you share and the fact that you have been tasked to achieve this goal.

Formative Assessment 3

# WORKPLACE CHARACTERISTICS

Learning outcome

Reflect on how characteristics of the workplace and occupational context affect learning

Assessment criteria

* Describe and discuss features of the occupational environment: Workplace/occupational focus: Services, manufacturing, financial, educational. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
* Describe and discuss ways in which these features affect learning processes and/or application of learning: Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction

The Workplace

The characteristics of a workplace varies according to the industry in which the organisation is:

You will find that the workplace of a services organisation, a manufacturing organisation, a financial organisation and an educational organisation will differ in terms of the following resources:

* Technological resources: such as computers, machinery and equipment
* Communication strategies and resources: how the employees and different departments communicate with each other, as well as how the organisation communicates with the world outside the organisation
* Multilingual needs regarding the interaction between clients and employees as well as between employees in the organisation: how languages differ in the organisation as well as between the organisation and the rest of the world.

The workplace of different types of organisation will also differ:

* Government: the workplace of government organisations differ vastly from those in private enterprise.
* Parastatal: a semi-government organisation such as Telkom
* Heavy industry: mining, car manufacturers and so on
* Light industry: providers of packaging materials,
* Large organisation: such as De Beers, Putco bus company, etc
* Small business: such as a hairdresser, taxi service and so on.

Formative Assessment 4

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