**LEARNER GUIDE**

**Module 2**

Communication Level 2

**Maintain and adapt oral communication**

Unit Standard 119454, Level 2 Credits 5

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

Unit Standard 119460, Level 2 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!

### 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 |

### 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.

### 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 Expectations

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



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| --- |
| 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? |
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# UNIT STANDARDS 119454 & 119460

### Unit standard 119454

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **Maintain and adapt oral communication** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119454 | Maintain and adapt oral communication | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 2 | NQF Level 02 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Passed the End Date -  Status was "Reregistered" | | 2004-10-13 | 2006-02-09 | SAQA 0356/04 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2007-02-09 | | 2010-02-09 | | |

|  |
| --- |
| In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard is replaced by: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 119454 | Maintain and adapt oral/signed communication | Level 2 | NQF Level 02 | 5 | Complete |

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| **PURPOSE OF THE UNIT STANDARD** |

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| This unit standard will be useful to learners who need a sound foundation of spoken language ability for further language growth, and for application in real life contexts. Learners talk confidently in both formal and informal contexts and actively listen for ideas and information in interactions with other people. They are aware of the ways others speak to influence listeners and audiences. In conveying their ideas and information they select language and a register that is accessible to their audience and fit for their purpose.   Learners credited with this unit standard are able to:   use a variety of strategies to maintain communication   adapt speech to accommodate cultural sensitivities without losing own meaning   use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions   organise and present information in a focused and coherent manner   identify and explain how speakers influence audiences. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.   Learners can:   listen for information and enjoyment, and respond appropriately and critically in a wide range of situations;   communicate confidently and effectively in spoken language in a wide range of situations. |

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| **UNIT STANDARD RANGE** |

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| Speaking and listening in defined oral interactions in socio-cultural, learning and workplace situations, in both formal and informal contexts.   Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria. |

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| **Specific Outcomes and Assessment Criteria:** |

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| **SPECIFIC OUTCOME 1** |

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| Use a variety of speaking and listening strategies to maintain communication. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction. |

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| **ASSESSMENT CRITERION RANGE** |

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| Questions must include: who, what, when, where, why and how questions. |

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| **ASSESSMENT CRITERION 2** |

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| 2. Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions. |

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| **ASSESSMENT CRITERION 3** |

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| 3. Intonation (tone), volume, pitch, stress, repetition and pace are used in a manner that supports and conveys meaning. |

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| **ASSESSMENT CRITERION 4** |

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| 4. Sustained interactions reflect an ability to discuss a series of events. |

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| **ASSESSMENT CRITERION 5** |

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| 5. The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion. |

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| **ASSESSMENT CRITERION 6** |

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| 6. Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered. |

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| **ASSESSMENT CRITERION 7** |

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| 7. One's speech is corrected or adapted to promote clarity and understanding during the interaction. |

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| **SPECIFIC OUTCOME 2** |

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| --- |
| Adapt speech to accommodate socio-cultural sensitivities without losing own meaning. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. The effects of combining the spoken word with visual features and body language is explained with reference to purpose and audience, and used appropriately. |

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| **ASSESSMENT CRITERION 2** |

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| 2. Intonation is used appropriately to support intentions in spoken texts and its impact is explained. |

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| **ASSESSMENT CRITERION 3** |

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| 3. The impact of using appropriate or inappropriate forms of politeness on interaction in a specific context is explained. |

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| **ASSESSMENT CRITERION 4** |

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| 4. One's ideas and opinions are expressed in ways that reflect respect for others and sensitivity to cultural differences and ways of constructing meaning. |

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| **SPECIFIC OUTCOME 3** |

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| --- |
| Shape or decode meaning of unfamiliar vocabulary or constructions. |

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| --- |
| **OUTCOME NOTES** |

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| --- |
| Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

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| 1. New or borrowed words, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking. |

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| **ASSESSMENT CRITERION 2** |

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| 2. New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Contextual clues include: parts of speech; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone. |

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| **ASSESSMENT CRITERION 3** |

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| 3. Meaning in speaking is supported by the appropriate use of a variety of sentence structures, the pause, intonation, pace and stress. |

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| **SPECIFIC OUTCOME 4** |

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| --- |
| Organise and present information in a focused and coherent manner. |

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| --- |
| **OUTCOME RANGE** |

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| --- |
| Coherent in articulation, pronunciation, volume, tempo, intonation, use of non-verbal cues, body language, tone, volume, gestures and eye contact. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| --- |
| 1. Speech is organised in a way that makes its meaning and purpose accessible to listeners. |

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| **ASSESSMENT CRITERION 2** |

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| --- |
| 2. Style and register suit purpose and audience. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| 3. Data and information appropriate to purpose and audience and context are identified, located and selected, and logically structured and presented. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Sources of information include (where available) libraries, manuals, directories, internet, atlases, files, journals, archives, museums, schedules, government departments. |

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| **ASSESSMENT CRITERION 4** |

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| --- |
| 4. Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context. |

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| **ASSESSMENT CRITERION 5** |

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| 5. Own points of view and ideas are presented coherently in prepared and unprepared talks. |

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| **ASSESSMENT CRITERION RANGE** |

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| At least two different techniques of speech and delivery, two purposes and two different audiences. |

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| **ASSESSMENT CRITERION 6** |

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| 6. Conclusions are formulated in clear, simple language that summarises the main supporting evidence and states own point of view. |

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| **SPECIFIC OUTCOME 5** |

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| --- |
| Identify and explain how speakers influence audiences. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| --- |
| 1. Speaker's choice of words, language usage, symbols, pictures and tone is explored and explained in terms of impact on audience. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm. |

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| **ASSESSMENT CRITERION 2** |

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| --- |
| 2. Speaker's omission of pertinent facts and opinions is recognised and explained in terms of impact on audience. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| 3. The impact of different techniques of spoken communication are identified and evaluated in terms of their influence on selected audiences. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Stress, intonation, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, 'politically correct' language. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.   Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard. |

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| --- |
| The following essential embedded knowledge will be assessed by means of the specific outcomes in terms of the stipulated assessment criteria:   Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.   Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard. |

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| **Critical Cross-field Outcomes (CCFO):** |

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities. |

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| **UNIT STANDARD CCFO WORKING** |

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| --- |
| Work effectively with others and in teams: using interactive speech in activities, discussion and research projects. |

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| **UNIT STANDARD CCFO ORGANISING** |

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| --- |
| Organise and manage oneself and one`s activities responsibly and effectively through using language. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| --- |
| Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications. |

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| **UNIT STANDARD CCFO DEMONSTRATING** |

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| --- |
| 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. |

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| **UNIT STANDARD CCFO CONTRIBUTING** |

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| Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process. |

### Unit standard 119460

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **Use language and communication in occupational learning programmes** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119460 | Use language and communication in occupational learning programmes | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 2 | NQF Level 02 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Passed the End Date -  Status was "Reregistered" | | 2007-10-13 | 2010-02-09 | SAQA 0356/04 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-02-09 | | 2014-02-09 | | |

|  |
| --- |
| In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise. |

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| --- |
| This unit standard is replaced by: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 119460 | Use language and communication in occupational learning programmes | Level 2 | NQF Level 02 | 5 | Complete |

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| --- |
| **PURPOSE OF THE UNIT STANDARD** |

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| The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.   Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programmes refer.   Learners credited with this standard are able to:   find and use suitable learning resources   use learning strategies   manage occupational learning programme materials   plan and gather relevant information for use in a given context   function in a team   reflect on how characteristics of the workplace and occupational context affect learning |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| 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 and including GETC or NQF level 1. |

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| **UNIT STANDARD RANGE** |

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| Learning materials appropriate to the learners in a given context.  Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria. |

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| **Specific Outcomes and Assessment Criteria:** |

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| **SPECIFIC OUTCOME 1** |

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| --- |
| Find and use suitable learning resources. |

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| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Relevant learning resources are identified. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Resource centres, dictionaries, internet, other learners. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| 2. Learning resources are used effectively through appropriate selection of information and acknowledgement of sources. |

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| **SPECIFIC OUTCOME 2** |

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| --- |
| Use learning strategies. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Information is summarised for learning purposes. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| 2. Specific techniques are selected and applied appropriately. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Mind maps, note taking, memorising, key words, underlining, skimming and scanning. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| 3. Relevant questions are asked. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Checking understanding, clarifying meaning, getting information, asking for help. |

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| **ASSESSMENT CRITERION 4** |

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| --- |
| 4. Texts are read for detail. |

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| --- |
| **ASSESSMENT CRITERION 5** |

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| --- |
| 5. Spoken input is listened to for detail. |

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| **ASSESSMENT CRITERION 6** |

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| --- |
| 6. Learning takes place through communicating with others in groups or as individuals. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Facilitators, other learners, colleagues. |

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| --- |
| **SPECIFIC OUTCOME 3** |

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| --- |
| Manage occupational learning materials. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Occupational learning materials are well organised. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Texts, handouts, textbooks, charts, maps, plans, and diagrams. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Layout and presentation of learning materials is understood and used effectively. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Index, contents page, or glossaries are used effectively. |

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| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 3. Technical language/terminology is engaged with, and clarification sought if needed. |

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| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Plan and gather relevant information for a given context. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Appropriate or relevant topic and scope is identified and defined. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Information gathering steps are planned and sequenced appropriately. |

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| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 3. Information gathering techniques are applied. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Gathering information, reading, interviewing, using appropriate electronic sources. |

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| --- |
| **ASSESSMENT CRITERION 4** |

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| --- |
| 4. Information is sifted for relevance. |

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| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| 5. Information is classified, categorised and sorted. |

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| --- |
| **ASSESSMENT CRITERION 6** |

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| 6. Conclusions are presented in the appropriate format. |

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| **SPECIFIC OUTCOME 5** |

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| --- |
| Function in a team. |

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| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Active participation happens in group learning situations. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Discussions, activities, workshops. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Responsibilities in the team are taken up and group work conventions are applied in learning situations. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Turn taking, rotation of roles: conducting, chairing, recording, and reporting. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| 3. Conflict management and negotiating techniques are practised. |

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| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| 4. Teamwork results in meaningful products or outcomes. |

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| --- |
| **SPECIFIC OUTCOME 6** |

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| --- |
| Reflect on how characteristics of the workplace and occupational context affect learning. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Features of the occupational environment are described and discussed. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Workplace/occupational focus:  Services, manufacturing, financial, educational.  Organisation type:  Government, parastatal, heavy/light industry, large organisation, small business. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| 2. Ways in which these features affect learning processes and/or application of learning are described and discussed. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction. |

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.   Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied. |

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| **Critical Cross-field Outcomes (CCFO):** |

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| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| Identify and solve problems: using learning programme material and learning tasks to solve problems. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| Organise and manage oneself and one`s activities responsibly and effectively: through organisation of learning materials and assignments. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations. |

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| --- |
| **UNIT STANDARD CCFO SCIENCE** |

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| --- |
| Use science and technology effectively and critically: using electronic media for learning. |

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| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

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| --- |
| Reflect on and explore a variety of strategies to learn more effectively. |

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| --- |
| **UNIT STANDARD CCFO CONTRIBUTING** |

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| --- |
| Explore education and career opportunities. |

SECTION 1: SPEAKING AND LISTENING STRATEGIES

#### Outcome

Use a variety of speaking and listening/signing strategies to maintain communication

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction: Questions must include: who, what, when, where, why and how questions
* Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions
* Intonation (tone)/NMFs, volume/sign size, pace and rhythm, pitch/NMFs, stress, repetition and pacing are used in a manner that supports and conveys meaning
* Sustained interactions reflect an ability to discuss a series of events
* The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion
* Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.
* Own speech/signing is corrected or adapted to promote clarity and understanding during the interaction

**DEFINITION OF COMMUNICATION**

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

The Communication Process

*Message*

**Communicator** **Recipient**

*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

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.

#### 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

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

#### Feedback

is not always verbal, but can also be conveyed by means of other reactions e.g. applause after a good performance, joy after receiving good news or even a bloody nose after insulting someone.

Activity 1

We will start this section with a practical communication exercise, called a rumour clinic. The facilitator will nominate five people to leave the room. One of the learners that remain in the room will be called forward. The facilitator will read/sign a piece of text to the learner, who must try to remember everything the facilitator says. This learner will be called learner 1 The facilitator will read/sign the text only once. One of the learners who was sent outside will be called in, we will call him/her learner 2. Learner 1 then repeats everything s/he remembers once to learner 2. Learner 2 repeats everything once to the next learner from outside the classroom. This process then continues until the last learner from outside, learner 6 has heard the message once. Learner 6 then repeats the message to the class.

While this process is happening, the learners in the classroom may not make any comments, they must only listen/view.

Once the last learner has repeated the message to the class, the entire class will discuss the differences in the message from learner 1 to learner 6. The facilitator will take notes.

How did the message differ from what the facilitator read to learner 6?

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Was this an effective communication?

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What did you learn from this exercise?

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What do you think can be done to improve the communication?

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How would the communication have been improved if the learners had been offered the opportunity to ask/sign who, what, when, where, why and how questions?

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Do you think we should all improve our listening/viewing skills?

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## Dos' And Don’ts On Listening/Viewing

Recognise that you think about four times as fast as the person can talk/sign. This naturally gives your brain extra time to think. Don't use that extra time to start thinking about something else. If you do, you will find yourself dividing your attention between listening to or viewing the speaker and listening to yourself. To accomplish your primary task, that of gathering information from the speaker, you must give the speaker your undivided attention.

Do not let certain words, phrases or ideas prejudice you against the speaker so you cannot listen objectively to what is being said. If the speaker uses/signs a word incorrectly, or mispronounces a word or uses the wrong tense in a sentence, do not dwell on it, but rather let it go. Your task is to listen/view objectively to the content and not the form.

If you are annoyed or irritated by what has been said/signed, do not interrupt the speaker/signer to try to straighten it out. Furthermore, do not dwell on it in your own mind as it will distract you from listening.

If the speaker says/signs something that you do not understand, do not tune out, especially if you feel that it will take too much time and effort to understand.

Do not deliberately turn your thoughts to other subjects if you believe that the speaker/signer has nothing interesting to say/sign. This is a natural result of boredom. Once you feel that the speaker/signer is dull or uninteresting, you invariably occupy your mind with thoughts that are more interesting to you. You must force yourself to listen/view. A method useful in dealing with this problem is to try to find out just how boring the person can really be. It may sound a bit. silly, but playing the game "How Big a Bore Have I Here?", helps you to listen to the person, to the bitter end.

Do not let a person's appearance or speech/sign pattern influence you into thinking that the candidate may not have anything worthwhile to say/sign. So the candidate is not attired to a smart up‑to‑date, tasteful outfit, but rather in seedy, tasteless, outmoded clothes. As much as you want to tune the person out, don't do it. You never know what or who is hiding beneath.

The only way you're going to find out is by listening/viewing

Finally, do not pretend to be listening if you're not. Pay attention!

### Active Listening

You have to apply active listening/viewing skills to hear and understand what they are saying. You have to pay attention and focus on what the speaker says/signs in order to respond appropriately to their comments and questions.

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



* Give your full attention to what is being said/signed.
* Make sure that you really understand by asking the who, what, when, where, why and how questions.
* Listen/view between the lines.
* Look for non-verbal clues.
* Mentally summarise and evaluate objectively.

#### What Makes A Good Listener?

This is actually a question of feedback. Good listeners use a variety of verbal and non-verbal clues 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…”

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

## Use questions

When you are engaged in verbal communication, the easiest way to obtain information is to use questions. You can also use questions to clarify the meaning of the other person’s verbal communication.

The typical questions to ask are:

#### WHAT

1. **What** were your duties?
2. **What** did you do then?
3. **What** subjects did you take?
4. **What** happened then?
5. **What** sort of...?

#### WHEN

1. **When** was that ?
2. **When** did that happen...?
3. **When** did you go...?
4. **When** did you decide...?
5. **When** did the company

#### WHY

1. **Why** was that...?
2. **Why** did you choose...?
3. **Why** do you think that...?
4. **Why** did you do...?
5. **Why** did they...?

#### WHERE

**Where** was that...?

**Where** did you go next...?

**Where** were you when...?

**Where** did you go...?

**Where** do you think...?

#### WHICH

**Which** school was that...?

**Which** course did you...?

**Which** were your best...?

**Which** department was...?

**Which** was that...?

#### HOW

**How** did that come about...?

**How** do you think that...?

**How** much did that...?

**How** did you get...?

**How** was that...?

Guidelines when asking questions:

1. Your questions should have a purpose, that is, be goal directed.
2. Time your questions so that you do not interrupt the speaker’s thinking process.
3. Ask questions that are clearly worded, avoid ambiguity or a question with more than one answer.
4. Your questions should have answers. In other words, there is little point asking a question when the person is unable to respond or it places them in an uncomfortable position.
5. During conflict when emotions usually run high, avoid emotive or leading questions that disclose your bias and feelings, as this often adds fuel to the fire.
6. Word your questions in a descriptive manner. Being descriptive, it is much less likely to cause animosity as you are being specific and non-judgmental.

## Sustain Interaction

Perhaps the most basic technique for gaining a depth of understanding is the use of follow-up questions that request elaboration. Whenever you feel that the speaker has made a statement that is not clear, is lacking in specifics, does not adequately cover the topic, then you should ask the speaker to elaborate more on the topic. This is very easy to do.

Some types of phrases that you can use to request a candidate to elaborate are:

* Could you say more about that?
* Could you tell me more about this?
* Could you explain that in more detail?
* I would like to hear more about that.
* Could you give me an example of that?
* Perhaps you can clarify that for me.

You can also sustain interaction with someone else to clarify understanding, get information or exchange ideas and opinions through the way you speak.

#### Environment

Have a non-threatening atmosphere.

Help people feel physically and mentally comfortable and relaxed.

#### Guidelines when asking questions:

1. Your questions should have a purpose, that is, be goal directed.
2. Time your questions so that you do not interrupt the speaker’s thinking process.
3. Ask questions that are clearly worded, avoid ambiguity or a question with more than one answer.
4. Your questions should have answers. In other words, there is little point asking a question when the person is unable to respond or it places them in an uncomfortable position.
5. During conflict when emotions usually run high, avoid emotive or leading questions that disclose your bias and feelings, as this often adds fuel to the fire.
6. Word your questions in a descriptive manner. Being descriptive, it is much less likely to cause animosity as you are being specific and non-judgmental.

#### Clarify your thinking:

1. Analyse the problem or idea to be communicated until it is clear in your own mind.
2. Decide what you want to achieve and plan your communication to achieve it.
3. Organise your ideas. Discuss and review your points with others before expressing them.

#### Obtain favourable attention:

* Have the receiver’s full attention to ensure you achieve your communication objectives.
* Ensure the receiver’s desire to understand the message.

#### Make it simple and specific:

* Phrase your message in simple terms.
* Be conscious of the experience level and the language which the receiver will readily understand.
* Make the message concise, with its purpose obvious.
* Make sure the message cannot be misinterpreted.
* Be specific.

#### Make effective use of feedback:

* Follow up your communication.
* Ensure the receiver actually did receive the message you meant him/her to receive.
* Observe his/her non verbal communication.

#### Use “you” appeal:

* Use “you” and “your”. Ignore the words “I” and “my”.
* Express your message from the receiver’s viewpoint.
* Phrase the message in terms of his/her interest.

#### Note social climate and specific situaton:

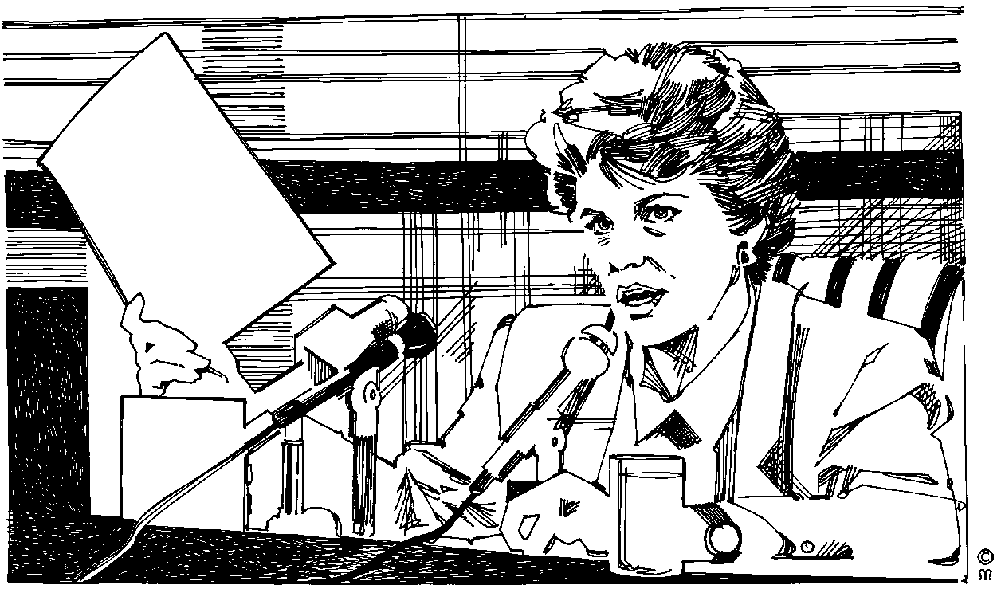
* Timing must be appropriate.
* Physical setting must be considered.

## Speak in a way that conveys meaning

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/signing characteristics you can become a more effective speaker/signer.

* 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. In SASL the tone of voice is represented by non manual features (NMF’s)
* ***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. In SASL the pitch is represented by non manual features (NMF’s)
* The ***pace***or speed at which you speak/sign can also influence your audience. When you are telling/signing someone that you have won the Lotto you will talk much faster than when you are telling/signing him that you cannot attend a major sporting event.

You need to adapt the ***volume*** of your voice to the environment and the audience, as well as the subject you are communicating. 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/sign size** of your voice can also indicate whether you are excited or relaxed, angry or friendly. When you are saying/ signing something important, you will increase the volume of your voice/sign size 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/signs** 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/ signing. You will use the main points to identify keywords/signs 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 SASL you will use NMF’s and sign size to stress the important points

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

In SASL you can use NMF’s and sign size to achieve the above.

Repetition

Repetition is when the speaker repeats words and phrases. This 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 II.

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.”

## Extract The Main Idea

When people are telling or signing information they always tend to add a lot of information that supports the main idea. We have to learn to look for the main idea whenever someone else is speaking/signing.

Listen for keywords, emphasis on certain points, tone, pitch, pace, volume, pause, repetition, etc.

If you are still unsure – ask a question to get clarification.

## Recognise evidence and arguments

Your own verbal interactions must be coherent, meaning that the conclusions and opinions you arrive at must be justified by evidence that can be supported.

If you do not agree with the speaker, you have to be able to argue the point with facts and without losing your temper.

## Sustained interaction

In order to sustain a verbal interaction, for example during a debate, you have to be able to listen carefully. This means you have to improve your listening skills as well as your memorising skills if the debate is going to pass from the speaker to you and back again. You have to LISTEN to what the speaker is saying, memorise important points you want to reply to, frame your reply in your mind and finally, when the speaker has stopped talking, you reply to specific points that the speaker raised.

## Adapt own speech

During the verbal interaction, you have to adapt your own speech/signing in order to make sure that the listener understands what you are saying. You also have to make sure that your speech is clear.

#### Consider tone as well as content:

Watch your tone of voice.

Remember that body language and facial expressions will affect the receiver’s reactions.

#### Always plant mental pictures as goal images:

Plant vivid and attractive mental pictures in the mind of the receiver.

#### Talk only in positive terms:

Remember that talking in positive terms avoids any possibility of planting the wrong goal image in the receiver’s mind.

#### Impress, repeat, associate, to get retention:

Ensure that the message is retained in the receiver’s memory and that he/she can recall it readily.

Deliver the message with sufficient emphasis and conviction.

Repeat when necessary.

Have patience.

#### Offer and earn liking and respect:

Show liking for the receiver.

Respect the receiver’s viewpoint.

Conduct yourself in a way that earns you his liking and respect.

#### Nullify barriers to transmission and reception:

Identify, nullify, and overcome any other barriers to communication

## 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 clients, you have no excuse for not listening to what the client is saying 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.

Tip 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/signing to because their cultural background is different to yours.

When you are speaking/signing, it is part of your job and your duty to take the audience’s different cultural backgrounds into consideration. 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 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.

### 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/sign 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.

1. Sustained interactions reflect an ability to discuss a series of events
2. The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion
3. Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.
4. Own speech/signing is corrected or adapted to promote clarity and understanding during the interaction

## Effective verbal communication

In summary, we can say that communication is a two-way process between the speaker and the listener.

The speaker should adjust his/her way of speaking to fit the situation, make sure that what he says is clear and understandable and be aware of non-verbal signs from the listener. The speaker should also make use of tone, pitch, volume, stress, repetition, etc. to make sure that the attention of the listener stays with him.

The listener must apply active listing skills, respect the speaker enough to listen to what s/he is saying and be prepared to defend or state his/her point of view.

Both the listener and the speaker should identify barriers to communication and make efforts to overcome these barriers during the communication.

The ability to sustain a verbal interaction is very important to all communications and relationships.

Activity 2 (119454 SO1, AC 1-7)

SECTION 2: ADAPT SPEECH/SIGNING

#### Outcome

Adapt speech/signing to accommodate socio-cultural sensitivities without losing own intention

#### Assessment criteria

On completion of this section you will be able to ensure that:

* The effects of combining the spoken/signed word with visual features and body language are explained and used appropriately with reference to purpose, audience and context
* Intonation/NMFs is/are used appropriately to support intentions in spoken/signed texts and its impact is explained
* The impact on interaction of using appropriate or inappropriate forms of politeness in a -specific context is explained
* Own ideas and opinions are expressed in ways that reflect respect for others and sensitivity to socio- cultural differences and ways of constructing meaning

## Facial Expression, Gesture And Inflection

Perhaps the main advantage that we derive from talking face to face is that we are able to reinforce our speech/signs with facial expressions, gestures, voice /inflections and other physical devices: meanings of sentences can easily be modified by putting the stress on different words in otherwise identical phrases or sentences. Let us consider a simple, short example:

'I am going out' This is a plain statement of fact.

'I am going out' The stressed 'I' suggests that the speaker does not Care what the others are going to do; he is going out anyway.

'I am going out' This indicates that the speaker is determined to go 6ut whatever is said to the contrary.

'I am going out' This suggests an argumentative state of mind where the speaker's intention is in danger of being frustrated.

'I am going out!' This is suggestive of the speaker being in a temper. These are his final words and he slams the door behind him.

To make these various meanings plain in written language, the sentences would have to be completely restructured and many more words employed.

In a similar fashion, meaning when speaking/signing can be modified or reinforced by facial expression or gesture. 'Please be more careful' as it stands, is a reprimand. It becomes a very gentle reprimand, or even no reproach at all, if said/signed with a smile.

Similarly, a straightforward 'I don't know' means just that. If the speaker shrugs his shoulders, or raises his eyes to heaven when saying/ signing it, he can be expressing exasperation.

Body language is much discussed nowadays, and this involves, in the main, unconscious or automatic gesture. The speaker/signer uses physical gestures to make his home.: When he is making statements about which he feels very passionately, he will pound the table or the lectern with his fist, or will raise a finger to heaven at the same time bringing his shoulder forward and up.

This is an extreme example of the use of gesture, but the use of the hands and shoulders is very common whilst speaking. Similarly, our stance and deportment can add meaning to our verbal communication and can also indicate our attitude to our correspondent. For example, if a person being interviewed for a new post slouches in his chair and speaks in a slovenly manner, however highly he is qualified, the interviewer will get the impression that the interviewee is less than interested in the proposition.

## Non-Verbal Signs And Signals

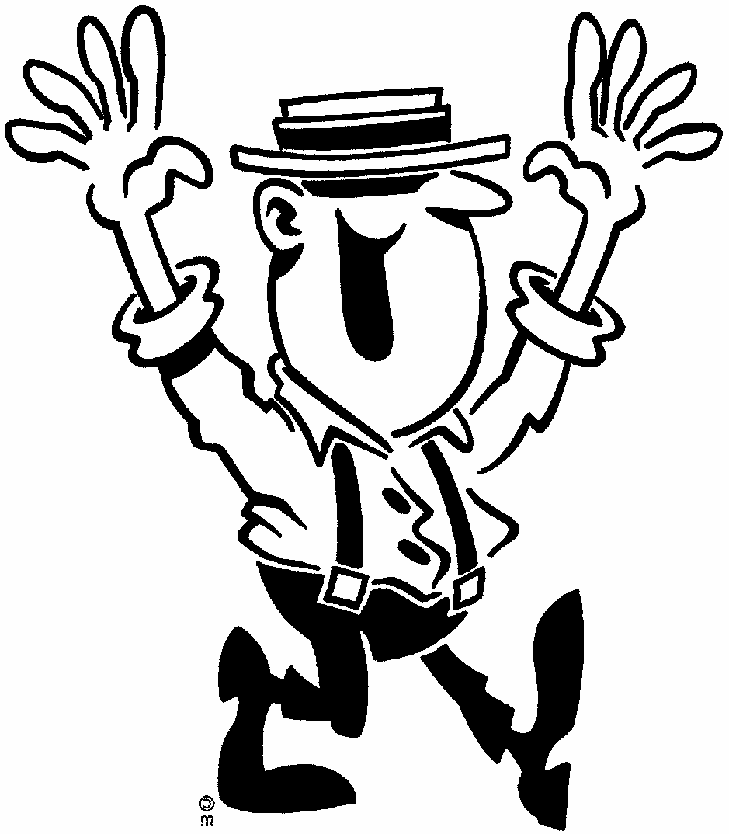
Infants communicate entirely without words; through touch, warmth and various emotional and sensory perceptions, others decode a child's many non-verbal signals and recognises and satisfies his many needs and desires. Adults also communicate largely through non‑verbal means. We say that we have "good vibes" or "feelings" about situations or people; we form quick and sometimes strong opinions about people from the way they look, the way they dress, and from their general posture. We make judgements about the quality of character of individuals based upon their looks, aroma, style of behaviour and how we perceive them to "feel" about us.

Movement

The non‑verbal messages transmitted by our movements, physical attitudes and facial expressions are reliable indicators of emotional feelings or contemplated action. Athletes train carefully to read the body language of their opponents and learn how to conceal their own intentions.

If you pace a lot while signing/speaking, it could indicate nervousness or restlessness, for example.

Gesture

Actions do indeed reinforce verbal communication. Recall the last time that someone told you that you did a good job. Recall, too, that when he put his arm on your shoulder, or shook your hand, or smiled broadly and nodded his head, how much more meaning the compliment had.

Often physical movements and facial expressions totally replace verbal communication. Has someone ever walked away from you without replying or approached you closely, looked you directly in the eye, and shaken his head negatively? Has anyone ever laughed at an idea you've presented or "nodded off" while you were speaking?

These substitutions for language are very clear in their meaning.

Non-verbal signals assist communication by signalling ‑ through facial expression, hand gesture or other movement ‑ that we have finished speaking/signing.

We also signal in the same way when we wish to speak: we may point to another person or hold up a palm for silence. We may extend an upward palm to indicate that it is time for someone to respond. We lean back in a chair after making a point, saying in essence, "How do you react to that? Now it is your turn to speak"

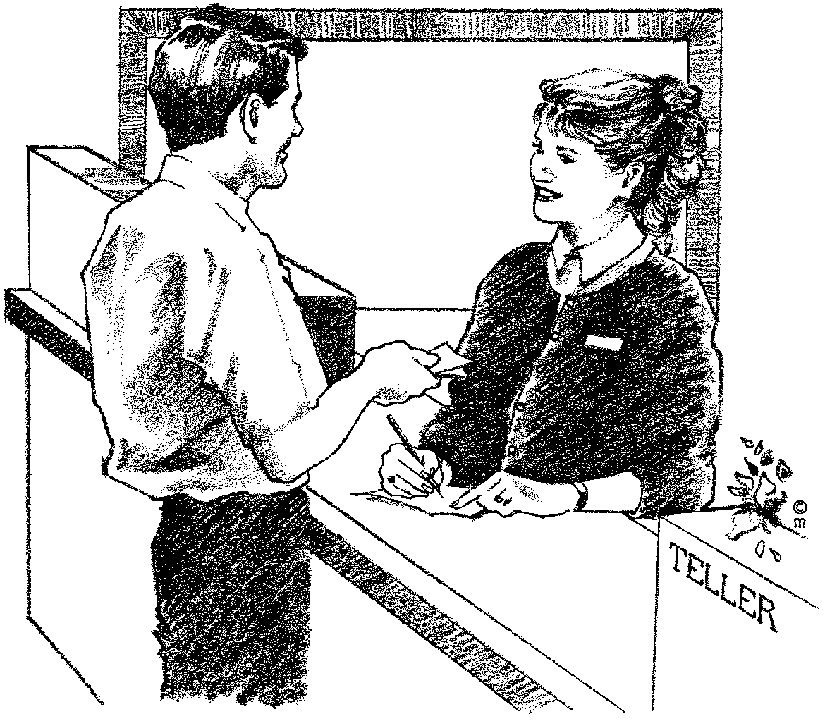
Cultural Influence

Communication is also influenced by culture. Because of the vast cultural differences that influence human development, human beings have a variety of languages and appropriate gestures and expressions that accompany communication in those languages. An Italian or Latin American uses different gestures from an Englishman or Scandinavian. In America, men are taught that it is not manly to reveal one's emotions to others. In France and Italy, on the other hand, emotions are readily revealed, read and accepted. Thus, gestures and facial expressions do not have universally understood meanings; therefore we must be very careful when trying to read body language and attach meaning to non‑verbal communication out of the context of its cultural milieu.

Response or feedback

Good communication involves an exchange of ideas; it is not one-way. We share with, or connect with, those to whom we wish to communicate. Whether they reply verbally or just physically, we get feedback that enhances and illuminates our communication.

One must never assume that one has been understood by others until some action has been taken as a result of what one has said/signed. This action need not be affirmative to assure that communication has occurred. All that is necessary is some reassurance that the receiver of the stimuli has thought about what was said.

Eye Contact

Eye contact enhances the influence and credibility of the speaker/signer. There is a saying *"A man who has nothing to hide can look me in the eye"*. Maintain eye contact, without staring. Eye contact signals interest and concern and demands attention. Failure to maintain good eye contact creates diversions and distractions and may convey an attitude of antagonism.

Direct and prolonged eye contact, although thought by many people to be a sign of sincerity, tends to cause anxiety in some, for they feel that it is too intimate. There is good reason to believe that the person who looks carefully at another individual tends to dominate that situation. Eye contact is the first acknowledged interaction between individuals.

Looking at someone in order to perceive his non‑verbal signals does not mean staring, which is intrusive and rude. When we stare, others tend to feel that their privacy has been violated, particularly if we look too long at one part of the body. Such direct assessment of the physical elements of another individual can be destructive to further communication.

Body Language

Arms folded across the body or legs crossed indicate a defensiveness or a protectiveness; they are a signal that the individual is on guard.

Open arms and uncrossed legs generally indicate a relaxed, receptive and trusting inner feeling. We lean toward people or things we like; we lean away or turn away from things we are ashamed of, embarrassed by or strongly disagree with. Occasionally we lean forward if we wish to attack an idea or an individual. The "full front" position is the strongest position an individual can take when conversing and indicates the greatest interest.

Empathy

The best exercise for finding out meaning in non‑verbal communication is to attempt to empathize with the other individual. In other words, ask "What would I do if I were in his situation with this kind of stimulus? How would I react? How would I feel inside if I conveyed those non-verbal signals to another individual?"

Empathy is the ability to create in oneself the same feelings and emotional state of another individual. In non-verbal communications, some signals are intended and some are not. Control of non-verbal signals improves one's ability to communicate clearly and accurately with others.

In Summary

When we refer to verbal communication, we mean words or symbols chosen to express meaning. But different words mean different things to different people, and interpretation and comprehension of the words require reflection. The meaning of non-verbal communication, however, is usually more obvious; non-verbal communication is more visible and offers fewer opportunities for personal interpretation. Words convey information, but they may also be used to deceive, to confuse and to mislead.

**Non-verbal communication tends to be more direct, more revealing and more influential**. Verbal language tends to be intellectual; non-verbal language, emotional. Non-verbal communication helps to maintain attention by giving vivid visual signals that reinforce attitudes and ideas that have been translated verbally. Therefore, emotional reinforcement compels attention, which promotes understanding.

It is even safe to generalize that verbal messages may conceal while non-verbal messages always reveal; verbal messages are informative, and non-verbal messages are expressive; verbal messages are intentional; non‑verbal messages are often unintentional. How often have we walked away from a meeting, an interview or a speech with mixed feelings about what was said or was expected because a speaker provided different verbal and non‑verbal signals.

We react to people according to what we perceive them to be ‑ how sincere and well-motivated they seem - and the consequences of our doing what they seem to wish us to do.

## Nonverbal Messages

You can use your own body language 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.

## Appropriate and inappropriate forms of politeness

When you are polite when talking to your audience, you will remove some of the barriers to communication. Always show respect for your audience when talking.

Be careful of becoming too familiar with the person you are talking to. Do not make personal comments, respect other people’s personal space and definitely do not touch the other person if you are not on intimate terms with that person.

When you use inappropriate forms of politeness, such as first names or touching the other person’s shoulder, and the listener does not like your actions, s/he will stop listening and the verbal interaction will not continue.

## Express own ideas and opinions

Make sure that you express your own ideas and opinions in ways that show respect for others. You must also be aware of socio-cultural differences and make sure that your verbal communication does not overstep boundaries.

Be aware of your own biases and the way you are inclined to stereotype people and make sure that this does not come out in your speech. Do not, for example, say :”All blondes are stupid”. You might be talking to someone whose wife or girlfriend is blonde.

Activity 3 (119454 SO2, AC1-4)

SECTION 3: LANGUAGE STRUCTURES

#### Outcome

Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions

#### Assessment criteria

On completion of this section you will be able to ensure that:

* New or borrowed words/signs are identified when listening/viewing, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking/signing
* New words/signs are explored and meaning constructed from a range of contextual clues in order to extend vocabulary. Contextual clues include: parts of speech/signing; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone
* Meaning in speaking/signing is supported by the appropriate use of pause, intonation/NMFs, pace, stress and a variety of sentence structures

## Identify New Or Borrowed Words/Signs

Borrowed words

Borrowed words are words that are incorporated into a language from another language.

This happens a lot in South Africa, where we have Afrikaans, Zulu and Xhosa word in English, and so on.

The English language has borrowed from other languages for a long long time, that is why there is an estimated vocabulary of over one million words in English.

In Afrikaans, we have borrowed words such as lorry and box from English. It is spelt differently in Afrikaans: a lorrie and a boks, but the word originated from English.

Using borrowed word in a written piece can be controversial. Although there is nothing wrong with using borrowed words, it can offend language purists.

For example, in Afrikaans, I would never write a formal piece of writing using lorrie or boks, as language purists will be very offended by this. The only time I would use borrowed words in Afrikaans, is when I am writing a story and I am quoting the way people talk.

This attitude varies from language to language, most South African languages don’t mind borrowed words.

If you are unsure, use a different word or quote the borrowed word in italics or inverted commas.

New words

also known as neologisms: A new word or expression

This is, of course, a borrowed word, before it is officially incorporated into the language. It can also be a new word that is created around a particular circumstance or happening.

* Surf the web
* Internet
* World Wide Web
* e-mail

All the above are words and expressions that were created when computers became popular and new terms had to be found to describe the functions available.

New words can be used freely if your audience is familiar with them. It not, you will have to include an explanation of the neologism the first time you use it, so that your readers are informed.

Idioms and Proverbs

An idiom is a group of words/signs that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on!” or "It’s raining cats and dogs”)

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.

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.

#### Examples of proverbs

* 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.
* Long absent, soon forgotten: we do not miss what we have not seen or had for a long time
* 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”.

#### Examples of idioms

* to cause bad blood: to cause ill feeling
* to get in by the back door: to obtain a privileged position in an irregular manner
* his bar is worse than his bite: his gruff manner conceals a friendly nature
* the Cape Doctor: the south-east wind that blows in the Cape
* to put someone back on his feet: to help someone recover from a setback

Jargon or 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

* Lawyers and Information Technology specialists use a lot of technical terms. In the case of lawyers, the technical language is called legalese. Doctors, electricians and plumbers also use technical terms.
* Plumbers talk about male and female couplings, nipples, etc.
* IT people talk about RAM, Gigabytes, WiFi, etc.
* 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.

Can you think of more examples?

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

Acronym

A word formed from the first letter of other words

* SDF: skills development facilitator
* FNB: First National Bank
* ABET: adult basic education and training
* ESCOM: Electricity Supply Commission
* Soweto: South Western Township
* Soshanguve: Sotho, Shangaan, Nguni, Venda

## Construct meaning from contextual clues

Contextual Clues

The parts that immediately come before or after a word or passage and clarify its meaning.

Sometimes when you hear/view a piece of writing, there will be words that you don’t know the meaning of. Very often, when this happens, you can determine the meaning of the word by looking at the whole sentence. Below is a quote from a newspaper article in the Pretoria News of 26 July 2005 about Orlando Pirates:

*Orlando Pirates will not take part in future Telkom Charity Cup tournaments.*

*That’s unless what club chairman Irvin Khoza called a “fake voting contest to select the participating teams, which in no way resembles reality” is abolished.*

*The scathing outburst by the “Iron Duke” of South African football, follows the bizarre omission of The Buccaneers from Saturday’s four-team annual extravaganza at FNB stadium.*

If there are words you don’t understand, you can infer the meaning by looking at the whole sentence, for example in the last paragraph the word scathing is used. Without knowing the meaning of the word, we can deduce that it means something like angry, disgusted, nasty or something similar.

Scathing means: harshly critical

Word-Attack Skills

Word-Attack skills are a variety of strategies that experienced readers use in order to understand text. Using these strategies help people to decode, pronounce and understand unfamiliar words.

#### Visualise

Many people think visually, in other words in pictures. They use shapes, movemenet and colours. These people can benefit from this technique:

* Imagine a fictional story taking place as if it were a movie. Imagine the character’s features. Picture the plot in time and space.
* Imagine processes and explanations happening visually. Use nouns, verbs and adjectives to create pictures, diagrams or other mental pictures.
* Use graphic organisers to lay out information. Make sketches or diagrams on scrap paper.

#### Ask and answer questions

Using this technique will help you to recognise when you are confused and it encourages active learning. This technique is similar to predicting.

* Think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.
* Pause and write down any questions. Be sure to write down questions if you are confused.
* Look for the answers while listening/viewing. Pause and write down the answers.
* Were all your questions answered? Could the answers come from other sources?

#### Retell and summarise

Retelling the text in your own words clears up language issues; it challenges you to aim for complete retention. Summarising allows you to discriminate between main ideas and supplementary information.

* Make a note of the main ideas or events.
* Review the information or story. Note main ideas or events and the details that support them.
* Retell or summarise the text. Focus on the important points and support them with relevant details.
* Refer to the speaker/signer to check the retelling or summary.

#### Connect the text to life experiences, other texts and prior knowledge

When you connect text to your experience and knowledge it helps you to personalise the information and it also helps you to remember the information.

* Is the subject familiar? Do the characters resemble people that are familiar to your? Where did you learn about the concept: from school, at home or from other experiences?
* Is the style or genre familiar? Does it resemble other texts? For this purpose you may consider Television shows, movies and games as texts. Anything that reminds you of the current text will help.
* Write down similarities between the current text and experiences, knowledge or other texts.

#### Individual words

* **Use picture clues, if they are available**. Look at the picture: are there people, objects or actions in the picture that might make sense in the sentence?
* **Sound out the word**. Start with the first letter and say each letter out loud. Blend the sounds together and try to say the word. Does the word make sense in the sentence?
* **Look for chunks in the word**. Look for familiar letter chunks. They may be sounds, **prefixes, suffixes**, endings or whole words. Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?
* **Connect to a word you know**. Think of a word that looks like the unfamiliar word. Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word. Use the known word in the sentence to see If it makes sense. If so, the meaning of the two words are close enough for understanding.
* **Use prior knowledge**. Think about what you know about the subject of the, paragraph or sentence. Do you know anything that might make sense in the sentence?

Homonyms and homophones

Homonyms are words that have the same spelling but different meanings, such as

* I **can** climb that tree and
* I have bought a **can** of soup.

Homophones are words that are pronounced the same but have different meanings:

* this book is **new** and
* surely he **knew** he was not supposed to climb the tree?

Synonyms and antonyms

Synonyms are different words that have the same meaning.

If we look at a word such as income, the following words have the same meaning, even though they are entirely different words:

* Pay
* Earnings
* Interest
* Proceeds
* profits

An antonym is a word that has the opposite meaning, for example happy and unhappy.

The antonyms for income are:

* expenditure
* expenses

Etymology and derivatives

Etymology is an account of the origin and history of the form and meaning of a word/sign.

If we look at the word describe, we will see that it originated (started) in Latin from the word describere, meaning “write down”.

A derivative of a word is a different form of the word that has the same meaning: describable is a derivative of describe.

* Describe your feelings about the game on Saturday.
* Are your feelings about the game on Saturday describable?

Compound words

Compound words are words that are made up of two or more existing words.

* workplace = work + place
* girlfriend = girl + friend
* paperweight = paper + weight
* paragliding = para (short for parachute) + gliding
* jawbone = jaw + bone

Roots

A form from which words have been made by adding prefixes or suffixes or by other modification.

Prefixes and suffixes

A **prefix** is a word that is placed before another word, such as non-conformance.

A **suffix** is a letter of group of letters added at the end of a word to form a derivative, e.g. suffocate – suffocating; suggest - suggestion

## Support meaning in speaking/signing

Remember that you can add meaning to your verbal communication by using pause, intonation/NMF’s, pace, volume and stressing keywords. This has been discussed in a previous section. You can also use a variety of sentence structures to add meaning to your speech.

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

but, and, or

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**.

“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.

Activity 4 (119454 SO3, AC1-3)

SECTION 4: ORGANISE AND PRESENT INFORMATION

#### Outcome

Organise and present information in a focused and coherent manner

**Outcome Range**

Articulation, pronunciation, production of signs, volume, tempo, intonation/NMFs, non-verbal cues, body language, tone, register, volume, sign size and pace, gestures and eye contact in presentation

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Speech/signing is organised in a way that makes its meaning and purpose accessible to listeners/audience
* Style and register suit purpose and audience
* Information appropriate to purpose, audience and context is identified, located, selected, logically structured and presented. Sources of information include (where available) libraries, manuals, directories, internet, video material, atlases, files, journals, archives, museums, schedules and official documents
* Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context
* Own points of view and ideas are presented coherently in prepared and unprepared talks. At least two different techniques of speech/sign delivery, two purposes and two different audiences
* Conclusions are formulated in clear, simple language, summarising the main evidence and stating own point of view

## Organise Your Information

Before you start preparing your speech, you have to gather information. This is called research. Once you have gathered information, the material you have collected has to be organised. Follow these steps:

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**.

Sifting for relevance

Once you have classified the information and data, you have to sift through it for relevance.

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, any information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should throw it away or put it to one side in case you need it in the future.

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 expert,
* 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 of or all your 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. Read through your draft and make any changes you think are necessary.

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 listener/viewer who is not familiar with it. The listener/viewer will lose interest and stop listening/viewing.

Think of your reaction when a doctor explains in technical language what illness you have.

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.

## 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 - 2007

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

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“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 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.

## Register

Register refers to the type and style of communication..

Informal Register

This kind of communication is informal. It would include communication to friends and colleagues.

When you talk to your facilitator about one of your assignments, this would fall under the informal register.

While your grammar and punctuation should still be correct, you can use a more informal tone and style and also more informal words. Newspaper and magazine articles are usually written in the informal register.

Formal Register

When you communicate with the head of a department or branch, head office, customers and even your boss, the communication will be more formal, therefore you will use the formal register. The grammar, words and style would be formal.

When you are talking to the president, for example, you will not call him “My Bra” You will address him as Mr President. A Judge in court is called “Your Honour” and a customer is called Mr or Mrs. When addressing a minister in the parlaiment, you will say “Honourable Minister”.

If you are unsure of your audience, use the formal register.

## Sources of Information

Dictionaries

If reading is a form of communication then you, as the reader, have certain responsibilities in order to ensure that the communication process is successful. One of the actions that you will have to take is to ensure that you understand what the writer is trying to say to you.

One of the most common problems in communication is that the recipient of the communication – in this instance you as the reader – does not understand the message. If this is due to words being used that you don’t understand, it is your responsibility to find out what the words mean.

There are various resources that you could use to find out what words mean. You could use a dictionary or a thesaurus.

There are various kinds of dictionaries available:

#### Bilingual Dictionary

A bilingual dictionary, e.g. and Afrikaans/English dictionary will give the word, in Afrikaans with the English equivalent, and vice versa.

#### Explanatory Dictionary

An explanatory dictionary gives the word, its meaning as well as advice on how to use it in practice. This dictionary would be in one language only, English or Afrikaans or Sotho, etc. There is only one language involved, so there will not be references to the Afrikaans or Sotho equivalent.

In the front of the dictionary you will find a guide on how to use the dictionary.

Dictionaries usually also tell you how to pronounce the word correctly.

#### Thesaurus

A thesaurus is a dictionary that contains lists of words that have the same, similar or related meaning. If you look up the word walk in a thesaurus, you will find the following lists, usually with explanations of the words included:

|  |  |
| --- | --- |
| Saunter | Stroll |
| Amble | March |
| Stride | Pace |
| Hike | Toddle |
| Totter |  |

This will enable you to choose the exact word to use, or to determine the exact meaning of the word that was used in the piece of writing.

The sooner you get into the habit of looking up words that you don’t understand, the sooner you will improve your language and communication skills in general. If you don’t own a dictionary, you will probably find one at your place of employment and your local library will also have dictionaries.

This is an outcome, so you will be requested to look up words and their meanings as part of your assessment. Start using a dictionary now, so that you can get used to it.

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 such as language structure. If you are unsure how to structure a sentence in English, a textbook will help you with this.

As an 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 got married almost two years ago.

This is a silly example, used to show you how important it is to state words in a sentence in the correct order. If you don’t, the recipient of the message can easily get the wrong message.

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.

Encyclopaedias

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 text book. 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.

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.

Atlas

An atlas is a book of maps or charts and will give you information about geography.

Videos

Videos are also valuable sources of information. Most organisations have a video library that contains training material and other videos that serve as sources of information.

Libraries

Your local library is an excellent source of information. A library is where you can lend books to read at home on the condition that you return the books within two week. The charge is fee, you only pay a yearly membership fee of about R50.

You can also sit in the library and make use of the books without taking them out. There is no charge for this.

**The librarian will usually be able to help you find the specific books you need for research.**

Schedules

Schedules can be a list of activities that have to be completed, as per the example below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Person Responsible** | **Resources required** | **Deadline date** |
| Invite all the participants | Jabu | List and contact details of all participants | 15 March 2005 |
| Book the venue | Jabu | List of venues | 1 April 2005 |
| Book the facilitator | Jabu | List of facilitators | 15 April 2005 |
| Develop the programme for the workshop | Jabu | Consultation with the facilitator | 30 April 2005 |
| Secure the budget for the workshop | Jabu | Budget line items | 1 May 2005 |

A schedule can also be a list of items that are available to be sold:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Title | Pages | ISBN | Version | CD? |
| Csac597x | Access 97 Expert User Part 1 | 236 | 1840050896 | 76 | CD |
| Csac597y | Access 97 Expert User Part 2 | 308 | 1840052554 | 78 | CD |
| Csac800p | Access 2000 | 320 | 1840051612 | 76 | CD |
| Csac800x | Access 2000 Expert | 350 | 1840052465 | 78 | CD |
| Csol800p | MS Outlook 2000 | 300 | 1840052643 | 79 | CD |
| Cspp597x | PowerPoint 97 Expert User | 318 | 1840051086 | 76 | CD |
| Cspp800p | PowerPoint 2000 | 300 | 1840050500 | 76 | CD |
| Cspp800x | PowerPoint 2000 Expert | 258 | 1840052007 | 74 | CD |
| Cswd597p | Word 97 Proficient User | 338 | 1840051167 | 75 | CD |
| Cswd597x | Word 97 Expert | 344 | 1840052198 | 74 | CD |
| Cswd800p | Word 2000 | 342 | 1840050594 | 75 | CD |
| Cswd800x | Word 2000 Expert | 350 | 1840052090 | 74 | CD |
| Csxl597p | Excel 97 Proficient User | 298 | 1840051434 | 76 | CD |
| Csxl597x | Excel 97 Expert | 288 | 1840052376 | 74 | CD |
| Csxl800p | Excel 2000 | 294 | 1840050691 | 76 | CD |
| Csxl800x | Excel 2000 Expert | 324 | 1840052287 | 74 | CD |
| Ssiei50i | Internet Explorer 5.0 | 216 | 1840050799 | 74 | CD |
| Sswn200i | MS Windows 2000 | 232 | 1840051914 | 74 | No |
| Sswn500i | MS Windows 95/98 | 202 | 184005171X | 75 | No |
| Sspc500i | Basic Concepts of IT | 246 | 1840052732 | 79 | No |
| Diof200i | ECDL with MS Office 2000 | 762 | 1840052813 | 88 | CD |
| Diof897i | ECDL with MS Office 97 | 764 | 1840052902 | 88 | CD |

Official documents

Includes all business correspondence such as reports, business letters, minutes of meetings, tender documents, government publications such as tender publications, etc.

Files

A file is a folder or a box where documents such as letters or reports are kept. Documents are usually sorted into separate files according to the subject or content of the documents.

Archive

An archive is a collection of historical documents or records. In business, documents and records are usually sent to the archives of the business once a year in order to make place for the documents of the new year.

Government departments also have archives where old documents and records are kept, for example birth and death certificates, appications for ID books and passports, etc.

Journal

A journal is a newspaper or magazine dealing with a particular subject. Most industries have journals that are published regularly.

Museum

A museum is a building in which objects of importance or interest are stored and displayed. The Transport Museum and Police Museum are examples of this.

Directory

A book listing people or organisations with details such as telephone numbers and addresses. A telephone directory (white pages and yellow pages) are examples of directories.

## Summaries

A summary is a brief statement of the main points of something.

“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, which is called paraphrasing. Paraphrasing is when you rewrite something using different 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

### Point Form

This is when you summarise, using points. If we use the same example, it would look like this:

The villagers heard gunfire and fled.

A blind woman could not flee, so she and her children hid in their hut.

### 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.

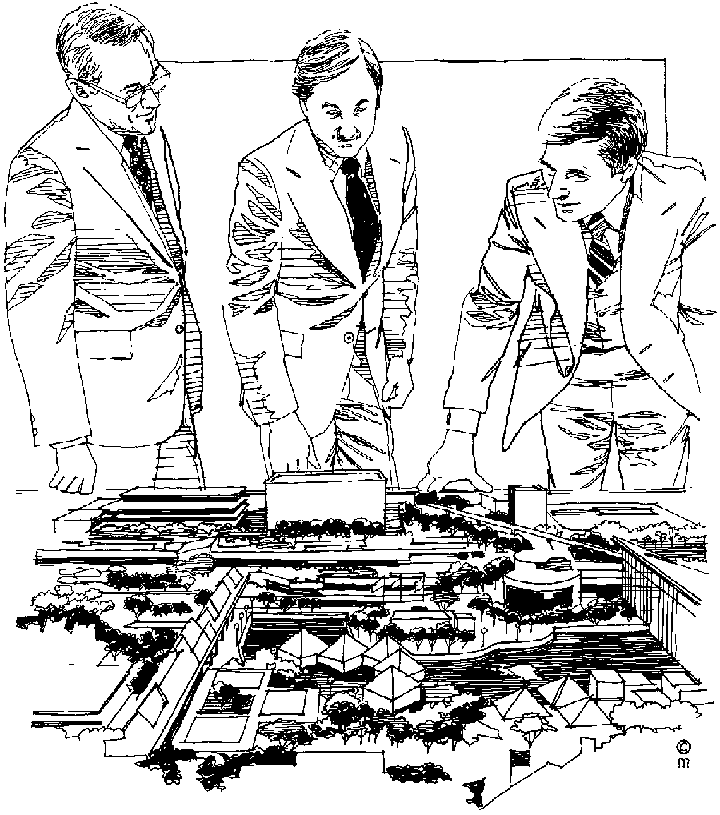
A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

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.

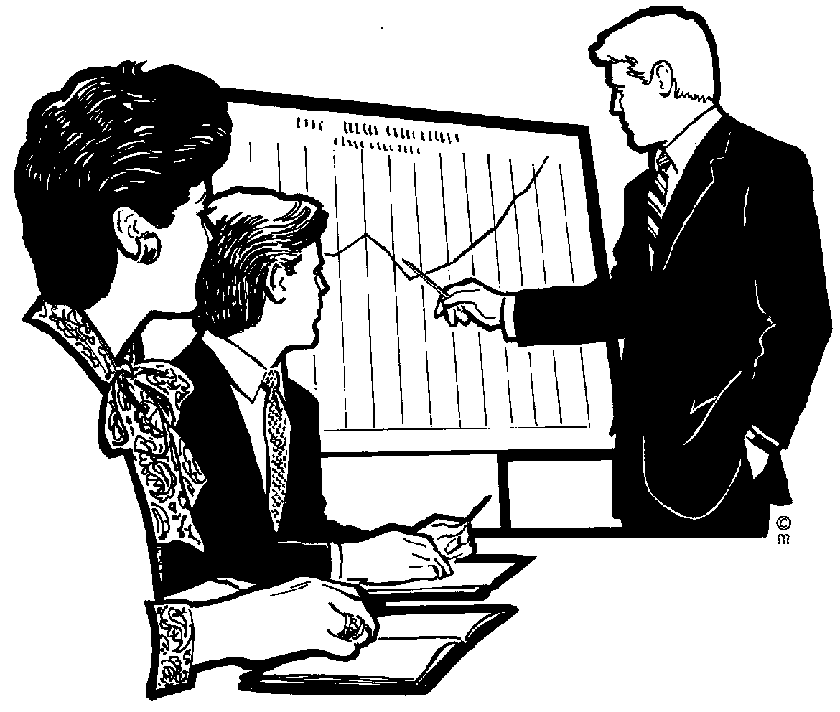
## Visual Aids

During the planning of your speech 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 stars, 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.

## Prepared and unprepared talks

Effective Speaking

The first step is to consider the audience. Who are they? How large an audience is it? Why are they there‑ Why are you addressing them?

Next is to decide what the aims are. Is the primary goal the imparting of knowledge? Is it to set going same form of activity? Or is it to get certain ideas accepted?

Then comes the consideration of the occasion and the mood.

These are basic factors in the situation and they demand more then technical excellence on its own. Mood and occasion are sensed by the practised and successful speaker in subtle ways. A restlessness among his listeners, a buzz of conversation, a deep intent silence, a readiness to laugh or a susceptibility to emotion, all are symptoms of the feeling of a meeting.

Speaking to people can be carried out in one of several ways.

#### By an impromptu address

ie. without any preparation.

Sometimes there is no alternative to this approach. When we are unexpectedly asked to make a statement on a matter and cannot find a valid reason for saying nothing, we speak 'off the cuff'.

In other circumstances, the spontaneity of the method will more than compensate for the absence of preparation if the speaker knows his subject and is eager to speak on it. This method can be successful when employed by an expert who has total control over his subject.

Nevertheless, one would advise an inexperienced speaker not to rely on the inspiration of the moment. A simple outline scheme of what is to be said will yield better results.

#### Giving an ex tempore address.

Material is planned and prepared in advance although detailed composition is left to the occasion itself. Notes remind the speaker of items he wishes to communicate and the logical order of his message. The degree of flexibility allowed gives the speaker a chance to be interesting and to avoid the stiltedness of saying what has been planned in advance to the letter.

#### Committing the whole piece to memory

This method, painstaking though it is, is sometimes adopted by the speaker who is afraid of drying up, that is of being embarrassingly at a loss for words. The danger of this method is that of dullness. To breathe life into memorised passages requires the skills of the actor. Moreover, a degree of anxiety about forgetting parts of the speech causes the speaker to hurry unduly. The pace of spontaneous speech is not that of remembered words and a conscious effort to slow down is often needed. This method also neglects to accommodate for the 'character' of the audience.

#### Reading aloud from a script

The loss of spontaneity is even more marked than is method (3) above. The pace of reading and of talking are very different. There are of course some very important official pronouncements where it is essential to get every word right; the method may be adopted then.

Choice of basic method is not the only decision to be made. One has to make up one' s mind whether to give a lecture or a talk to the group, followed by question time, or whether one is to introduce a few controversial points and devote most of the session to free discussion.

Preparation of Talks

The value of preparation for oral communication is often overlooked because man~y managers feel that speaking is as natural an activity as sleeping or eating; they may be confusing quantity with quality. Careful, detailed, copious preparation saves time for everyone.

#### Preparing a speech

Having looked at the question of the content of your speech, and how you should prepare your notes, we must now examine the steps required in the actual preparation of the speech.

These can be enumerated as follows:

1. Fix the purpose and aim of the speech. Is it to be informative, persuasive or evocative? Is it intended to offer new knowledge, to examine existing knowledge or to alter current thinking? Is it to instruct, to train or to further interest? Answers to these questions will set the tone and pattern of your speech.
2. Ascertain, or fix, the length of time you are to speak.
3. Gather your ideas, as suggested earlier.
4. Write your main headings and fill in with the outline of your talk, as explained under the section 'Notes'.
5. Familiarise yourself with the main pattern of what you will say, guided by your notes as in (4).
6. Endeavour to set time limits to each section of your speech. This will enable you to ensure that each part is given its appropriate quota of time. More important, it will help you to avoid over‑running your total allotted time or, worse still, to avoid running out of material before your allotted time.
7. Ask yourself whether your talk could be more inforrhative or more enter­taining if you used some form of visual aid, rather than relying entirely on your speech. (Visual aids are discussed in Section D).

#### Leave time for questions.

In preparing your speech, you will have to decide exactly how you will write your notes, and this is a matter of personal preference. Some speakers write their main headings and pertinent brief information on small cards, one card to a heading. The usual size for such cards is 5'1 x 311 and they should be written on one side only. They are easy to carry and easy to use. However, as they are separate, loose records, they can be dropped and become out of order, or individual cards can be mislaid or lost. Such events do not encourage a good speech. Other speakers use sheets of paper, often A4 size, and these can be stapled together to avoid mixing up the sheets or losing any.

As to setting the time limits to the sections of your speech, this is simply done by means of a chart as illustrated overleaf. As will be seen, each heading is allocated a specific period of time by the clock, and where visual and other aids are to be used, these are noted against the section heading in a column ruled for them. Inspection of this chart before the meeting will act as a reminder of what aids must be available, and the various times should be marked on the actual notes to be used for the speech. As a planning aid, this chart can be invaluable.

* The Opening or Introduction: This is planned to arrest attention, arouse interest in the theme of what is to follow. It is worthwhile to spend some time on working out an opening sentence which will make a strong impact. It is one way which may well be written down or remembered word for word by the speaker before uttering it; in this way he will be carried over his initial nervousness.
* The main body of the Speech: This contains most of the information. With the attention of the audience won, a good practice is to announce the plan of the talk, e.g. if you are going to cover four points, the audience can be told of what they are; each can then be taken up and developed in turn.
* The Conclusion: The main points are restated. A final sentence which drives home the message can be committed to paper or to memory in advance.

#### The Introduction

The audience gains its first intellectual impression of the spea‑k‑e7 during the introduction, and this first impression can be vital to the Success of the speech. An accomplished speaker achieves four things = his introduction:

* He gains attention.
* He establishes goodwill.
* He orients the audience by providing background
* He clearly states his specific purpose.

**Attention**

There are several ways to gain attention. Humour is commonly used, but this has many pitfalls. Some people just can't tell a funny story and make it sound funny; others have a warped sense of appropriateness and good taste; and some through ineptitude, alienate the audience. A humorous story used for attention must relate to the topic, otherwise the audience may be thinking about the story when the speaker has already gone on to the next point. Some speakers prefer to gain attention by starting with a question. This device is effective because it stimulates the audience to answer the question in their own minds. Caution: in using questions in the introduction, be prepared for unexpected responses that may require some modifications of the planned presentation.

A startling fact is frequently used in the introduction to gain attention. This fact may be statistical, or it may merely be an unusual statement. The use of a startling statement to gain attention is even more effective if the element of regency is involved. Consider appropriate reference to a statement made by a previous speaker on the program.

**Goodwill**

Once the speaker has gained attention, he must then establish 'goodwill. Always recognise that there are two sides to every issue, and by conceding a point to the opposition when it is obviously very hostile, the speaker may enhance his chance of a fair hearing. If the audience is strongly opposed, making people realise that they have something in common with the speaker is an affirmative step in establishing goodwill and common ground. Common ground may be achieved by referring to a previous experience that has been shared or by mentioning that the speaker is from the same country or town as the audience or is acquainted with someone whom the audience knows and respects. Although these techniques may not immediately promote mutual understanding, they establish a climate in which understanding is possible.

Most audiences enjoy a compliment and react favourably as long as the compliment does not become obvious flattery. Strive to mention examples of mutual achievement or areas of special interest. The good speaker establishes the impression that the audience's interests are the same as his own.

**Orientation**

Although it is extremely important in the introduction to gain attention and establish goodwill, you must also orient the audience to the subject. Give some background information on the topic; never assume that everyone is completely familiar with or knows the same amount of information. Unless the audience starts with a common understanding or background, some of the things said later will be meaningless. Definition of technical terms or special jargon used in the speech, background about events that resulted in the invitation to speak, and reference to the timeliness or urgency of the situation are good methods of orientating the audience.

**Specific Purpose**

The less effort an audience has to exert in listening, the more meaning the speech is going to have for them. It is much easier for an audience to listen if the purpose has been clearly stated. Statement of purpose in speech may involve some foreshadowing in which the main points are suggested. This foreshadowing, or preview of what is to come, can make it easier for the audience to follow the sequence of development.

Because of the importance of the introduction, it is advisable to write it out completely in paragraph form so that it may be analysed to ascertain if it meets all of the basic requirements: does it gain attention, establish goodwill, purpose?

#### The Body

The function of the body of the speech is to organise logically in outline form the sequence of ideas that develop, illustrate or illuminate the specific purpose of a speech. The material used in development may be information gained from personal knowledge and experience or from research.

The first step in preparing the body of the speech is to list all the ideas or material that you have gathered. Order or relative importance should not be considered at this time; brainstorm until everything is listed that should be included. The next task is to put these ideas into a form that is useful and meaningful to an audience, and this function is best accomplished by structuring a good outline.

Frequently, the speaker discovers that he has so much material or so many ideas that preparing an outline looks like a hopeless task. Should this happen to you, eliminate material in order to fit it in~o the time limits. Retain only those elements that appear vital to fulfilling the purpose. Some items may be eliminated; perhaps some can also be combined. The outline will help to reduce the amount of material to a workable number of items. When the purpose of the speech has been clearly defined, the way the supporting items fit together will become more apparent. In a speech of ten to thirty minutes, probably no more than three to five main points should be considered; they must clearly support and develop the specific purpose of the speech. All subordinated material should clearly relate to and support each main idea.

**Unity**

The principles of good order are then: unity, coherence and emphasis. Aristotle in his Poetics said that a play must be so constructed that omission of any part damages the whole and that each part of a plot must contribute to making the purpose or conclusion inevitable. Each part of a speech should also contribute to the inevitability of the specific purpose or the conclusion of a speech. The material should be unified to the point that it can be summarised in a single statement of purpose. This unity. is the first principle in structuring the parts of the speech. Unity assures that any material that is not part of the speaker's purpose is eliminated from the outline.

**Coherence**

The second principle of organisation ‑ coherence ‑ refers to the specific sequence of the parts of the speech. Coherence ‑ the principle of order and arrangement ‑ shows a clear and definite relationship between each part of the speech. Do not assume that what is to the speaker will be logically understood by the audience. *Establishing* coherence between the ideas in the speech is an important step in establishing and maintaining a favourable relationship With the audience. Not only inust audience members be able to recognise the logical progression of thought, but they must also distinguish the relative importance between each of the ideas. In emphasing and developing ideas, consider carefully the use of connecting transitions or phrases. Brief phrases, such as "in the meantime" or "for example', are useful", but also consider bridges of a more extended nature in order to avoid the trite and thereby enhance and vitalise style in presentation.

**Emphasis**

The next principle of organisation is arrangement of ideas in order of their out clearly. Two ways of emphasising proportion. The most emphatic positions beginning and at the end. More emphasis by giving it more space, more verbiage. by proportion.

Order emphasis, which involves the importance so that each stands ideas are by position and by in the speech body are a‑11 the may also be placed *on an* idea

This method is called emphasis

Speeches are organised chronologically, logically, topically, spatially, in order of difficulty and with a "need‑plan" structure. A chronological order involves an arrangement of ideas according to the order in which a number of events took place. The logical method of organisation is closely related to the chronological; however, this method goes further in that it involves accepting cause‑and-effect

#### The Conclusion

For many speakers, the conclusion is the most troublesome part of a speech. Most people don't know how to stop; they don' t know how to get from the main body of the speech to the conclusion. The conclusion should be a natural ending ‑ not an abrupt halt ‑ and this requires a good tra‑nsItion. The speaker tells the audience the purpose of his speech ‑2n the introduction; in the body of the speech he develops and carries out this purpose. Avoid the trite expressions "in conclusion" and "in summary" because such phrases weaken the conclusion by belabouring the obvious. The conclusion should be positive and reassuring to the audience. If the conclusion is weak, it will weaken the whole speech because this ils the final impression, that the audience takes with it.

The conclusion should be shorter than the introduction. Although most audiences prefer a straightforward conclusion, this does not preclude the use of appropriate quotations or mention of an incident or experience. You may ask for action or reinforce a specific point, but never introduce new ideas in the conclusion! The introduction of new ideas in the conclusion offers distractions that invariably confuse.

A summary of the highlights of the speech, for purposes of re‑emphasis and review, is the safest and most direct way of concluding. The speech intended to persuade may have in the conclusion a specific plea for action. If action is asked for, it should be simple and direct ‑ something that can be quickly and easily accomplished by the audience as a first step toward achieving the overall purpose of the speech.

Activity 5 (119454 SO4, AC1-6)

SECTION 5: HOW TO INFLUENCE THE AUDIENCE

#### Outcome

Identify and explain how speakers/signers influence audience

**Outcome Range**

Write/sign for a specific audience, purpose and context: Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Speaker`s/signer`s choice of words, language usage, symbols, pictures and tone, sign size and pace is explored and explained in terms of impact on audience: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm
* Speaker`s/signer`s omission or inclusion of pertinent facts and opinions is recognised and explained in terms of impact on audience
* The impact of different techniques of spoken/signed communication is identified and evaluated in terms of influence on selected audiences and used appropriately: Stress, intonation, NMFs, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, `politically correct` language

## Impact On The Audience

People who communicate orally use

* The choice of words/signs
* Use of language
* Symbols
* Pictures
* Tone
* Pace
* Sign size
* Sign parameters: building blocks of the sign/word: handshape, location, movement, palm orientation, non-manual sign.
* Sign devices: register, non-manual features (NMFs), placement, role-shift, parameter

In order to influence their audience.

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.

if you are, for example telling/signing someone this, you would use facial expressions, body movement, etc to emphasize and influence the audience.

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.

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.

Whenever you prepare a speech, 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.

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.

Irony and sSarcasm

Irony and sarcasm are very similar.

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

Irony can be funny, but it does not have to be.

* as funny as cancer
* as clear as mud
* as pleasant as a root-canal

An example of irony in real life is when John Hinckley tried to assassinate (kill) President Ronald Reagan (a previous American president), all of his shots initially missed the President; however a bullet ricocheted off (bounced off) the bullet-proof windows of the Presidential limousine and struck Reagan in the chest. Thus, the windows made to protect the President from gunfire were partially responsible for his being shot.

If someone were to go on a trip and decide not to take a plane because they are worried about crashing, and take a bus instead, it would be ironic if a plane hit the bus they took, thereby realizing their fears of crashing with a plane, despite measures taken at the outset of the journey to avoid such a fate.

Sarcasmis stating the opposite of an intended meaning especially in order to sneeringly, slyly, jest or mock a person, situation or thing.

It is strongly associated with irony. Sarcasm is a particular kind of personal criticism leveled against a person or group of persons. 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.

Sarcasm is can be used in a humorous manner, but can also express annoyance or anger. It is often in the place of other forms of expression. For example, instead of becoming angry and yelling at someone in a conflict, a person might choose to use sarcasm as an alternative.

"Shut up, will you?" "Oh, I'm sorry, Your Highness, should I go get you your coffee and tea now?"

In this case it is implied that the first person was treating the second like a servant. Instead of directly pointing this out, however, the second person plays the part, so to speak, in the situation created by the first person.

This is normally used where the two people in question do not see eye to eye. Therefore the second person does not like the tone and phrasing of the first person's remark. The second person uses sarcasm to make fun of the first person to amuse themselves, and any possible bystanders who share the same feeling towards person one.

## Purpose Of Communicating

### Narrative

Narrative style means to tell the story without using dialogue. It is also used to provide a commentary for a film or television programme.

“Scared but holding steady, a Brazilian boy offers his arm for vaccination against the mosquito-born yellow fever virus. Bringing misery to the vulnerable, viruses cause diseases ranging from the common cold and measles to hepatitis and AIDS. Viruses appear to infect all living things – yet are not quite alive themselves. Particles of genetic material – the essence of life – they lie as inert as the dead until an opportunity arises to invade a host.”

### Discursive

Write/sign about a topic in detail, similar to when you are having a discussion with friends about a topic. It might also happen that you include unrelated topics in the text.

### Reflective

Thoughtful. In the following text, the person is thinking about growing up.

“As my stepfather’s postings and later my own were all at the whim of the Foreign Office, I’d mostly lived those twenty years abroad in scattered three- or four-year segments, some blazing, some boring, from Caracas to Lima, from Moscow to Cairo to Madrid, housed in Foreign Office lodgings from one-bedroom concrete to gilt-decked mansions, counting nowhere home. I was rootless and nomadic, well used to it and content.”

### Argumentative

A set of reasons given in support of something.

Following is an extract from National Geographic October 1995, when civil war was raging in Rwanda with devastating effects not only on the people but also on the wildlife.

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?”

### Descriptive

Describing without expressing judgement.

In the following passage, the writer does not try to persuade you to buy the item, he merely states the features of the product.

“The Nokia HS-12W Wireless Stereo Headset has been designed for people who listen to MP3s on their phones and need to effortlessly switch between music and phone mode in an instant. The display serves to provide music information, caller ID and MMS/SMS notification, while the built-in stereo FM RDS radio provides automatic channel search.”

### Expository

A full description and explanation of a theory.

Usually used in the media to reveal something discreditable. Any scandal that is reported in the media is written in expository style.

### Transactional

Relating to a business transaction.

This would usually be invoices, debit and credit notes, notes to purchase and so on.

### Business correspondence

Will include all business correspondence: letters, faxes, memos, buying orders, invoices, credit notes, debit notes and so on.

### Electronic texts

Would be sent via e-mail. There is a specific set of rules regulating e-mails.

### Multi-Media Presentations

A multi-media presentation is what it says: a presentation using more than one medium. In other words, you include a visual presentation on a PC, you can also use a projector or a TV and video combination, or even photos and other visual images posted against the wall, as long as you use more than one medium. The first medium is usually paper-based in the form of a manual, a book, notes and so on. Multi-media presentations are very effective since they make use of more senses than just our eyes.

## Techniques of communication

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.

Rhetorical questions

Many speakers also use rhetorical questions to influence the audience. A rhetorical question is asked for effect or to make a statement rather than to obtain an answer. If you are speaking about poverty, you may use rhetorical questions as follows:

* Why must so many of our nation’s people live in poverty?
* Why does the government not do anything to relieve the poverty?
* Why does the government not do more to create jobs?
* Why do big business not become more involved in the fight against poverty?

Use of first person for inclusion

Speakers/signers who want to influence your thinking about a matter often use the first person “I” and “we”.

Comrades, why must you and I live in fear of our lives? We must take action to force the government to do something about crime in this country!

## Omissions Or Inclusion

Two of the tactics most used by journalists who write for newspapers and magazines is omission. 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?

Bear in mind that you can influence your audience by what you include in your oral communication and what you leave out.

Activity 6 (119454 SO5, AC1-3)

SECTION 6: LEARNING RESOURCES

#### Outcome

Find and use available learning resources

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Relevant learning resources are identified
* Resource centres, dictionaries, general texts, internet, other learners, videos
* Learning resources are used effectively through appropriate selection of information and acknowledgement of sources

## Learning Resources

### Text Books

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 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 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.

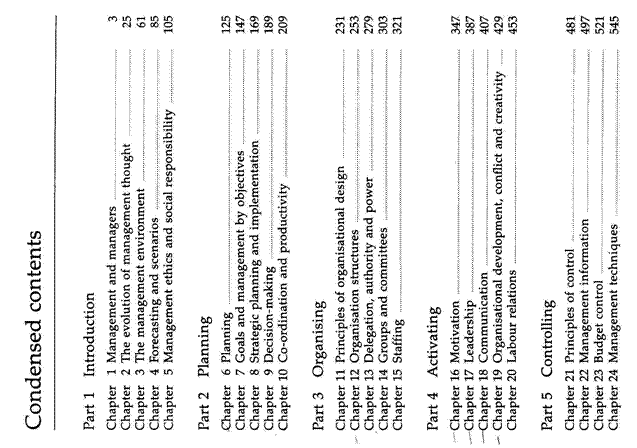
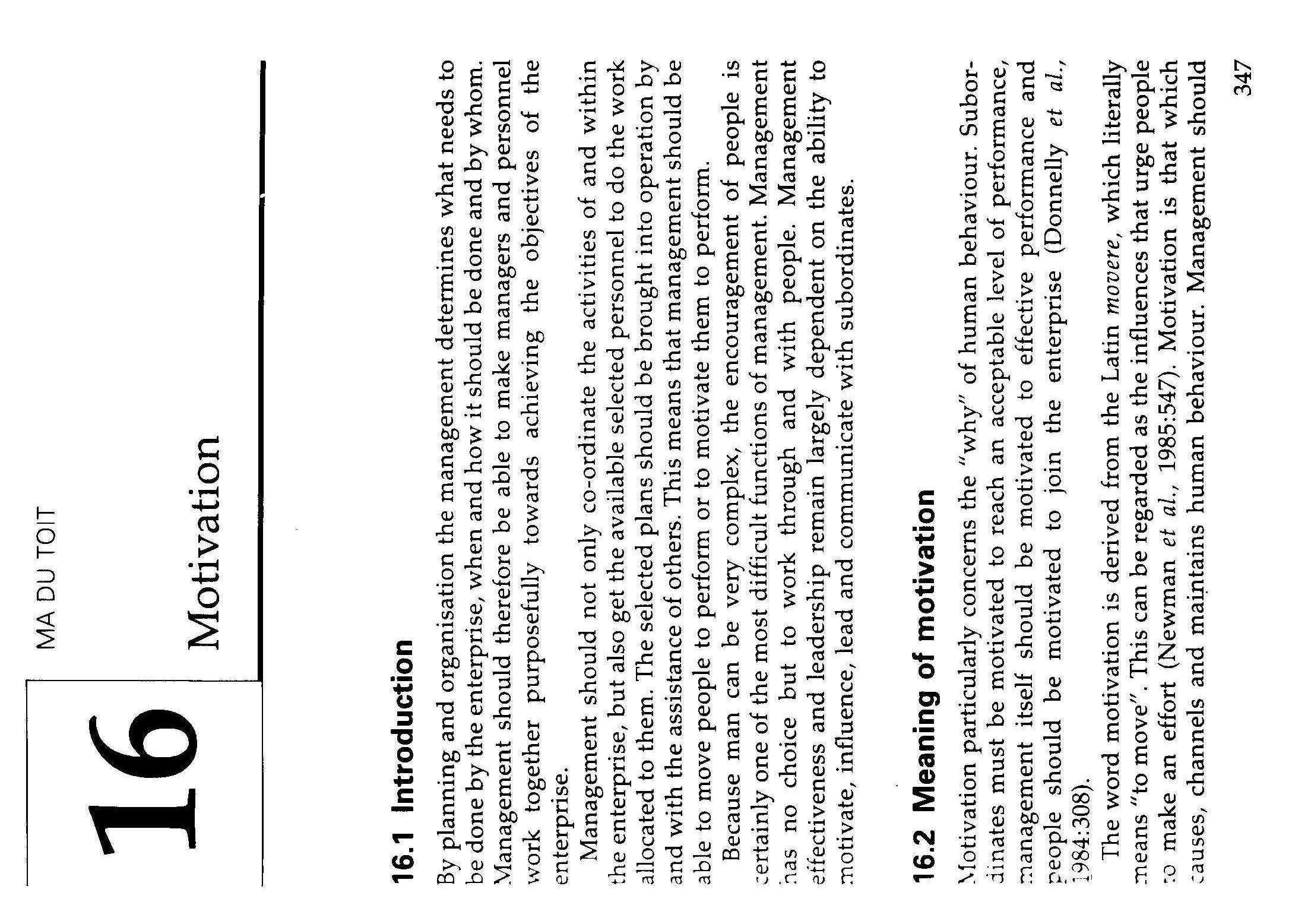
Did you notice that the headings in this textbook are also numbered? All this is done to make it easy for you to find the information again. I would make a note of the page number, as well as the heading number: p347, 16.2 Meaning of motivation.

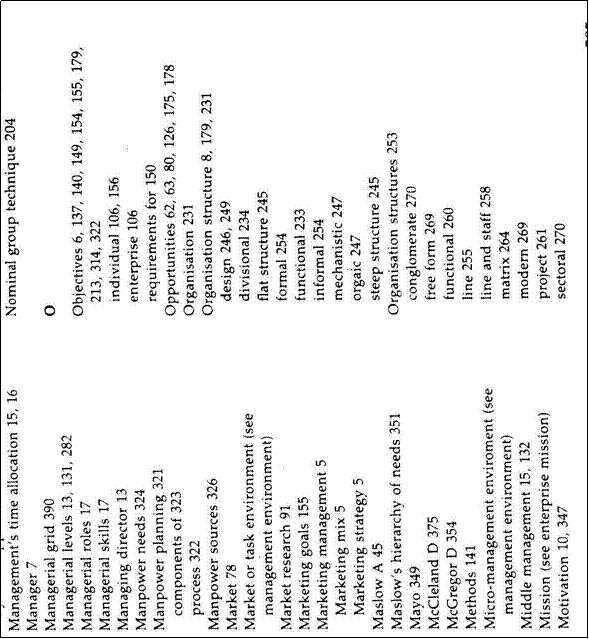
All this makes it easy for you to find the information the first time and also to refer back to the information afterwards.

#### 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, (shown on the next page) 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

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/)

### 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.

Resource centres

#### Libraries

Libraries stock most of the magazines and newspapers read in their areas. There are also encyclopaedias, text books 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.

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.

#### Archive

An archive is a collection of historical documents or records. In business, documents and records are usually sent to the archives of the business once a year in order to make place for the documents of the new year.

Government departments also have archives where old documents and records are kept, for example birth and death certificates, appications for ID books and passports, etc.

#### Museum

A museum is a building in which objects of importance or interest are stored and displayed. The Transport Museum and Police Museum are examples of this.

### 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.

Other learners can also help you to do research – they might know where to find information.

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

Videos

You will find videos a valuable source of information, especially documentary videos. These are available from video stores, some libraries and many organisations and businesses have their own training video library.

Dictionaries

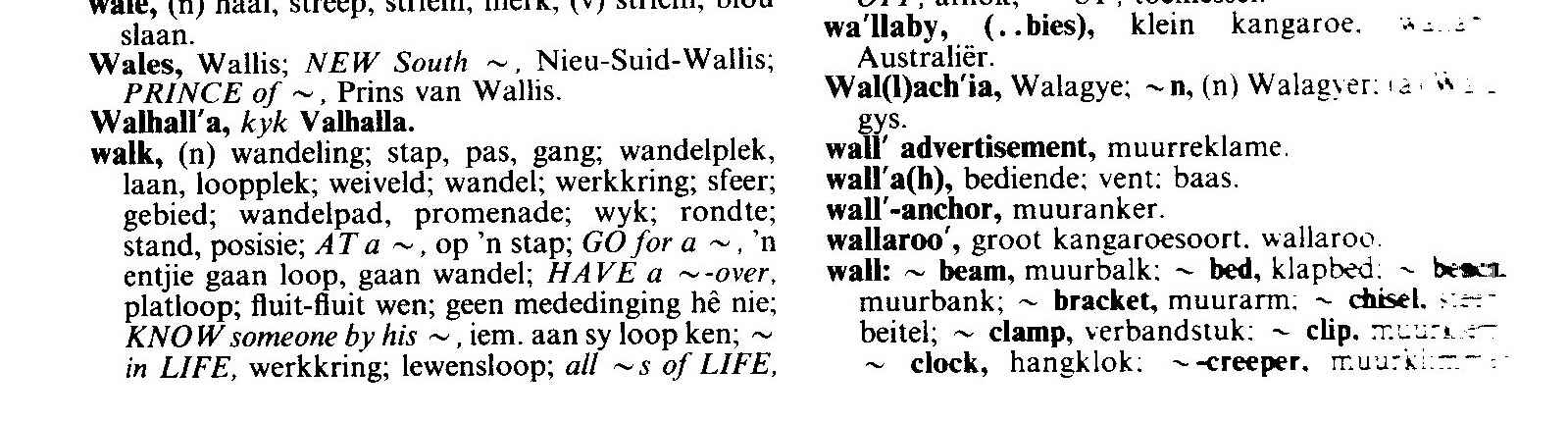
If reading is a form of communication then you, as the reader, have certain responsibilities in order to ensure that the communication process is successful. One of the actions that you will have to take is to ensure that you understand what the writer is trying to say to you.

One of the most common problems in communication is that the recipient of the communication – in this instance you as the reader – does not understand the message. If this is due to words being used that you don’t understand, it is your responsibility to find out what the words mean. There are various resources that you could use to find out what words mean. You could use a dictionary or a thesaurus.

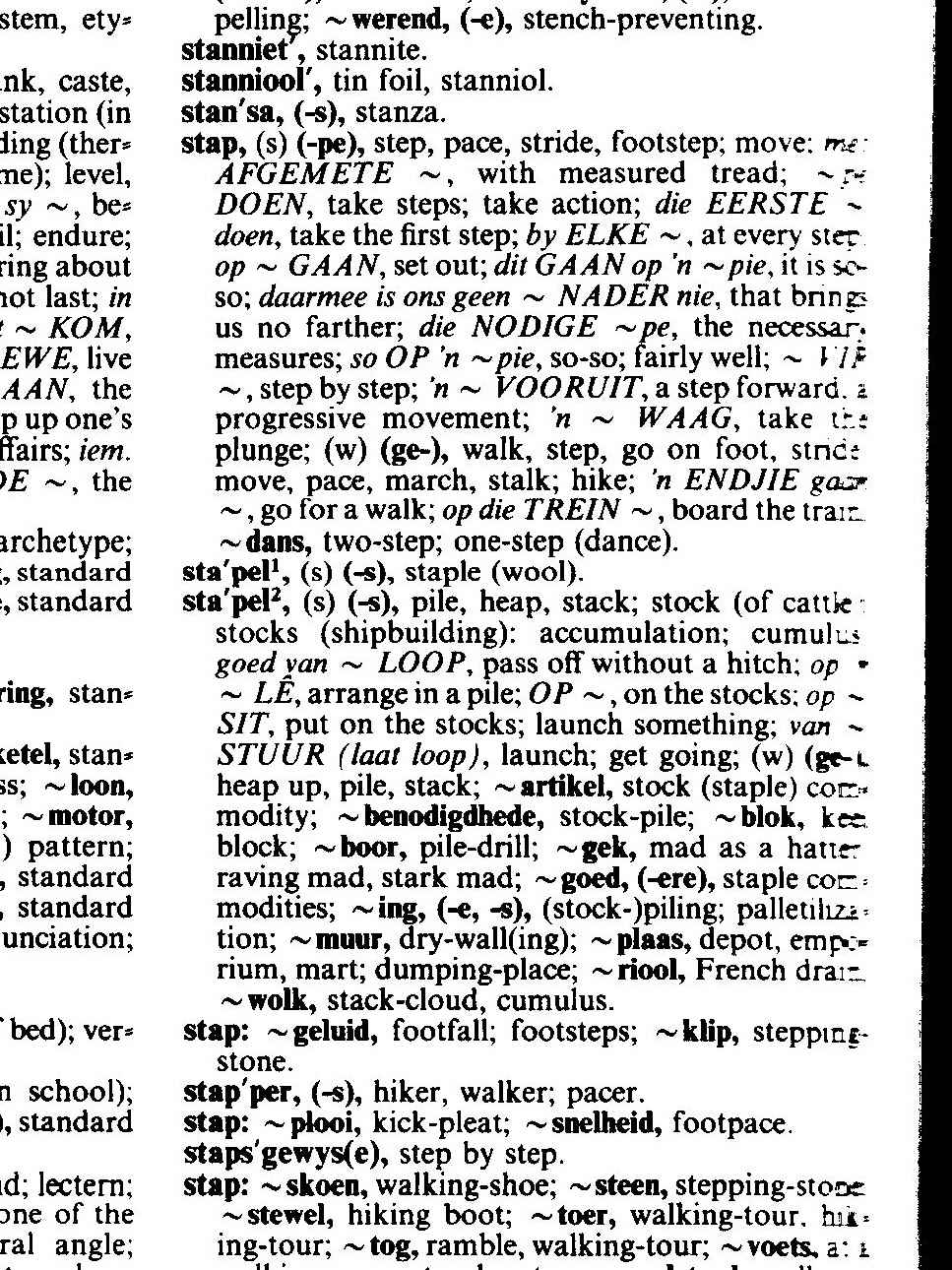
There are various kinds of dictionaries available:

#### Bilingual Dictionary

A bilingual dictionary, e.g. and Afrikaans/English dictionary will give the word, in Afrikaans with the English equivalent, and vice versa. A word like “walk” would, in an English/Afrikaans diary give the following information:



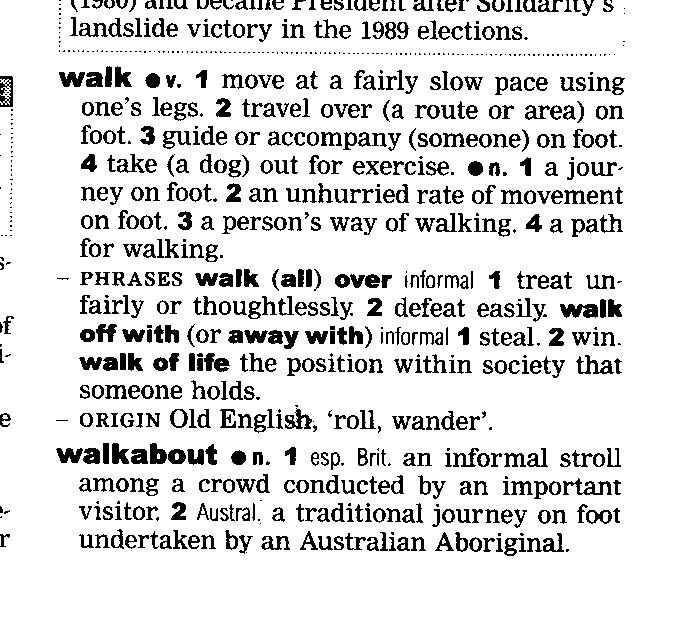
If we now look at the second word quoted, stap, the dictionary would give the following information:



#### Explanatory Dictionary

An explanatory dictionary gives the word, its meaning as well as advice on how to use it in practice. This dictionary would be in one language only, English or Afrikaans or Sotho, etc. There is only one language involved, so there will not be references to the Afrikaans or Sotho equivalent.

If we look up the word walk in an explanatory dictionary, we will get the following information:

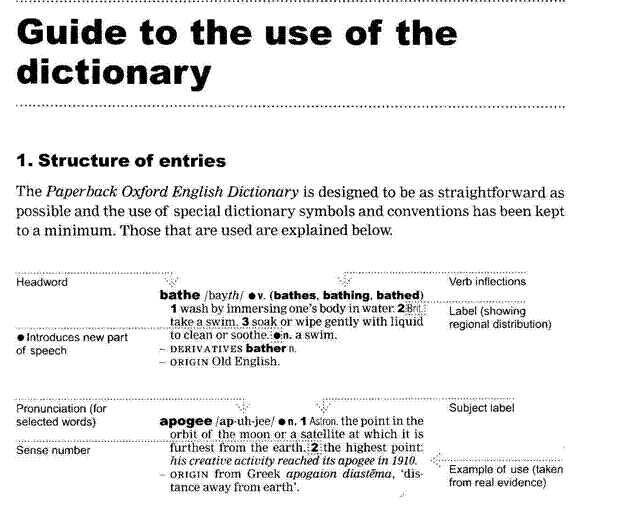


In the front of the dictionary you will find a guide on how to use the dictionary.

Many of these descriptions will sound like gobbledygook to you. What is important for now is that you can refer to the beginning of the dictionary in order to understand what the descriptions in the dictionary mean.

As you can see, the main word is quoted in bold, with variations of the same word quoted afterwards and then follow explanations of what the word means as well as how to use the word in a sentence.

Dictionaries usually also tell you how to pronounce the word correctly.



#### Thesaurus

A thesaurus is a dictionary that contains lists of words that have the same, similar or related meaning. If you look up the word walk in a thesaurus, you will find the following lists, usually with explanations of the words included:

|  |  |
| --- | --- |
| Saunter | Stroll |
| Amble | March |
| Stride | Pace |
| Hike | Toddle |
| Totter |  |

This will enable you to choose the exact word to use, or to determine the exact meaning of the word that was used in the piece of writing.

The sooner you get into the habit of looking up words that you don’t understand, the sooner you will improve your language and communication skills in general. If you don’t own a dictionary, you will probably find one at your place of employment and your local library will also have dictionaries.

## Use learning resources effectively

The purpose of using learning resources is to gather information. This is called research. When doing research, make sure that you focus on collecting information that applies to the topic or subject you want information on.

Once you have gathered information, the material you have collected has to be organised. Follow these steps:

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**.

Sifting for relevance

Once you have classified the information and data, you have to sift through it for relevance.

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, any information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should throw it away or put it to one side in case you need it in the future.

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 expert,
* 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 of or all your sources state the same basic fact, you can be reasonably sure that the fact is correct.

Acknowledgement Of Resource

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.

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 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.

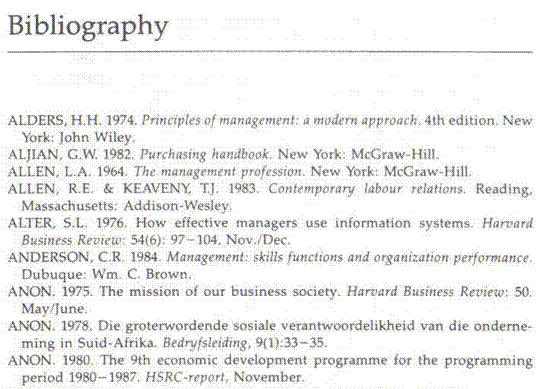
A bibliography is a record of the resources and sources you used during your research. Follow the following format when quoting the sources of your information:

* 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 book to the bibliography.



Activity 7 (119460 SO1, AC1-2)

SECTION 7: LEARNING STRATEGIES

#### Outcome

Use learning strategies

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Information is summarized and used for learning purposes
* Specific techniques are selected and applied appropriately: Mind maps, note taking, memorising, key words, underlining, skimming and scanning
* Relevant questions are asked: Checking understanding, clarifying meaning, getting information, asking for help
* Texts are read/viewed for detail: Signed/spoken input is listened to/viewed for detail
* Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

## How You Remember

### Association

PL_MS005In the antique world, Aristotle named four kinds of associations that stimulate the memory :

* Things that are close to each other, such as the sea and the beach
* Things that happen at the same time, such as teenage years and pimples
* Things that are similar, such as ice skates and roller skates
* Things that are different, contrasty such as rural and urban areas

James D Weinland added a couple of items to this list:

* Cause and effect : fire and heat
* Part and whole : nose and face
* Detail and general: bee and insect
* Numbers that lie next to each other: 5 and 6

### The Three Stages Of Memory

All the memory stages have two characteristics : how much information can be stored and the time it can be stored.

* The **immediate memory**: lasts about two seconds and makes it possible for us to undertake continuous activities such as walking. Volume: thousands.
* **Short Term Memory**: volume 7 things and time stored: thirty seconds to two days. When you memorise, you transfer knowledge from your short term memory to your long term memory.
* **Long Term Memory**: Volume unlimited, time stored forever.

### The Three Kinds Of Memory

You need to know how you remember things in order to choose the best memorising technique for you.

#### B0005Verbal

situated in the left half of the brain. People who remember like this, see the words L I O N, spelling lion, when someone says “lion”.

#### Visual

situated mainly in the right half of the brain. This person sees a picture of a lion, teeth, feet, muscles, etc.

Children usually remember visually until they develop language skills and then they change to verbal codes.

#### Kinaesthetic

lion

this is when we remember with our muscles, e.g. when driving a car, playing tennis or tying shoelaces. Blind people use this sort of memory a lot, as does dancers, athletes, musicians, etc. How often have you waved your arms in the air to try and describe something? At that moment, you remembered through your muscles.

Humans tend to remember muscle skills longer and better than visual or verbal skills, just think of riding a bicycle. Humans cannot really function without a measure of kinaesthetic memory.

It would appear that we actually use all three kinds of memory, which can be an indication that we use both sides of the brain, but that we use one more than the other. By fitting your memorising technique to your memory type, you will make the learning process easier for yourself.

Think about this: is it the thought of the taste of strawberries that recall the word or does the word remind us of the taste? Smell, taste and touch are all important tools to store information and recall it at a later stage.

### The Three Stages Of Remembering

When you have stored information in your long term memory, you have to be able to find this information again. It is not good enough just to store information in your long term memory, you have to be able to recall it again. The steps of learning is mentioned below, very shortly:

#### Register

You receive the information. You cannot forget something that you never knew to begin with. Be careful of interruptions when you are busy taking in information

#### Storing

When you store information, you are creating the ability to recall it. You registered something and the information successfully completed the trip from your short term to your long term memory and it has been filed. Now the fun starts.

#### Recall (recall, recognise)

You can find the information later, or it looks familiar when you come across it. There are two ways of finding information again – through recall or recognition.

When you **recall**, the information comes back to your conscious thoughts. You can choose to recall it, or it can happen spontaneously – a friend’s face or the words of a song.

When you **recognise** information, you did not try to bring it back, or you were not successful in bringing it back; but when you encounter it you recognise it. For example, you will recognise the Hillbrow Tower when you see it, but without a picture of it in front of you will find it difficult to draw it.

The biggest part of remembering is recognising and we can also recognise more that we can recall. This means that when we are studying, we do it in such a way that we can find the information again when we need it. This is why we use associations and why it is not necessary to learn your work word for word.

## Memorising Techniques

The reason you study for tests and exams is to transfer the information from your short term memory to your long term memory. As with everything else in life, you need to make the right choices. You can acquire new strategies and structures or you can carry on as you always have. Please bear in mind that, if you don’t change direction, you will surely end up where you are headed! In other words, if your current study method is not helping you get the marks you can get, and you don’t change it, you will never do as well as you can.

There are many techniques to help you to memorise. We will first focus on strategies to remember – plans you make in order to better remember things.

* Be **emotional** about what you are studying. We remember the rugby or soccer score because we get emotional about it!
* Be **logical** and create structures to help you to remember: sequence, categories or whatever.
* **Reward** yourself: when you have done well, finished your studies on time and you know the work, reward yourself. Also reward yourself when you have done well in a test.
* Use as many **senses** as you can: see, hear, feel, smell, taste.

### Structures To Remember

The brain wants structures in order to store information in the long term memory and to be able to recall it later.

#### Sequence

Number the information so that they follow logically; you can number from 1-10, from A to Z, from birth to death or chronologically. Learn events and happenings in the sequence they happen, the brain does not like facts that are mixed up.

Exercise

Write down some examples

|  |
| --- |
|  |
|  |

#### Categorise the information

Group things that are similar together. If you have to remember 25 animals, remember them as follows:: 4 birds, 3 farm animals, 6 reptiles, etc.

Exercise

Write down some examples

|  |
| --- |
|  |
|  |

#### Visualise similar things

Connect things that are visually similar, such as everything that is round or red or even everything that reminds you of Christmas, etc.

Exercise

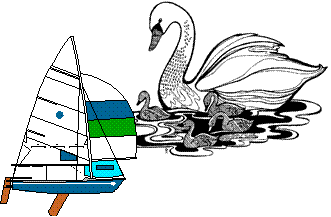
Write down some examples

|  |
| --- |
|  |
|  |

### Associations

#### Numbers

There are a couple of ways to remember long lists or rows of numbers: One method is associations.

Think of 1 as a pen,

2 as a swan

3 as a double chin

4 as a sailboat

5 as a fish hook

6 as a golf club

7 as a precipice

8 as an hourglass

9 as a pipe

10 as a bat and ball

These are just examples, you can create your own associations. Of course, this method works well for a visual memory.

To use the association technique for a verbal memory:

1 bun

2 shoe

3 knee

4 floor

5 dive

6 sticks

7 heaven

8 gate

9 pine

10 hen

Once again, these are examples, you can create your own associations.

#### Rhythm And Rhyme

We’re not all poets, but those who are should use this technique to their advantage. A rhyme is when you take the first letter of every fact and arrange them in a rhyme that is easier to remember. When you remember the rhyme during the test, you will also remember the facts.

Rhythm is similar but different. The most well-known example is the spelling of the work Mississippi : mr M mr I mr S S I mr S S I mr P P I. If you have the knack of working out a rhythm, use it to your advantage.

Exercise

In a group, write down some examples

|  |
| --- |
|  |
|  |
|  |
|  |

#### Abbreviations

Some of us can make abbreviations of the first letter of the facts that have to be memorised.

If you think about well-known abbreviations that we know, like UNISA or CNA and even AIDS, it is clear that it is a good technique to use. Please ensure that the abbreviations make sense to you, otherwise you are likely to store the information in the wrong place. Once you have stored information in the wrong place, chances are that you will not be able to recall the information when writing the exam.

Exercise

Write down some examples:

|  |
| --- |
|  |
|  |
|  |
|  |

### 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 Current Study Method Is Not Working For You, Change It!!

* Move your desk or study in another room
* Change the way you are studying.
* Change your attitude toward studying

Note: 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

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, which is called paraphrasing. Paraphrasing is 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.

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.

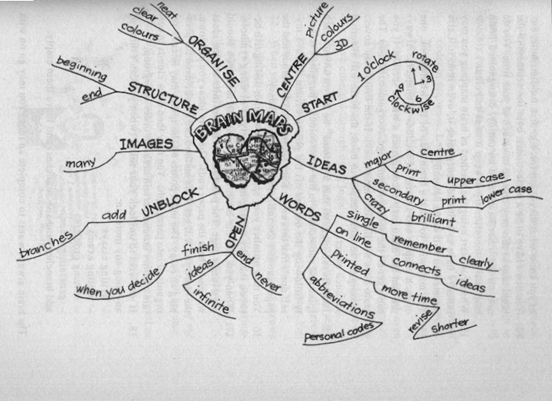
* Before reading, think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.

???

* 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 text book 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.

Key words

A key word is an important word in a sentence or paragraph that you can highlight or underline.

To explain this, I will use an example of text with the key words in the text and then show the text without the key words:

*Among the last of its kind, a young gorilla peers from its leafy refuge in Rwanda – a nation bloodied by ethnic slaughter.*

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?

## Ask relevant questions

You can check your understanding of text, clarify the meaning, get information or ask for help by asking questions.

Typical questions to ask are: What, why, where, when, how and which

#### WHAT

1. **What** were your duties?
2. **What** did you do then?
3. **What** subjects did you take?
4. **What** happened then?
5. **What** sort of...?

#### WHEN

1. **When** was that ?
2. **When** did that happen...?
3. **When** did you go...?
4. **When** did you decide...?
5. **When** did the company

#### WHY

1. **Why** was that...?
2. **Why** did you choose...?
3. **Why** do you think that...?
4. **Why** did you do...?
5. **Why** did they...?

#### WHERE

* **Where** was that...?
* **Where** did you go next...?
* **Where** were you when...?
* **Where** did you go...?
* **Where** do you think...?

#### WHICH

* **Which** school was that...?
* **Which** course did you...?
* **Which** were your best...?
* **Which** department was...?
* **Which** was that...?

#### HOW

* **How** did that come about...?
* **How** do you think that...?
* **How** much did that...?
* **How** did you get...?
* **How** was that...?

## What Do We Read?

We read, or look at and interpret a variety of written and visual material during our lives, including:

* Textbooks
* Magazines: a periodical publication containing articles and pictures
* Newspapers: a daily or weekly publication containing news, articles and advertisements
* brochures: a leaflet containing information about a product or service
* policies: a document containing the course of action adopted or proposed by an organisation – how the organisation goes about its business
* questionnaires: a document containing printed questions that have to be completed, usually done to conduct a survey
* notices: announcements or advertisements printed in the media
* memorandum: a note sent from one person to another in an organisation
* agenda: a list of matters that have to be discussed and/or dealt with in a meeting
* application forms: forms similar to questionnaires, that have to be completed when you are applying for something – job applications, credit applications at shops and so on
* documentary: a factual report of real events where use is made of documents, film, photographs and sound recordings in order to convey the message
* novel: a story of book length about imaginary people and events
* photographs: still pictures made with cameras
* diagrams: are discussed fully later on
* blueprints: design plans or other technical drawings
* films: a story or event recorded by a camera and shown in a cinema or on television

We also read the following in order to familiarise ourselves with the instructions and directions given:

* instructions to play games and effect basic repairs to objects
* classroom and workplace procedures
* recipe: a list of ingredients and instructions for preparing a dish
* schedule: a plan for doing something, giving lists of intended events and times
* map: a diagram of an are showing physical features, cities, roads, etc
* warranties: a written guarantee that promises to repair or replace an article if necessary within a certain period, if certain conditions are met.
* Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text

Each of the above serves a different purpose, but all of them influence how we read and look at things.

When you read for study purposes, make sure that you read or view the text for detail. It is very important that your notes and summaries contain the correct information. If necessary, check your notes against the source.

## Listen for detail

When you are attending a workshop or a seminar, make sure that you listen actively for detail. make notes and ask questions if necessary.

Refer to the section about active listening and communication skills for hints on improving your listening skills. Start practicing these skills immediately as you will need them.

## 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 do 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.

Activity 8 (119460 SO2, AC1-6)

SECTION 8: PLAN AND GATHER INFORMATION

#### Outcome

Plan and gather relevant information for a given context and purpose

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Information gathering steps are planned and sequenced appropriately
* Information gathering techniques are applied: Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources
* Information is sifted for relevance
* Information is classified, categorized and sorted
* Scope of information gathered is appropriate for given context and purpose
* Conclusions are presented in the appropriate format

## Sources of Information

Before you start writing your document, you have to plan what you are going to write. 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 about.

Interviews (asking people questions)

These may be structured or unstructured. Tools used include:-

* Questionnaires: draw up a form containing questions relevant to the subject
* Discussions: this includes discussions in teams, study groups, etc.

#### Preparing for an interview

The key to a successful interview is good preparation. If you take time to prepare for the interview you will find that you will confidently be able to participate in the interview even if you are nervous. You will instinctively know how to respond to the questions put to you and you will have a good interview.

* Do some research and find out as much as possible about the subject and the person you are interviewing.
* It is a good idea to make a list of all the questions you want to ask.
* Make a list of question you think you may be asked. How would you answer them?

Observation

Observing someone whilst he/she is carrying out the work or doing something – watching what is being done.

Questions to ask include:

* What is being done and how is it done?
* Does it conform to the official policies and procedures?
* What deviations are taking place?

## 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.

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.

### 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 a copy of the final document.

#### Before you start writing/signing your text you have to plan what you are going to write

* BOOK054Who 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/signing 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 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

#### Diction

* Choose words or signs that are familiar and easy to understand
* Make sure that you are using the correct words or signs
* Do not use technical language, legalisms, etc. when writing/signing 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

#### Document

When you are writing a document, it should 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. Keep your introductory paragraph short, relevant, and introduce the theme of the document. The introductory paragraph must get the **attention of the reader**.

Your paragraphs must follow each other in a logical way, from point A to point B to point C. The last sentence of the previous paragraph should lead to the next paragraph. One thought should be connected to the next thought in a logical way. Do not jump around from one topic to another without giving the reader some clues about your purpose.

#### 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.

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?

ü

**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 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.

Activity 9 (119460 SO4, AC1-6)

SECTION 9: TEAMWORK

#### Outcome

Function in a team

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Active participation happens in group learning situations: Discussions, activities, workshops
* Responsibilities in the team are taken up and group work conventions are applied in learning situations: Turn taking, rotation of roles: conducting, chairing, recording, and reporting
* Negotiating techniques are practised
* Teamwork results in meaningful products or outcomes: Reaching consensus, completing tasks

## 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

## 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.

## 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.

## Negotiation

Preparation

The first step in the bargaining process is to prepare. Follow these steps:

#### Gathering Information

You have to be clear about ideas and views held by others and you must also identify the position of others before beginning to negotiate. You also have to clarify where a common ground can exist).

Find out what they think and where they stand so that you can find a point where you all agree. Always make sure that you are well prepared so that you are not caught off guard.



#### Define goals

* What do you want to achieve?
* Which issues are not negotiable?
* Which issues are negotiable

#### Clarify the issues

In most conflict situations realistic negotiators are interested only in the most relevant circumstances. A broad understanding of the background is important, particularly a knowledge of any previous attempts at negotiation.. However, getting bogged down in arguments about history is usually a waste of time. Your main need is to understand the mood and the aspirations of the individuals that you will be talking with so that the common interests and common hopes can be put in the foreground.

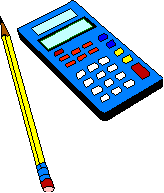
As a negotiator one of your prime responsibilities will be to present your group's perception of the conflict. Discussion may occur at formal meetings round a negotiating table or in a street-corner cafe, but whatever the surroundings, your objective is always the same.

You want to put your case across in such a way that your opponents cannot fail to understand more clearly than before the needs and aspirations of your group. Their reactions cannot be predicted but it is your task to give them the clearest possible picture to start with.

#### Compromise/resolution

You have to determine what is vital for the success of the organisation and keep these points in mind when going into negotiation. However you should also remain realistic and think about both the ideal agreement or conclusion and the worst possible settlement which might have to be accepted.

At this stage you should also consider the disadvantages of each party to each bargaining position.

If we use a wage increase example, what happens to the business and the employees if an agreement is not reached and the employees go on strike:

* The business has a shortage of skilled workers and has to employ workers who are not trained in the company’s procedures. The business will lose money while the matter is sent for mediation or arbitration. This is not ideal, if an agreement can be reached with just little effort.
* The employees will not be paid for the entire period they are on strike. Can they really afford to do that for a mere 1% or 2% extra on their wages?

To calculate the impact on the employees, let us take a salary of R5000 per month. The offer on the table has gone up from 6% to 8%. The union, on behalf of employees, is demanding 10%. A 10% increase on R5000 would be R500 per month, or about R22,73 per day. If the union accepts the offer of 8%, the increase would be R400 per month, or about R18,18 per day.

If the employees go on strike for a period of two weeks, they will lose R5400 per month, or R245,45 per day, of which R18,18 per day would be the value of their increase, in order to gain R4,55 per day – the difference between a 10% increase and an 8% increase.

If the strike lasts for fourteen days, the worker will have lost R3436,30. How long must he now work to make up this loss if he gets an increase of 10%? He lost R3436,30 in order to gain R4,55 per day, so R3436,3 divided by R4,55 means that he must now work for 755 days to make up the loss. This is a period of more than two years.

So, the question remains, was it worth it? should the workers not have settled for the 8% increase?

There would also be a cost to the business as production will be lower, there is negative publicity which impacts on the name of the business and there is a loss of faith between management and employees. In the end, taking a hard-line view means that everyone loses.

Always consider the disadvantages of not reaching a compromise as disadvantages impact negatively on both parties.

Building Understanding

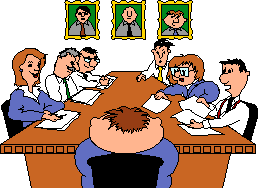
Once the negotiation process has started, you have to build understanding between yourself and the other party. You can do the following to ensure that you build understanding:

* Communicate main points effectively by paraphrasing, summarising, etc
* Listening to the other party
* Ask questions
* When the discussion is becoming heated, consider adjourning the discussion for a body break, tea break, etc.
* Testing arguments and positions: you have to test the other side’s arguments and bargaining positions. Remember that negotiation is a process of giving and taking until a mutual agreement is reached.

When preparing your proposal, keep these guidelines in mind:

* Know what you want to say and what you do not want to say
* Use words that tell what is on your mind in such a way that the listener will get the same picture
* Provide actual examples to make your point
* Separate what you think (assumptions and opinions) from what you know (facts)
* Encourage feedback. Check for understanding
* Keep the talk centred on the main problem, not side issues
* Try to make the other person feel good, and important

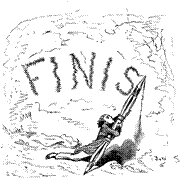
Bargaining

The bargaining process usually includes:

* Getting and making concessions. Here you will refer back to your bargaining objectives. From these you will know which concessions you can make and which objectives are really not negotiable.
* Breaking deadlock: at times during the negotiation process it could look like agreement cannot be reached. There are strategies for trying to break this deadlock.
* Moving towards agreements: once the concessions have been made and given and deadlocks have been broken, the parties will start moving towards agreements on the issues at hand.

Closing

When closing negotiations, do the following:

* If an agreement has been reached, summarise the agreement points and get commitment from both parties to uphold the agreements. Ideally, these agreements should be put on paper and signed by both parties.
* If an agreement has been reached but the negotiators have to go back to their organisation or members to confirm, set a follow up date to finalise the proceedings.
* If an agreement has not been reached, both parties have to agree on the next step: set a new meeting to discuss issues that have not been resolved, maybe using a facilitator, mediation or arbitration
* Walking out of the negotiation procedure is also a way of ending negotiations, but this is a very negative step.
* Strikes and legal proceedings should really be a last resort, once all the other options have been tried and no agreement was reached.
* Activity 10 (119460 SO5, AC1-4)

SECTION 10: WORKPLACE CHARACTERISTICS

#### Outcome

Reflect on how characteristics of the workplace and occupational context affect learning

**Outcome Range**

Environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction.

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Sector and organisation type is identified: Sector/occupational focus: Services, manufacturing, financial, educational etc Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
* Features of the occupational environment are described and discussed
* Ways in which these features affect learning processes and/or application of learning are described and discussed

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 availability of resources and interaction between learners and colleagues or employees and clients:

* 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.
* Environmental features: the conditions in which the organisation functions will also influence occupational learning. For instance, a small business in Kathy or some remote place will not have the same facilities that a large organisation in the same location will have. Also, business in urban areas (cities) are closer to resource centres such as libraries, etc.

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.

Activity 11 (119460 SO6, AC1-3)

SECTION 11: OCCUPATIONAL LEARNING MATERIALS

#### Outcome

Occupational learning materials are organised for efficient use

#### Assessment criteria

On completion of this section you will be able to ensure that:

* Occupational learning materials are organized for efficient use: Videos, texts, handouts, textbooks, charts, maps, plans, and diagrams
* Layout and presentation of learning materials is understood and used effectively: Index, contents page or glossaries are 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
* Text books
* Charts
* Maps
* Plans
* Diagrams
* Handouts
* Internet

## Layout of learning material

When you start gathering information about subjects for research or for studying purposes, you will find that the layout of learning materials is very similar. You will find an Index, a contents page and a glossary in most learning sources.

The Index and Contents Page were discussed in a previous section. Refer to this section for information on how to used them.

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. |
| Bcc | Blind Carbon Copy - sending a copy of a message to another recipient without other Bcc recipients knowing. |
| Calendar | The diary component of Outlook. |
| Categories | A tool for grouping related items together. |

Technical language and terminology (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.

* **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

When you come across technical language and terms in your learning resource, you will have to make an effort to find out what the word means. You can use dictionaries, thesauruses or even the Internet to find out what the word means.

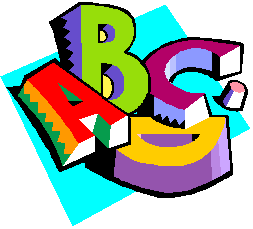
## A Filing System

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:

|  |  |
| --- | --- |
| 1. Simplicity | 1. Appropriate classification |
| 1. Accessibility | 1. Selection of suitable equipment |
| 1. Safety in terms of minimizing loss | 1. Safety in terms of avoiding damage by fire, water, dust |
| 1. Safety in terms of maintaining confidentiality | 1. Compactness – using space efficiently |
| 1. Elasticity – it must be able to expand if required | 1. Speed of retrieval |
| 1. Trained staff | 1. Economical in terms of time, cost of equipment and accessories |
| 1. Sufficient cross-referencing | 1. An “out” guide or “tracer” system should be incorporated |
| 1. Thinning out should be performed on a regular basis | 1. 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
* 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 |  |

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