

Communication fundamentals

**Learner Guide**

**US No: 119631 Level 1, Credits 5**

**US No: 119640 Level 1, Credits 6**

**US No: 119636 Level 1, Credits 6**

**US No: 119635 Level 1, Credits 6**

|  |  |
| --- | --- |
| Learner’s name |  |

**Before we start…**

Dear Learner - on completion of this Learner Guide, you will have acquired all the knowledge and skills to be assessed against the following unit standard:

Title: Explore and use a variety of strategies to learn (revised)

US No: 119631 NQF Level: 1 Credits: 5

The full unit standard is attached at the end of this module. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

You will also be handed a Learner Workbook. This Learner Workbook should be used in conjunction with this Learner Guide. The Learner Workbook contains the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed as part of your Portfolio of Evidence, which will be required during your final assessment.

You will be assessed during the course of your study. This is called formative assessment. You will also be assessed on completion of this unit standard. This is called summative assessment. Before your assessment, your assessor will discuss the unit standard with you.

Enjoy this learning experience!

**How to use this guide …**

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:

|  |  |
| --- | --- |
| **Definition** | **What does it mean?** Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner. |

|  |  |
| --- | --- |
| **Activity** | You will be requested to complete **activities,** which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box. |

|  |  |
| --- | --- |
| **Example** | Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box. |

**What are we going to learn?**

|  |  |  |
| --- | --- | --- |
| **Section** | **Contents** | **Page**  **No** |
|  | **What will I be able to do?** | **3** |
|  | **What do I need to know?** | **3** |
|  | **Learning Outcomes** | **3** |
|  | **Enjoy your Learning! – An Introduction** | **3** |
| **1** | **Use Language for Learning!**  The Concept of Outcomes-based Education (OBE) (Critical Outcomes; Developmental Outcomes; Specific Outcomes (SO)); Use Language for Learning; The Need for Language Development in Every Learning Area. | **4** |
| **2** | **Own Learning, Choices & Learning Habits**  Active Learning; Summarising Techniques; Textbook Reading Skills; Memory & Memorising Techniques (Mnemonics); Writing & Assignments; Participation and Personal Commitment to the Learning Process; Let’s take a Closer Look at Time Management. | **9** |
| **3** | **Different Kinds of Learning Strategies**  Methods in which you will be Assessed; Assessment and Feedback; Appropriate Learning Strategies. | **22** |
| **4** | **Identify, Access & Use Information**  Finding Resources | **24** |

**What will I be able to do? (Learning Outcomes)**

**When you have achieved this unit standard, you will be able to:**

* Learn to be able to recognise & use specific language for learning and other learning strategies in all learning areas and contexts.
* Learn how to develop the ability to use language for problem-solving, decision-making and creative, critical and evaluative thinking.
* Explore the role of language in cognitive and conceptual development and how it is promoted in all learning and teaching environments.
* Also look at various learning and study strategies and skills that will help you to progress successfully through this course and Learnership.

**What do I need to know?**

The following competencies at ABET level 3 Numeracy are assumed to be in place:

* Listening, Speaking, Reading and Writing skills at ABET 3 or equivalent.

**Learning Outcomes**

**Upon successful completion of this module, you must:**

* Be able to understand and explain that languages have certain features and conventions, which can be managed for learning purposes.
* Be aware that there are skills, strategies and resources which will facilitate learning.
* **Enjoy your Learning! – An Introduction**

This module is a key to your success. It will help you to become familiar with the language of learning and allow you to become orientated and immersed in the learning process.

Learning (like most things) has become a specific science, rather than a ‘hit-and-miss’ affair! The good news is that by familiarising yourself with the latest techniques, strategies and some key concepts, you can help yourself to be a very successful learner and you can achieve your learning and life goals with ease.

**Remember –** Learning is for yourself and your own progress. Nobody else can do it for you. Nobody else has the same unique goals as you. And nobody else has such enormous potential to be successful as you do! So take the bull by the horns and take control of the process.**Enjoy your learning.** Get the maximum benefit from this program and move on to become a superstar!

|  |
| --- |
| **Session 1: Use Language for Learning!** |

After completing this session, you will be able to**: (SO 1) Use language for learning.**

**In this session we are going to explore the following concepts:**

* The concept of Outcomes-based Education (OBE)
  + Critical outcomes
  + Developmental outcomes
  + Specific outcomes (SO).
* Use language for learning
  + The need for language development in every learning area

## **The Concept of Outcomes-based Education (OBE)**

Outcomes-based education (OBE) is an approach to learning that tries to link education more closely to the real world. It gives students/learners the skills to:

* Access
* Criticise
* Analyse, and practically apply knowledge, rather than simply absorb and repeat it parrot-fashion.

Outcomes-based education is the method in which this course will be presented!

Let’s take a look at how Outcomes Based Education differs from the old approach that we were all used to at school…

|  |  |  |
| --- | --- | --- |
|  | Traditional Model | Outcomes Based Model |
| **The**  **participants’**  **view of learning** | The teacher is the source of all knowledge and he/she transmits or ‘gives’ it to the learners | The learners explore different sources and gain knowledge for themselves, often with assistance from a training facilitator |
| **Power relations**  **between**  **educator &**  **student** | The teacher has all authority and demands respect | The educator is an equal amongst his students, who assists them in gaining knowledge and achieving specific outcomes. Everyone respects each other |
| **Whose needs**  **are most**  **important** | The teacher as the main source of knowledge decides whose needs are most important and enforces that. | The learners and facilitators explore as many possibilities as possible and decide for themselves whose and which needs are more important at different times. |
| **The educator’s**  **Role** | The educator gives instruction from the front of the classroom. | The educator moves around the learning area and is actively demonstrating tasks or assisting learners in accessing knowledge for themselves. |
| **The learner’s**  **role** | The learner is a passive receiver of knowledge. The learner works individually. | All the learners participate in order to share fields of experience, and maximise the knowledge base. Group work, presentations, pairing and activities are key to the learning process. |
| **The**  **participants’**  **view of knowledge** | Knowledge is information; unchanging and truthful. | Knowledge is personal and useful only when applied in a specific outcome. |
| **The**  **participants’**  **view of the**  **curriculum** | Content of lessons is given and cannot be changed. | Content of lessons are negotiated between learners and facilitators in order to reach the desired standard. |
| **Everybody’s**  **learning**  **experience** | The focus is on learning content, repetition and the knowledge of facts, but not on how to apply this knowledge. | The focus is on exploration of the most productive and knowledge rich method that will lead to an economically viable skill for the learner. |
| **Control of the**  **learning**  **process** | The educator controls the process. | The focus is on self-directed learning. |
| **Motivation** | The educator has to keep motivating the learners. | Motivation is the most important self-responsibility of the learner. |
| **Assessment** | The educator assesses learner through tests and exams, normally only once after completion of the learning curriculum. | Learners can assess themselves through self-assessment.  Facilitators will assist learners to become competent through formative assessment.  Trained assessors will assist the learners in proving their competence through various methods of summative assessment.  Assessment can be done continuously and during the learning process. |

Throughout the Learning Process you will hear the term “Outcomes”.

**There are various types of outcomes:**

* Critical Outcomes (CO),
* Developmental Outcomes, and
* Specific Outcomes (SO).

**Let’s take a closer look at what that means:**

**Critical Outcomes (CO)**

The South African system of OBE is based on the critical outcomes. These outcomes are based on the South African Constitution, and have been approved by the South African Qualifications Authority (SAQA).

**There are seven critical outcomes which state that learners always will:**

* Identify and solve problems and make decisions using critical and creative thinking.
* Work effectively with others as members of a team, group, organisation and community.
* Organise and manage themselves and their activities responsibly and effectively.
* Collect, analyse, organise and critically evaluate information.
* Communicate effectively using visual, symbolic and/ or language skills in various modes.
* Use science and technology effectively and critically showing responsibility towards the environment and the health of others.
* Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

**Developmental Outcomes**

These critical outcomes are supported by five developmental outcomes, which OBE uses to contribute towards the personal development of each learner and towards social and economic development in South Africa.

* Reflect on and explore a variety of strategies to learn more effectively.
* Participate as responsible citizens in the life of local, national and global communities.
* Be culturally and aesthetically sensitive across a range of social contexts.
* Explore education and career opportunities.
* Develop entrepreneurial opportunities.

**Specific Outcomes (SO)**

* Each learning area consists of a set of Specific Outcomes which help facilitators to teach the right content, and;
* Learners to ensure that they display the right level of competence during assessment from a trained assessor, in order to meet a national standard.

**1.2 Use Language for Learning**

**Let’s look at creative ways to learn counting in Japanese:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **English** | **Japanese** | **Sound** | **Action** |
| **1** | One | Ichi | ‘itchy’ | Scratch your . . . |
| **2** | Two | Ni | ‘knee’ | . . . knee |
| **3** | Three | San | ‘Sun’ | Point to sky |
| **4** | Four | Shi | ‘she’ | Point to female |
| **5** | Five | Go | ‘go’ | Walk |
| **6** | Six | Roku | ‘rocko’ | Rock ‘n’ roll |
| **7** | Seven | Shishi | ‘Chi-Chi’ | Double sneeze |
| **8** | Eight | Hachi | ‘Hat-chi’ | Put on hat |
| **9** | Nine | Kyu | ‘coo’ | Coo like a dove |
| **10** | Ten | Ju | ‘Jew’ | Jewish hat |

We will all need to develop language skills in order to become more proficient in learning. Language skills will help you to read, write and speak effectively about the work you are doing!

**The Need for Language Development in Every Learning Area**

Let’s have a look at why would need language development in any learning area within South Africa, by partaking in a practical example (Activity 1.3).

**There are creative ways to activate your brain . . .**

|  |  |  |  |
| --- | --- | --- | --- |
| **Six ways to activate your brain** | | | |
|  | **What we**  **SEE** |  | **What we**  **TOUCH** |
|  | **What we**  **HEAR** |  | **What we**  **SMELL** |
|  | **What we**  **TASTE** |  | **What we**  **DO** |

**But sometimes you might encounter a problem understanding something . . .**

1. Define your problem.
2. Define and visualize the ideal solution.
3. Gather the facts: specific, general.
4. Break the Pattern.
5. Go outside your own field.
6. Try new combinations.
7. Use all your senses.
8. Switch off - let it simmer.
9. Use music or nature to relax.
10. Sleep on it.
11. Eureka! It pops out.
12. Recheck it.

**How to cope and excel in the multilingual classroom . . .**

Many people wonder how to manage in a class in which different learners have different home languages, and are not all equally proficient in the medium of instruction in the classroom.

This is not something that anyone needs to fear or see as a problem:

* Every learner comes into the classroom with information, expertise and a range of language skills.
* Each learner is a source of knowledge, which can add to and enrich the knowledge of other learners.
* You simply need to find ways to unlock this knowledge in a way that makes each learner feel valued.

**How we can distinguish between different language styles for different learning areas and how we can apply them:**

|  |  |  |
| --- | --- | --- |
| **English Interpretation** | **Xhosa Translation** | **Afrikaans Translation** |
| EXPLAIN  Make clear  Show the meaning of  Account for | CHAZA  Cacisa  Bonisa intsingiselo ye -  Chaza nge | VERDUIDELIK  maak duidelik;  maak die betekenis duidelik;  gee rekenskap van |
| IDENTIFY  Recognise as being specified person or thing  Consider to be identical  Associate oneself closely in feeling or interest | CHONGA  Yivume okanye yibone njengondoqo/ uqobo lomntu okanye into  Yiqwalasele njengento efanayo  Zinxulumanise ngokusondeleyo  ngemvo okanye umdla | IDENTIFISEER  erken dat dit 'n bepaalde persoon of ding is sien dit as identies assosieer daarmee mbt eie gevoelens of belangstelling |
| ILLUSTRATE  Make clear by examples or pictures | ZEKELISA  Cacisa ngemizekelo okanye  imifanekiso | ILLUSTREER  Maak duidelik d.m.v. voorbeelde of prente ens. |
| INTERPRET  Explain the meaning of  Act as an interpreter | TOLIKA  Chaza intsingiselo ye:-  Yenza ngokungathi uyitoliki | INTERPRETEER  verduidelik die betekenis daarvan tree op as interpreteerder |
| REVIEW  General survey of events or a  subject  Reconsideration  Report assessing the merits of a book or a play | HLAZIYA  Ucando ngokubanzi lweziganeko okanye umxholo  Uphindo-ngqwalaselo  Nika ingxelo uhlalutye ngemfanelo yencwadi. Okanye umdlalo. | RESENSIE  algemene oorsig van gebeure of onderwerp heroorweging  rapporteer d.m.v. 'n waarde bepaling van meriete van 'n boek of toneelstuk |
| STATE  Express in words  Specify | XELA  Faxanga ngamazwi  Chaza-ngqo | NOEM  druk uit in woorde  spesifiseer |
| SHOW  Allow or cause to be seen  Offer for inspection or viewing  Demonstrate  Point out  Prove  Cause to understand  Present an image of | BONISA  Vuma okanye wenze ukuba ubonwe  Nikela ukuba uhlolwe okanye wenziwe  imbono  Qondakalisa  Yalatha-gca  Ngqina  Yenza ukuba kuqondwe  Nika umfanekiso we:- | WYS  help die leser om die prente te sien  bewys  help die leser om te verstaan  bied dit op so 'n wyse aan dat die leser  dit kan besigtig |

|  |
| --- |
| **Session 2: Own Learning, Choices & Learning Habits** |

After completing this session, you will be able to**: (SO 2) Take responsibility of your own learning and make good choices in terms of learning habits.**

**In this session we are going to explore the following concepts:**

* Active learning.
* Summarising techniques.
* Textbook reading skills.
* Memory & memorising techniques (Mnemonics).
* Writing & assignments.
* Participation and personal commitment to the learning process.
* Let’s take a closer look at time management.

**2.1 Active Learning**

Active learning is learning in which everyone participates. The learner learns through doing, and the teacher makes it possible for the learner to do it. Each lesson outcome will be measured by what you as the learner is able to do. Therefore you, as learners must do things in the learning area. The teacher is there as the facilitator. Remember they already have the knowledge, and you are here to acquire it for yourself!

**General Organisation**

**Being organised for active learning involves:**

* Planning and controlling your time.
* Having a suitable study spot - at home in residence, in the library or

**Study Centre.**

* Having time-saving stationary and accessories close at hand e.g. dictionary, ring-binders, paper, pens, files etc.
* Making certain you have access to STUDY MATERIAL – don’t lose or lend your study guides.

**The Most important part of Active Learning: Motivation**

**What is Motivation?**

Motivation is the fuel needed to make you reach your goal. You have committed yourself to studying, and in order to make this decision work, you need motivation to help you reach your potential. This real desire or motivation for something has to come entirely from the self. Your self-knowledge and self-awareness makes you able to motivate yourself.

**How can you as learner sustain your motivation?**

The most effective way to get motivated and stay motivated is by planning and setting GOALS. When you set goals you give yourself a direction in which to move. Think about how you can achieve your goal for this program:

* Decide on how this will be done and devise a step-by-step programme.
* Know how long each step will take and by what dates each step should be completed.

**Listening**

* Listening is central to all classroom learning.
* Listening is related to thinking.
* Listening is not the same as paying attention.
* Listening is not the same as intelligence.
* Listening can be taught.
* Listening can be improved.
* Listening can be practised.

**Time**

* Time is precious. To waste your time is to waste your life.
* Successful students control their time and set clear goals for themselves. They know what they want to achieve and plan so as to get there.

**We will look at time management in more detail later.**

**2.2 Summarising Techniques**

**Note Taking**

Taking good notes from lectures is an art that develops through practice. You need to be alert in class, listen carefully and spend some time after class editing and re-writing these notes.

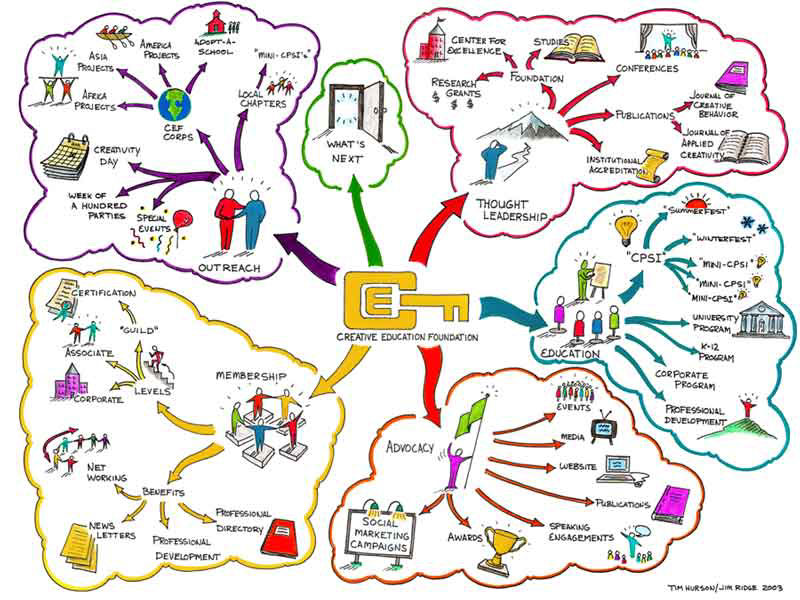
**Note-taking can be as easy as ABC . . . just read on:**

|  |  |
| --- | --- |
| **A** | **ADAPT** your style of note taking according to the subject and lecturer's style.  **ADOPT** a positive, interested **ATTITUDE.** |
| **B** | You must supply **BASIC** requirements for note taking. Always take your own pen (+ a spare), paper and course outline with you. A BAG is an obvious necessity to help keep you stay organised. Make your notes **BRIEF**:   * Never use a sentence when you can use a phrase. * Never use a phrase when you can use a word. * Use abbreviations and symbols. |
| **C** | **CLUES** - watch out for the following behaviour on the part of the lecturer:   * writing on the board . . . repetition * Emphasis created by a change in the voice and/or gestures. * Emphasis by the amount of time spent on a section and the number of examples given. * Word signals: "The following factors...."; "There are two points of view...."; "The third step ....” * Summaries at the end of a lecture. * Reviews at the beginning of a lecture. |
| **E** | **EVALUATE** what you hear and then choose a key word or words to note down. Try to listen, think and then write it down. |
| **F** | **FIND** help **FAST** when necessary. Approach your lecturer, HOD, fellow students or counsellor. Also try reading some books for ideas. |
| **G** | **GO** ahead and practise. **GIVE** yourself a head start to succeed in your course! |

**Trigger Charts / Mind Maps**

A Trigger Chart is an ordered group of ideas linked to one another in such a way that they provide a concise and detailed master plan of the information to be memorised.

Images, colours and shapes assist in the process of depositing information into the brain so it can be recalled more easily. They act as a prompt/"trigger" in the learning process.



**Decision-making during the Learning Process**

People make decisions in different ways. They...

* **Escape**: They avoid the solution they don't like and sometimes make the situation worse.
* **Wish**: They choose what they want most without thinking of the result.
* **Play safe**: They take no risk and make no change.
* **Delay**: They hope problem will solve itself if left alone.
* **One Priority**: They think same solution is the most important each time and don't consider other solutions.
* **Take risks**: They take a chance on whether it will work or not.
* **Refuse Responsibility**: They let others make decisions for them
* **Take Responsibility**: They make the decisions that people expect them to.
* **Are Too Logical**: They think of the facts only and not the feelings.
* **Are Too Emotional**: They think of their feelings only and not the facts.

**2.3 Textbook Reading Skills**

By reading the introduction, headings etc. or at least scanning over them, one gets an idea of what is to follow. This helps your understanding of what you will read. It also helps you decide what is really necessary to study and what can be glossed over.

It is important that you learn to re-phrase information in your own words. Your own words are easier to understand and remember. By holding a pencil/highlighter and marking certain sections or noting important points you are actively involved from the start and don't get easily distracted from your reading.

By trying to relate different ideas you force yourself to think and make sense of what is presented. Always question what you are reading. It may take longer at first but you will train yourself into good concentration and thinking patterns.

**Pre-Read**

* Get the Gist (basic idea) of the chapter.
* Read the first paragraph – does it tell you what the chapter is about?
* Read the chapter summary to get the main points.
* Dot down a few of the most important points in the chapter to serve as a note-taking guide.

**Read and Summarise**

* Read first then underline when you read again.
* Underline key words and phrases.
* Summarize with words and phrases in the margin.
* Circle words you do not know.
* Mark definitions.
* Number lists of ideas, causes, reasons etc.
* Question Marks next to confusing.
* Draw arrows to show relationships.
* Develop a code of abbreviations e.g. def. = definition.

**Reading Techniques**

There are various types of books and reading material. The style of reading that one adopts depends on the kind of reading material as well as what one's purpose in reading is.

**There are basically seven different styles of reading that you are likely to encounter while studying:**

* Reading for enjoyment - light reading e.g. novel or magazine.
* Exploratory reading - skimming through the book (or a section of it) to get the gist of the topic.
* Revision reading - skimming through a book that is familiar to you in order to confirm knowledge.
* Search reading - scanning for a specific piece of information, or to answer a specific question.
* Proof reading - carefully focusing on spelling, punctuation and sentence structure and checking accuracy.
* Reading for mastery - to get detailed information or understanding of a topic; usually careful, slow and repeated. (See the SQ4R that follows).
* Critical reading - reading for stimulus, for challenge, to assess values and ideas as in reading a book for review or critically analysing a novel.

**Skimming Techniques**

Skimming involves finding out what something is all about.

**In order to skim:**

* Formulate questions before you begin e.g. what is this all about? Does this article deal with the subject I am researching?
* Read fast bearing in mind your question(s).
* Do not read every word.
* Look at the opening paragraph of each chapter or section.
* Read the first sentence in each paragraph.
* Try to catch key phrases.

**Scanning**

Scanning is used when you want to find a specific word, phrase or fact think about what form the information will take: Is it a number? Is the word in capitals? How does it start?

* **VISUALISE** what the word or number looks like.
* Use numerical order.
* Do not read every word/number.
* Read fast and when you find the information you want then you slow down and examine it closely.

**SQ4R Method**

When the purpose in reading is to get detailed information and to gain a thorough understanding of the topic, the SQ4R Technique is particularly suitable (Survey>Question>Read>Record>Recite>Review):

|  |  |
| --- | --- |
| **S** | **Survey**: Read the “Introduction” and “Chapter Objectives” carefully – do not skip these sections – the author is giving you an outline of what is to come. Review the chapter headings and subheadings – consider writing these on a sheet of paper – where is the chapter leading?  What do you already know about each of these sections?  Look at the pictures, figures, and exhibits – how do they relate to this topic?  Read the summary carefully and scan the summary questions. |
| **Q** | **Question**  Before you read a section, turn each heading or subheading into a question – what, why, when, how, or who?  You should then be actively reading to answer your own questions. |
| **R** | **Read**: Look for the key point in each paragraph.  Search actively for answers to the questions you have set.  Is this information of primary or secondary importance?  Re-read (several times if necessary) in order to gain a thorough understanding of the material. |
| **R** | **Record**: Use your own system to note the primary points – highlight, underline, write in the margins, or make summary notes/mind maps  DO NOT copy directly from the text – put it in your own words? |
| **R** | **Recite**: Without looking at the book, recite the key points for this section or  **WRITE DOWN** the key points that you can remember.  Self-testing after each small section will greatly improve your retention. |
| **R** | Review: Check whether you recalled the key points correctly. If not, try again. Review work regularly, not just prior to the exams, to keep yourself familiar with the subject matter. |

**2.4 Memory & Memorising Techniques (Mnemonics)**

Understanding how memory operates can help you to develop effective learning techniques. Memory consists of what some refer to as the 3 R's:

* Registration of information i.e. taking it in.
* Retention of information i.e. keeping it in your head.
* Retrieval of information i.e. getting it out.

**Tips for Dealing with Procrastination**

The general principles of conquering the Procrastination enemy are:

* Creating good feelings about completing work.
* Providing a sense of accomplishment.
* Showing results in a short time period.

**How to go about this:**

* Divide large tasks into small pieces, listing small steps to be done.
* Adopt a ‘bits and pieces’ approach.
* Reward small tasks.
* Make lists of tasks to be done.
* Monitor your time (keep a list of how you spend your time).
* Work with a colleague or a friend on similar tasks.
* Avoid feeling guilty.
* Tell others of your plans.
* Write an intention statement.
* Write down the pros and cons of doing/not doing a job.
* Establish how meaningful the task is.
* Do it now. The minute you notice yourself procrastinating, plunge into the task.

**2.5 Writing & Assignments**

Writing essays and assignments can be a daunting task. Here are some ideas that should help you to develop an effective strategy in tackling them.

**A: PLANNING**

**B: THE TOPIC**

Assigned Topics: The topic of an essay or assignment contains your instructions. Follow these instructions carefully to ensure that you understand exactly what is required.

**C: THE OUTLINE**

Once you understand the topic and what is required of you, make a rough outline of how you propose to answer the question. This is a list in point form, of headings and sub-headings of the areas you intend covering.

* Introduction
* Purpose / Aim of the Assignment / Essay
* Main Body of the Paper (3 – 6 sections)
* Summary
* Conclusion

**D: GATHERING INFORMATION**

You will obtain material from books, periodicals, reports and published research papers from libraries.

**Writing and Presenting an Assignment**

Fundamental principles of assignment / essay writing. The object is to answer the question set on the given topic. A logical systematic argument backed by evidence and / leading to a conclusion is required.

**Essays and assignments usually have 3 components:**

The Introduction, the body and the conclusion. Let’s consider these:

* The Introduction: The main purpose of the introduction is to indicate what approach you will follow in answering the question set.
* The Body of the Essay: The body contains the arguments in support of your answer to the question set in the topic. It takes the form of a series of inter-linked paragraphs. Each paragraph should deal with one specific concept or idea.
* The Conclusion: Your final viewpoint is stated in the conclusion. It is a concise answer to the question posed in the topic. The conclusion must flow logically from the arguments contained in the body of the assignment. Summarise the main points. Evaluate or make recommendations.

**What should your Assignments look like?**

* Presentation: This is very important. A neat presentation creates a favourable impression on the marker. You may lose marks for untidy presentation.
* Typing / Handwriting: Have your essay or assignment typed. Ensure that the typing is neatly and accurately done. Use double spacing for greater legibility.
* Proofreading: Remember to carefully proofread your final copy to eliminate errors.
* Length: Do not exceed the maximum length set for the assignment. Neither should the assignment be too brief. The length limit set is an indication of the amount of detail required in your answer.
* Numbering: Number your pages to ensure that they are not accidentally put in the wrong order.

**2.6 Participation and Personal Commitment to the Learning Process**

How you can show your active participation and personal commitment to the learning process in: The Classroom; Group work; Self-study;

**Activities (Field trips); Compiling of Portfolios:**

**In the Classroom**

* **Using multiple sources:**
  + pictures (new or old)
  + written material (new or old)
  + newspaper articles (current or from the past)
  + oral sources (interviews)
  + radio, TV, internet
  + Artefacts and remains (usually in a museum).
* **Ask questions**
  + open questions (lead on to further knowledge)
  + closed questions (yes or no answers)
  + Don’t be scared to make up your own questions.
* **Partake in games**
  + Games generated by the learners' book, teacher or learner are invaluable to help your memory!
* **Using timelines / timetables**
  + create timelines / timetables to make sure that you get the maximum benefit of your own time
  + Use ready-made timelines as a resource.
* **Using maps and diagrams**
  + draw or source material from drawn maps
  + Read information from diagrams.
* **Using artwork**
  + illustrate concepts
  + Read information from pictures or photographs.
* **Using flow diagrams**
  + see how one thing leads to and from another
  + Use flow diagrams to plan a process.
* **Express yourself by using drama/role-play**
  + dramatize a situation or event
  + Encourage empathy: put yourself in someone else's place.
* **Using storytelling**
  + make up a story around an event
  + Write a story about a place or event.
* **Using tables**
  + compare and find facts from tables
  + Draw graphs from tables.
* **Using local resources**
  + partake and be active on field trips
  + Pay attention to the REASON why you are there.

**Active Learning & Group work**

**Ways in which group work can help you:**

* If learners work in groups, they can ask each other for help. Those learners who understand the work will improve their own skills by showing other learners how to do things.
* In a small group every learner must be active.
* Sometimes learners who are very quiet and passive in the class will be active in a small group, and you can see what their real abilities are.
* When a group has to complete a piece of work together, the members of the group should take responsibility for keeping control, making sure that everyone works and that the activity gets done.

**Active Learning & Self Study**

Finding resources. Libraries and museums are important and useful resources. But the life in your suburb, city, town or village is your greatest resource. The shops, the streets, the buildings, mountains, dams, rivers, industries and farms are all resources to be used. You can visit these places, get information from them and about them, study them, draw and map them.

The people in your suburb, city, town or village are mobile resources. Interview them, invite them to talk to your class, ask them for information. Older people love to talk about how they lived long ago; managers will tell you how they run their business, farm, organisation, factory or mine; workers will tell you about their conditions of work and what they had to learn to be able to do their particular work.

The other learners in your classroom have more information to give than you can imagine - as long as they feel that what they have to contribute will be valued.

Use what is easily available to you, and inexpensive. Collect pictures and articles from newspapers and keep them for future use. Adapt the material in the textbook to suit your local conditions.

**Active Learning & Field Trips**

* **Field trips and practical work**
  + Find out the times and the dates when you are going on a field trip.
  + Find out all the resources that you are expected to bring.
* **Arrive on time to leave**
  + Ask the facilitator what the “objective” of the field trip is & try to “see” and “experience “the elements that will lead to this objective every step of the way.
  + Prepare for the follow-up tasks in advance.

**Active Learning and Compiling your Portfolio of Evidence to prove that you are competent**

**Self-assessment and Portfolios**

You should keep samples of work that you think is good in a portfolio. Learner portfolios will also contain records of marks or symbols from formal assessment tasks (tests, essays, reports, exams). Doing this means that the portfolio forms an ongoing record and that learners' progress can be measured against their own achievements rather than against an average or norm.

**How to organise your own learning materials well and neatly**

**You begin to prepare to show your competence in a specific outcome by doing the following:**

* Prepare yourself for specific activities, including methods, materials, time management, technology and equipment to be used.
* Perform and monitor your own tasks continuously in order to achieve the outcome, which is not accomplished until it is.
* Completed, which entails evaluation, checking, verification, rectifying, etc. prior to assessment.
* Interact with the assignment or condition with peer groups, tutors, etc., and assess the above via self - assessment, peer group assessment, tutor assessment, etc.
* Take part throughout the process in an ordered and productive manner and remember the achievement & responsibility for becoming accredited rest with YOU as the learner!

**2.7 Let’s take a Closer Look at Time Management**

**Ways to Manage Your Time Effectively**

* Study difficult or boring subjects first.
* Avoid Scheduling marathon study sessions.
* Be aware of your best time of day.
* Use waiting time.
* Use a regular study area.
* Don't get too comfortable

**How to Handle the Rest of the World**

* Agree with family, friends & employers about study time. Make the rules clear and be sure to follow them yourself. Make explicit agreements - even written contracts.
* Avoid noise distractions.
* Notice how others misuse your time. Ask yourself if there are certain friends or relatives who consistently interrupt your study time. If avoiding the interruption is impractical, send a clear message.
* Get off the phone. The telephone is the perfect interruption.
* Learn to say no. You are not required to accept all requests. Saying no can be done effectively and courteously.

**Preliminary Time Record**

**Directions:**

* Use the space below and tables on next page for the preliminary time record.
* During the first week keep a detailed record of the way you spend your time.
* Account for all your activities - class attendance, recreation, sleeping, commuting, exercise, meals etc.
* Pay particular attention to the study time you require for each of the courses in which you enrolled.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| 4:30 - 5:30 |  |  |  |  |  |  |  |
| 5:30 - 6:30 |  |  |  |  |  |  |  |
| 7:45 - 8:25 |  |  |  |  |  |  |  |
| 8:30 - 9:10 |  |  |  |  |  |  |  |
| 9:15 - 9:55 |  |  |  |  |  |  |  |
| 10:00 - 10:15 |  |  |  |  |  |  |  |
| 10:00 - 10:15 |  |  |  |  |  |  |  |
| 11:00 - 11:40 |  |  |  |  |  |  |  |
| 11:45 - 12:25 |  |  |  |  |  |  |  |
| 12:30 - 13:30 |  |  |  |  |  |  |  |
| 13:35 - 15:00 |  |  |  |  |  |  |  |
| 15:00 - 15:15 |  |  |  |  |  |  |  |
| 15:15 - 16:45 |  |  |  |  |  |  |  |
| 17:00 - 18:00 |  |  |  |  |  |  |  |
| 18:00 - 19:00 |  |  |  |  |  |  |  |
| 19:00 - 20:00 |  |  |  |  |  |  |  |
| 19:00 - 20:00 |  |  |  |  |  |  |  |
| Total Number  of study hours |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **WEEKLY PLANNER** | | |
|  |  |  |
| Monday |  |  |
|  |  |  |
| Tuesday |  |  |
|  |  |  |
| Wednesday |  |  |
|  |  |  |
| Thursday |  |  |
|  |  |  |
| Friday |  |  |
|  |  |  |
| Saturday |  |  |
| Sunday |  |  |

**The following section will be in your assessment workbook – please complete it and hand it in!**

|  |  |
| --- | --- |
| **Activity** | **Learning Task #1** |
| The important factors of to consider when completing learning tasks:   * Completed and handed in within appropriate time frames. * Self-Assessment. * Time-management. * Self-planning and Self-monitoring |
| Learning and career options that will be of relevance for this program and how you can get access to them. |

|  |
| --- |
| **Session 3: Different Kinds of Learning Strategies** |

After completing this session, you will be able to**: (SO 3) Identify different kinds of learning strategies and use what is appropriate to the task.**

**In this session we are going to explore the following concepts:**

* Methods in which you will be assessed.
* Assessment and feedback.
* Appropriate learning strategies.

**3.1 Appropriate Learning Strategies**

**Let’s identify different kinds of learning strategies and use what is appropriate to the task:**

* asking questions
* reading
* listening for detail
* summaries
* synthesising
* skimming & scanning
* mind maps
* pictures
* note-taking
* drafting and redrafting
* memorising
* working in co-operation with others
* working alone

**3.2 Assessment and Feedback**

**Let’s take a very close look at Assessment and Feedback…**

* How feedback from others is acknowledged
* How you can evaluated feedback given to you.
* How you can use feedback to improve and revise work.

What is Assessment? Let’s talk about the concepts of assessment vs. specific outcomes.

**Introduction – A Teacher or Training Facilitator’s Point of View!**

Research in many countries has shown that as teachers become better at assessing learning, they become more effective teachers who respond to problems as and when they arise.

* When you assess your learners, your main aim should be to help them learn more.
* The OBE curriculum is designed to help all learners achieve all the specific outcomes.
* While different learners may take more or less time to achieve all the outcomes, they should all get the help they need to succeed.
* You should assess your learners on an ongoing basis to see what kind of help they need.

**The Importance of Continuous Assessment**

* Continuous assessment is an essential part of the learning programme you follow.
* You will be assessed you while are busy in the classroom and other learning experiences and not only when you have completed a unit of work.
* This style of assessment allows you to present information about your competence in a specific task at different times in different situations
* Continuous assessment can also provide opportunities to assess learners as they operate in their first language.
* The exciting thing about continuous assessment is that we all know how to do it.
* We often stop what we are doing and assess how we are behaving, how we are feeling and what we are thinking.
* We ask questions like: how can I do that better; why didn't that work, and so on.
* Asking yourself questions about your behaviour, time management and activities pertaining to each learning outcome, constantly!

**How are Specific Outcomes and Assessment Linked?**

* When you plan a unit of work, list the specific outcomes and assessment criteria you need to achieve.
* You should normally receive a list of what performance indicators you could use to see whether you have achieved the outcome.

**3.3 Methods in Which You will be assessed**

**Daily Class Work and Homework**

Observing learners can help you decide whether or not a learner has met the outcomes that have been set – therefore every moment within the classroom should be viewed as a moment of “Formative” assessment.

**Communication/Feedback**

You will receive feedback from your fellow learner, facilitators and the assessor about your learning and competence in specific outcomes.

This allows you to assess whether you are coping emotionally and intellectually.

**Here are a few suggestions for how learners could do this:**

* Keep a journal or diary.
* Explain and present solutions to the rest of the class.
* Respond to questions during a lesson.
* Take part in interviews: each learner has to answer structured questions at a set time during the term.

You will also be given the opportunity to give feedback about the other learners in the class, the facilitators and the assessor’s performance. This is called a 360-degree method of assessment.

**Assignments**

Assignments or activities can be assessed, and the results recorded.

**Ways to assess each Learner's Work in a Group - A facilitator or assessor’s point of view**

* By watching how the group works together, you can assess each learner's ability to work co-operatively.
* Each person in the group can have a particular role to play, and you can observe how they perform that role. The roles will depend on the kind of activity.
* The group members must help each other and check that they agree with what each member does or says. The learners can then change roles for the next activity so that everyone gets a chance to play different roles.
* It's helpful to give one person in the group the role of 'team coach'. The coach must make sure that the whole group works well together, by checking that everyone gets a chance to speak, that they all understand the work, that they do the activity in good time, and so on. Change the coach with each activity, so that everyone gets a turn to take that responsibility.

|  |
| --- |
| **Session 4: Identify, Access & Use Information** |

After completing this session, you will be able to**: (SO 4) Identify, access and use information.**

**4.1 Finding Resources**

Libraries and museums are important and useful resources. But the life in your suburb, city, town or village is your greatest resource. The shops, the streets, the buildings, mountains, dams, rivers, industries and farms are all resources to be used. You can visit these places, get information from them and about them, study them, draw and map them.

The people in your suburb, city, town or village are mobile resources. Interview them, invite them to talk to your class, ask them for information. Older people love to talk about how they lived long ago; managers will tell you how they run their business, farm, organisation, mine or factory; workers will tell you about their conditions of work and what they had to learn to be able to do their particular work.

The learners in your classroom have more information to give than you can imagine, as long as they feel that what they have to contribute will be valued. Use what is easily available to you, and inexpensive. Collect pictures and articles from newspapers and keep them for future use. Adapt the material in the textbook to suit your local conditions.

**Before we start…**

Dear Learner - on completion of this Learner Guide, you will have acquired all the knowledge and skills to be assessed against the following unit standard:

Title: Read/view and respond to a range of text types (was 12469)

US No: 119640 NQF Level: 1 Credits: 6

Title: Write/Sign for a variety of different purposes (was 12470)

US No: 119636 NQF Level: 1 Credits: 6

Title: Engage in a range of speaking/signing and listening interactions for a variety of purposes (was 12462)

US No: 119635 NQF Level: 1 Credits: 6

The full unit standard is attached at the end of this module. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

You will also be handed a Learner Workbook. This Learner Workbook should be used in conjunction with this Learner Guide. The Learner Workbook contains the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed as part of your Portfolio of Evidence, which will be required during your final assessment.

You will be assessed during the course of your study. This is called formative assessment. You will also be assessed on completion of this unit standard. This is called summative assessment. Before your assessment, your assessor will discuss the unit standard with you.

Enjoy this learning experience!

**How to use this guide …**

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:

|  |  |
| --- | --- |
| **Definition** | **What does it mean?** Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner. |

|  |  |
| --- | --- |
| **Activity** | You will be requested to complete **activities,** which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box. |

|  |  |
| --- | --- |
| **Example** | Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box. |

**What are we going to learn?**

|  |  |  |
| --- | --- | --- |
| **Section** | **Contents** | **Page**  **No** |
|  | **What will I be able to do?** | **3** |
|  | **Learning Outcomes** | **3** |
|  | **What do I need to know?** | **3** |
| **1** | **Using information** | **4** |
| **2** | **Communicate in writing** | **24** |
| **3** | **Verbal communication** | **33** |
| **4** | **Aesthetic, emotive, cultural and social aspects of communication** | **45** |
| **5** | **The use of conventions and structures of communication** | **51** |

**What will I be able to do?**

**When you have achieved this unit standard, you will be able to:**

* Interact orally with others in various contexts and situations for a variety of purposes. Learners will be able to communicate reasonably confidently through developing an understanding of how listening and speaking strategies and skills can improve understanding between individuals and in groups.
* Read or view a number of different kinds of texts developed for different purposes, audiences and contexts.
* Understand how language is used to convey meaning, and to shape people’s views and relationships. Learners will be able to find, sort and use information through reading.
* Produce a range of different text types for different purposes, audiences and contexts.
* Write reasonably clearly in order to communicate meaning, and show some control of grammar and style.
* Be familiar with a range of structuring devices and conventions that help convey meaning, and will develop competence in the writing process through reflecting on and correcting their own written work.
* Use language appropriate to the socio-cultural, learning, or workplace/technical environments as required.

**Learning Outcomes**

**When you have achieved this unit standard, you will be able to:**

* Use speaking and listening strategies.
* Identify the purpose, audience and context of the communication.
* Use strategies to engage with meaning and organisation in communication.
* Show a critical awareness of language use in oral texts.
* Use and respond to aesthetic, emotive, cultural and social aspects of oral texts.
* Use reading strategies appropriately and effectively.
* Identify the purpose, audience and context of texts.
* Engage with meaning and organisation in texts.
* Show a critical awareness of language usage in texts.
* Identify and respond to aesthetic, emotive, cultural and social aspects of texts.
* Understand the use of conventions and structures in texts.
* Produce texts appropriate to purpose, audience and context.
* Use grammatical structures to organise texts.
* Use writing conventions to organise texts.
* Plan, draft and edit own writing.

**What do I need to know?**

The following competencies at ABET level 3 Numeracy are assumed to be in place:

* Listening, Speaking, Reading and Writing skills at ABET 3 or equivalent.

|  |
| --- |
| **Session 1: Using information** |

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

**1.1 Using information in daily life**

Communicating information is part of our daily lives. We do it in our personal lives, in social settings, in schools or other institutions of learning, in the world-of-work, etc. We receive information through our senses, namely smelling (nose), hearing (ears), and seeing (eyes), touching (hands, skin, and body) and tasting (tongue).

We receive information from various sources, such as the radio, magazines, newspapers, television, fellow workers, friends, social affiliation such as the church, institutions like the bank, professionals like doctors and nurses, also advertisements, and the list will go on.

But, not all sources of information are trustworthy and supply us with correct information. All of us have been in situations where we have been lied to, or where information has been misrepresented or the truth has been compromised and we end up with a situation where we bought scrap, or something similar. Therefore, we need to evaluate and verify information and not accept it on face value.

The first part of the learner guide is aimed at clarifying the concepts in a simple, step-by-step and concise way. These concepts include:

* Why we need information,
* Where to find information,
* How to extract the information effectively,
* How to reflect information legally and effectively in writing, presentations, other communication media, and orally.

**Why do I need information?**

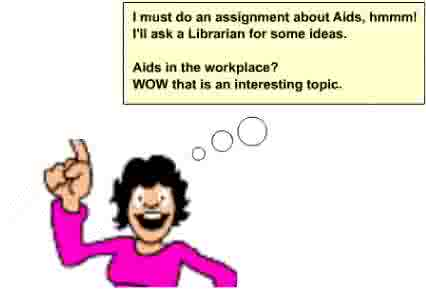
One needs information not just for study purposes, but for most decisions in everyday life. A person make decisions every day, whether it is to buy a car, house or do a project or assignment. You need information to make good decisions. You will need information when you:

* Are assigned a project/assignment from a facilitator.
* Have a personal need that requires certain information before you can make a decision, e.g. buying a car, a farm, agricultural goods, health matters, etc.
* Make an informed decision.
* Reporting on agricultural data, such as irrigation, pests, diseases, etc.

Generally, whenever you are uncertain you could find information that will help you take the correct decision.

**Information** – An Information Literate person recognises when he/she needs information.





**THINK about your need**

Identify the problem, question or topic you need information on?

Once identified, formalise your **central** **search question** before you start searching for information.

**Remember –** Remember in some cases your facilitator will give you a specific topic and you won't have to identify one yourself. In such cases look very carefully at what is asked of you, so that you can formulate your central search question accurately

|  |  |
| --- | --- |
| **Example** | **Example:** Decision making: Buying a car: The following example will take you through the steps of using information (starting with the process of decision making): |

|  |  |
| --- | --- |
| **Step 1** | **STARTING out** |
| You have decided to buy a car. You realise that you need information to be able to make an informed decision. It is important to think about your need and write down everything you know or need to know, e.g.   * Do you have a driver's license? (If not, what should you do to get a driver's license?) * What type of car do you want to buy? * What is your budget? * Which colour do you want? * Which year/model do you need/want? * Should the car have an air-conditioner and/or radio? |
| **Step 2** | **FINDING information** |
| You have recognised your need and must find the necessary information to help you in making the correct decision. The following are possible sources of information:   * Buy the newspaper to see what is being advertised. (The latest newspapers are available in the Reading room of a Library) * Look in a car or Magazine for the latest news, prices and comparisons of the different cars on the market. * Search the Internet for local vehicle prices and car dealers * When you go to test-drive a car, take a person along who has the necessary technical knowledge about cars. * Look in the yellow pages for information on driving schools if you still need to get your license. |
| **Step 3** | **EVALUATING the information** |
| Always check the authenticity of the information you receive, especially information received from another person (second-hand information). People can provide the wrong information. You must make sure before you base an important decision on information received.  E.g., bring someone along to give you technical advice during your test drive, they might give the impression that they are a specialist on the subject, but that might not be the case. Make sure that you can trust his/her input by looking at the following:   * The person's background and formal experience in this field. Does this person have a license? Does he/she have a motor vehicle? Is he/she able to pay the monthly instalments? * Is this person someone you have previously found to be reliable and honest? |
| **Step 4** | **Legal USE of the information** |
| You have recognised your need and must find the necessary information to help you in making the correct decision. The following are possible sources of information:   * Buy the newspaper to see what is being advertised. (The latest newspapers are available in the Reading room of a Library) * Look in a car or Magazine for the latest news, prices and comparisons of the different cars on the market. * Search the Internet for local vehicle prices and car dealers * When you go to test-drive a car, take a person along who has the necessary technical knowledge about cars. * Look in the yellow pages for information on driving schools if you still need to get your license. |
| Step 5 | **COMMUNICATE the information** |
| Communicating information is what you do when you write a report, do a presentation or design a poster, etc. In other words, you communicate your information to other people. In this case however, when you buy a car, you will verbally convey the information to the car salesman, your bank, etc. |

**1.2 Finding Information**

**Read and make notes**

When you search for information, you will require keywords. These key words will be helpful in researching information on the Internet and in other written sources. To get the correct keywords, you'll have to do some reading about your topic. In other words you read to get the right keywords. Most often, the best place to start reading is in the reference section of the Library. The reference section contains many different types of dictionaries, encyclopaedias, thesauruses, etc., all of which will supply you with more than enough information to start identifying keywords and begin your search.

If your topic is about something that is currently happening in the news, e.g. the new national budget, the best place to start reading will be the latest newspapers and periodicals (magazines).

**Make notes while you are reading in the following manner:**

|  |  |
| --- | --- |
| **Step 1** | **Plan:** Get a pen and paper / cards   * Use index cards: Buy a set of index cards (available from any stationer). These have a dual purpose:   You will complete one card for every information source you consult during your research.  You will make notes of what you have read on these cards so that you can use the information in your own report.   * You may use different sheets of paper to achieve the same result. |
| **Step 2** | **Browse:** Locate appropriate information  Locate the information relevant to your assignment by browsing, and by consulting the table of contents and index of relevant books. |
| **Step 3** | **Compile a bibliography:**  Write the bibliographic details for each item that you consult in the correct format on a card (one card per item). Steps on how to do your bibliography will be discussed in detail further on in this section. Follow the examples strictly. |
| **Step 4** | **Read to understand:**  Read the relevant sections carefully, and try to assimilate the facts or the author's argument or standpoint. |
| **Step 5** | **Make notes:**  Write down each quotation that you think is relevant, useful or interesting on a separate index card. Be sure to note the bibliographical details. |

In the following example you quote a statement made on page 36 in a book by Rendell.

|  |  |
| --- | --- |
| **Example** | **Card 1 (with the bibliographic details)**  RENDELL, J.P. 1986. Getting that job: a guide to writing your own CV. 2nd ed. London: Clive Bingley. |

|  |  |
| --- | --- |
| **Example** | **Card 2 (the quotation you want to use)**  "Writing a CV is similar to writing a sales letter - you are, in fact, selling yourself - your skills and aptitudes." (Rendell, 1986:36). |

**In the next example you quote**

* From a periodical with the title Psychology today.
* The article you are quoting from was written by L.D. James.
* The title of the article is The psychology of eating

|  |  |
| --- | --- |
| **Example** | **Card 1 (with the bibliographic details)**  JAMES, L.D. 1985. The psychology of eating. Psychology today, 29(4):23-29, April. |

|  |  |
| --- | --- |
| **Example** | **Card 2 (the quotation you want to use)**  "Adolescent girls between the ages of 13 and 25 have the highest incidence of anorexia nervosa." (James, 1985:25). |

|  |  |
| --- | --- |
| Step 6 | **Acknowledge the authors:** It is **very important** that you acknowledge the authors whose works you have consulted in an acceptable manner. |
| Step 7 | **Be systematic and organised:** Arrange all your cards with the full bibliographic detail in alphabetical order. Type your bibliography from this set of cards**. It is very important that you record the bibliographic details correctly at this point of the process. Very often it is not possible to get hold of the item again to check the information for your bibliography.** |

**Selecting keywords**

**Introduction**

Once you have read about your topic you should have a better idea of the keywords under which you could find information about your topic. Define your keywords accurately. The following steps will assist you in defining keywords:

1. Draw a mind map
2. Select broader and narrower subject terms
3. Consider other spellings

**Drawing a mind map**

Write down everything you know about your topic as well as what you would like to know!!! Our topic, for illustrative purposes, is "Aids in the workplace". Identify keywords, concepts and terms on this topic. This will help you to identify areas that need more searching than others. Your mind map might look something like the one provided below:

**AIDS**

**Broader and narrower search terms**

Is there a broader or narrower subject that might include your topic, question or problem? Remember our topic is "Aids in the workplace."

|  |  |
| --- | --- |
| **A broader subject might cover** | **A narrower subject might be:** |
| * Immune-Deficiency Syndromes. * Virus-induced Immunity Suppression. * HIV infections. * Infectious diseases. | * AIDS. * Work safety. * Cost of aids in workplace. * Prevalence of AIDS in workplace. |

You must identify as many broader and narrower terms as possible. They will help you when you do your search. Using different words will retrieve different information therefore use all possible options when you search for information. After searches were done on the Library on-line catalogue on some of the words identified above, the following information was found:

|  |  |
| --- | --- |
| **Definition** | **Library on-line catalogue:** The Library on-line – catalogue is a database of titles of all the books, journals and audio-visual resources available in the Library. |

It is clear that you get different results (varying number of "hits") from different words used in the searches. That is why it is so important to identify the correct keywords so as to not waste time having to and follow up on every possible word related to your topic.

Remember to keep any printouts or notes of your searches, make notes of the resources found and keep information for your bibliographic records already at this early stage. See reading and making notes in step 5 to help you with this.

**Different spelling**

Look for other ways of spelling of words during your reading on the topic. Certain words are spelt differently in British English vs. American English, for example:

|  |  |  |
| --- | --- | --- |
| **Example** | **British English**  "s" in specialisation  "ou" in colour  "s" in organisation | **American English**  "z" in specialization  "o" in color  "z" in organization |

|  |  |
| --- | --- |
| **Summary** | * Firstly you have to recognise when you have a need for information. For a student this occurs when you get an assignment. In your personal life it occurs when you have a personal need that requires certain information before you can make a good, informed decision. Remember, information literacy is not just an academic issue. It is crucial for everyday life (personal needs). * Identify your search question and start thinking about what information you will need. * Read about your topic by starting in the reference section or the periodicals reading room. * Start defining keywords by drawing a mind map, identifying broader and narrower search terms and look at different spellings, etc. * Remember that some information is free and others cost money. Keep this in mind when you start your search. The aim is to explore all the free resources first, before starting to make use of resources that are costly. * If you have trouble obtaining the correct and relevant information free to ask a Librarian, they are trained to help you in the searching process. |

**1.3 Sources of information**

**Many different sources of information**

|  |  |
| --- | --- |
| **Information Finding Tools/Systems** | |
| Opac  (Online Public Access Catalogue)  - normally found on the internet or libraries | Databases (incl CD Rom)  - normally found in commerce or  learning institutions |
| The Internet – normally found at Internet café’s or computer resource Centres | DDC  (Dewey Decimal Classification system) –normally found in libraries |

|  |  |
| --- | --- |
| **Information Sources** | |
| Dictionaries | Broadcast media |
| Encyclopaedias | Conference proceedings/reports |
| Books | Other course-specific resources |
| Periodicals / Magazines / Journals | Maps |
| Newspapers | Government publications |
| Audio-visual materials | Published Standards |
| Internet | Museums |
| Grey literature | Archives |

Remember that some material will be available in printed format as well as in electronic format, e.g.

* Printed dictionaries and online dictionaries.
* Printed encyclopaedias and online encyclopaedias.
* Printed books and online books.
* Printed newspapers and online newspapers.

**Information finding tools / systems**

OPAC (Online Public Access Catalogue).

The OPAC is an online catalogue of the information resources available in your Library.

|  |  |
| --- | --- |
| **Definition** | **Online catalogue:** It is an electronic database of titles of all the books, journals and audio-visual resources available in the  Library.  **Format:** "the general appearance of a publication" or "the arrangement of data " |

**Databases**

A database is a collection of data grouped together for a specific purpose. A database is used to keep large amounts of information organised. This enables people to search for relevant information. You can sort, browse and find information in a database.

Many different types of databases are available in the Library. Some are available on the Internet and others on CD-ROM.

**Different types of databases**

In a Library there are basically four types of databases:

|  |  |
| --- | --- |
| **Type** | **Description** |
| **Bibliographic Databases** | **Index:** These databases includes only critical detail that will help you to find the material you are looking for, e.g. name of the journal /periodical/book, name of author, volume number, issue number, date, etc.  **Abstract Index:** This type of database includes the critical information as described above as well as a short abstract (summary) of the content of the publication. |
| **Full-text Database** | Contains full-text articles, etc. An example of such a database would be Ebscohost. The text can be downloaded in different formats, such as pdf or html format. |
| **Numeric Database** | This type of database provides numerical data such as statistics, survey results, census information, etc. |
| **Hybrid Database** | This type of database provides a combination of different types of records. |

Each database will have a description of what is available on the database. Make sure to read these descriptions before you start your search. Some databases are available to all students and facilitators for searching. Some databases may only be used by the Librarians because of licensing constraints.

**Ask! –** Feel free to ask your Librarian for more information and help with yoursearches on databases.

**1.4 Evaluating the information found**

You have probably found quite a lot of information on your topic by now. It is not always easy to decide whether the information that you have found is suitable. The following tips and techniques will help you to evaluate the information:

|  |  |
| --- | --- |
| Fact vs. opinion | Currency (up-to-date) |
| Authority | Intended audience |
| Publishing body | Popular vs. academic |
| Eliminate irrelevant information | Primary vs. secondary source |
| **Critical reading** | |

**Fact vs. opinion**

When you evaluate information it is very important to distinguish between fact and opinion.

* **Fact:** A fact is something concrete that can be proven. You can find facts in legal records, scientific findings, encyclopaedias, atlases, etc. In other words, facts are the truth and are accepted as such.
* Opinion: An opinion is less concrete. It's a view formed in the mind of a person about a particular issue. In other words it is what someone believes or thinks, and is not necessarily the truth. Also, note in the examples below how facts are the same for everybody, but opinions can differ quite widely.

Here are some examples:

|  |  |
| --- | --- |
| **Fact** | **Opinion** |
| Cape Town is called the Mother City. | Cape Town is the best city to live in. |
| Abortion is legal in South Africa. | I do not agree with abortion or  I do agree with abortion. |

**Fact or Opinion**

Because writers don't always say things directly, sometimes it is difficult to figure out what a writer really means or what he or she is really trying to say. You need to learn to "read between the lines" - to take the information the writer gives you and figure things out for yourself.

You will also need to learn to distinguish between fact and opinion. Writers often tell us what they think or how they feel, but they don't always give us the facts. It's important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author's views, you should ask yourself if the author is presenting you with an established fact or with a personal opinion. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feels about an issue. Opinions by definition are subjective and relative.

**Defining a Fact**

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopaedias and atlases, textbooks, and relevant publications. Objective facts are what researchers seek in laboratories or through controlled studies. Facts are sometimes expressed using precise numbers or quantities, in weights and measures, and in concrete language. The decisions of government, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

Since anyone can look up facts, facts are generally not the subject of disputes. However, not all facts are absolutes. Often the problem is that facts are simply not readily available or differ depending on the source of information. An example of this is the rate of HIV infection in SA.

**To sum up, facts:**

* Can be verified in reference books, official records, and so forth.
* Are expressed in concrete language or specific numbers.
* Once verified, are generally agreed upon by people.

**Determining an Opinion**

Opinions are based on subjective judgement and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue.

Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason - by whatever information supports the opinion and convinces the reader that it is a valid opinion. A valid opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced.

Writers often slip their personal opinions into a piece of writing, even when it is supposed to be a "factual" account; alert readers can identify subjective opinions by studying the writer's language.

* Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but): Women are weaker than men.
* Opinions are often expressed by adjectives (brilliant, vindictive, fair, and trustworthy): Disrespectful people don’t greet others.
* Opinions often involve evaluations: The excellence of her science project was a model for other students.
* Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:
  + It appears she was confused.
  + She seems to have the qualifications for the position.
  + They probably used dirty tricks to win.

**Become an alert and critical reader. Understand the differences between facts and opinions, and interpret and apply both into your critical thinking.**

**Currency (up-to-date)**

Since knowledge advances so rapidly, it is often very important to use only current (new) information. In academic work it is considered bad practice not to use current information.

Currency refers to the age of the information. You will have to decide how important it is for you to have current information. Your topic will help you determine the currency of information you need. If your assignment is about history, then you will probably be looking for older material and currency will not be that important to you. Current (up to date) information can be found in the latest newspapers, journals, television programmes, books, acts/law reports, etc.

**To know if the information is current, look at the following:**

* When the information was published or written.
* Is information in this field constantly being updated and are there new ideas being written? In certain subject fields like e.g. IT (Information Technology), you will find that information is quickly outdated and needs constant updating.

**Authority**

It is important to know where the information is coming from and by whom it was written. Look at the following:

* Who is the author of the information?
* What are the credentials of the author, e.g. qualifications?
* What else did the author publish, especially in the same field?
* Is the author in any way biased?
* Was the information written by a person who is a specialist in this field or is it merely someone's hobby or opinion?
* Was the content verified, reviewed or peer-reviewed in any way?
* If the information is published by an organisation, is that organisation recognised and a reliable source/authority? E.g. the South African National Tuberculosis Association for information on TB-related topics.

**Make use of the following resources to answer the above questions:**

* **Internet.** You can do a search on the name of the author to help you determine what else the author has published and might even provide the credentials of the author, etc.
* **Publication (book or article).** You might find the authors credentials and qualifications in his publications.
* Read the preface!

|  |  |
| --- | --- |
| **Example** | **A preface is**: "a statement written as an introduction to a literary or other work, typically explaining its scope, intention, method, etc." |

**Intended Audience**

When people write articles, papers, etc. it's always aimed at a specific audience, for e.g. a childcare article that is aimed at parents, a highly scientific article is aimed at other scientists on that level. Therefore the following is important:

* Who is the intended audience for the source (books, journals, etc.)? Look at the preface.
* Is the publication aimed at a highly specialised, technical audience or is it more basic and elementary?
* The bottom line is to make sure that the information is appropriate for your needs.
* Again, the preface will often answer these questions. Modern retrieval and search systems also sometimes indicate the targeted audience.

**Publishing body**

Who is the publishing body of the source (books, journals, etc.)?

* What other publications have been previously published?
* Is it a reputable or well-known publisher?

**Popular vs. academic**

All magazines, journals and newspapers are known as Periodicals in the Library. Journals are classified as academic and magazines are classified as popular. The following will explain the difference between academic journals and popular magazines:

**Academic**: Journals can be identified by the following:

* Written by an expert or a specialist in that specific field.
* Is an academic publication.
* It will generally provide footnotes and a bibliography.
* It reports on original research or reviews the state of a field.
* Usually has graphs, diagrams and tables, but few photographs.
* Targeted at subject specialists.

**Examples of journals are:**

|  |  |
| --- | --- |
| **Example** | * Journal of Construction Engineering and Management. * International Journal of Information Management. * South African Computer Journal. * Journal of Property Research. * The Appraisal Journal. * SA ntile Law Journal. * International Journal of Climatology etc.   It is important to base academic research on academic sources. |

**Popular:** A magazine can be identified by the following:

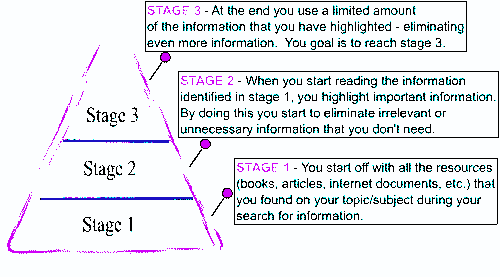
* It rarely provides footnotes or a bibliography.
* Articles are written mostly by reporters or freelance writers.
* It is usually published by a commercial enterprise.
* Normally has lots of photographs, but few graphs and tables.
* Targeted at a wide, divergent readership.

|  |  |
| --- | --- |
| **Example** | * Drum * You * Sarie * Getaway * Farmers Weekly |

**Eliminate irrelevant information**

You might feel that you are overloaded with too much information and don't know where to start. Read through selected documentation and highlight the relevant information. By doing this you eliminate irrelevant information.

**The different stages of eliminating irrelevant information**



**Primary vs. secondary sources**

**Primary source**

A primary source gives you original research that is presented for the first time: In other words new findings and theories.

**See the following examples:**

* An article in a newspaper written by a journalist or freelance writer who was present at that specific event and is now writing about and describing what has happened.
* Journals that publish latest or new findings.

**Secondary source**

A secondary source does not present new information or research, but provides information or evaluations of previously presented research.

|  |  |
| --- | --- |
| **Example** | See the following examples:   * Encyclopaedias * Review articles |

**Critical Reading**

Nowadays it is easy to feel and be overloaded with information, therefore critical reading is an extremely important and necessary skill when doing research. This skill will enable you to read effectively and efficiently and help you to interpret what the author is saying.

**What is critical reading?**

|  |  |
| --- | --- |
| **Definition** | **Critical Reading is**: **make judgments** **about how the text is argued**. A technique for **discovering** information and ideas within a text. |

In other words critical reading is all about understanding what the author is saying, following his/her argument and looking for evidence that supports the author's viewpoint. **Most important of all do not believe everything you read**. Check it to see if it is logical.

**Practical tips**

* Begin your reading by skimming the material. You do that by reading the introduction, summary, conclusions, headings, etc. Highlight what is important to you.
* Determine the purpose of the text. What is the author trying to say, what is the purpose of the article, book, etc.?
* Make judgments about the context. Who is the intended audience of the text? What is the viewpoint of the author? Is the author biased in any way? Is there a logical flow of text?
* Examine the evidence. What evidence is given for statements, opinions, etc.? Analyse the evidence. How is the evidence used in the text? Look for examples

**The CARS checklist for research source evaluation**

**Use the following criteria for evaluating a research source:**

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

**Evaluating information on the World Wide Web (www)**

It is not always easy to determine if information on the World Wide Web is credible. However, using the guidelines below will help you in making that evaluation.

|  |  |
| --- | --- |
| Evaluating  Information  Found on the  Web | * Anyone can publish anything on a Web page!! * Information on the Internet is not screened or standardized in any way to make sure it is accurate or useful. * The following are some criteria that should be considered when deciding whether or not to use any information the Web. |
| Essential Web  document  elements | The first things to check on a Web document for are the header, body and footer.    Within each of these pieces you should be able to determine the vital elements for evaluating the following information:   * Author or contact person - usually located in the footer. * Link to local home page - usually located either in header or footer. * Institution - usually located in either header or footer. * Date of creation or revision - usually located in footer. * Intended audience - determined by examining the body. * Purpose of the information - determined by examining the body. |
| What to look for | Below are important criteria that may be used to evaluate Web information.   * Accuracy - How reliable and error free is the information? Who is the sponsoring institution (government, University, commercial company)? How credible or well-known is the sponsoring institution? Does the information consist of documented facts or personal opinion? * Authority - Is the Author or source of the information identified and his/her qualifications in evidence? Does the site exhibit good grammar, spelling, and literary composition? * Objectivity - What is the site’s purpose: to inform, explain, persuade or sell? Is the information presented with a minimum of personal bias? * Currency - Is the content of the work up-to-date? Is the date of creation or most recent revision date clearly shown? |

**Remember** – "Is the Web the best place for this type of information... would a print source or an electronic database be a better choice?" Double check with a Reference Librarian if you are unsure.

**Coverage** – Is it a comprehensive coverage of the subject matter? Is the information relevant or useful for your needs?

**1.5 Legal use of the information**

**Let’s take a closer look at how we may legally use information we have now found...**

To be able to use the information you have found, you will have to know the legal requirements. The following is extremely important to ensure the correct use of information.

**Plagiarism**

* What is plagiarism? Consequences of plagiarism.
* What is a "Paper Mill"? Detection Tools.

**Copyright**

* SA Copyright Law.
* Own vs. other’s work.
* Practical copyright tips.

**Plagiarism**

**What is plagiarism?**

|  |  |
| --- | --- |
| **Definition** | **Plagiarism is:** Most simply, plagiarism is intellectual theft. Any use of another author’s research, ideas, or language without proper attribution may be considered plagiarism**.** |

It is unethical and illegal to submit someone else's work as your own - it is the same as stealing. Plagiarism can take various forms. It can be blatant theft or accidental "borrowing". See the following examples:

|  |  |
| --- | --- |
| **Example** | * You submit an assignment done by another student (or from a paper mill) as your own. * You pay another student to write an assignment for you and hand it in as your own work. * You copy and paste sections from someone else's work and add it to your work without acknowledging the source.   Although this sometimes happens accidentally, it is still considered plagiarism!   * You have done a lot or reading and made notes for your assignment. At some point you find a good idea between your notes, but you can't remember whether it was your idea or someone else's. If you submit this as your own work and it turns out that it was not your idea, you have committed plagiarism.   If you make use of someone else's work, you must make sure that you have the correct citation information and add it to your assignment. (Citing and referencing will be discussed in more detail in step 5 of this course.) |

**What is a paper mill?**

You will find paper mills on the Internet. These are web sites that provide you with completed assignments - the only thing you have to do is to put your name on it and submit it as your own work. That is plagiarism.

It is important to note that it is very easy for a facilitator to find out whether your assignment came from a paper mill. There are sophisticated detection tools on the Internet that allow a facilitator to search for that assignment and because the assignment is on the Internet, it will be found. Detection tools and links to them will be discussed further on in this section.

**Legal USE of the information - Plagiarism**

**Consequences of plagiarism for you**

Your institution or faculty will have a policy concerning this issue and the penalties may include the following:

* A failing grade for your assignment;
* A failing grade for the subject;
* Probationary status;
* Or even expulsion from the institution

**Detection tools**

There are certain detection tools available on the Internet to detect plagiarism in assignments. The following web sites will explain how to use these tools as well as where to find them:

|  |  |
| --- | --- |
| Plagiarism.org | This web site provides frequently-asked questions and answers, and explains how the detection tool can be used. This detection tool is available at Turnitin.com |
| Detecting Plagiarism - A quick  guide for faculty (Iowa State  University | This website provides some indicators to look for in the format, citation, style and content of the assignment. |
| Cheating 101: Paper Mills and  You | This web site provides a list of different detection sites. |

**Copyright**

**SA Copyright Law**

The use of information is protected by copyright law. Everyone who uses information by making a copy, quoting information in an assignment, copy an electronic document, etc., needs to know how to apply the copyright law.

The following document was provided by the Publishing Liaison Office of the Adamastor Trust.

* What is copyright?
* Is there a legitimate exemption for teaching purposes?
* Who is the owner of copyright?
* How long does copyright last?
* What are the penalties for copyright infringement?
* Why does the law require people to obtain permission and pay fees for photocopying?
* How do I get copyright protection for my work?
* Which works are protected by copyright?
* Which works are not protected by copyright?
* What is the difference between a copyright and a trademark or patent?
* What about copyright in the Library?
* Does copyright apply on the Internet and to e-mail?
* What can I do if a text has been ordered for a class but is late in arriving at the bookstore?
* How do I obtain copyright permission to use somebody else's work?

**Practical copyright tips**

**Research or personal or private use**

* For the purpose of research or private study, or for personal or private use Section 12 (1) of the Act allows the making of a single copy of a reasonable portion of a work, consistent with fair dealing.
* It is generally accepted that the copying of the whole or a major portion of the work in question is not reasonable and not compatible with fair dealing.
* The user may not make the copy available to others.
* Copyright shall also not be infringed for the purposes of critical review or reporting of current events in a newspaper, film or broadcast.

**Own vs. others’ work**

Copyright does not mean that you can't make use of other people's work in your assignments - you are actually encouraged to do this. You will learn a lot from other authors, especially from specialists in a specific field. Copyright means that you should use other people's work in the correct way. This includes giving credit to the origin of the information by referencing and adding a bibliography to your assignment.

|  |
| --- |
| **Session 2: Communicate in writing** |

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

A very important aspect of the Information Literacy Process is to communicate information correctly and effectively. The following will give you guidance:

**What we will be looking at in this section:**

|  |  |
| --- | --- |
|  | Writing a report/assignment. |
| Presentations |
| Designing a poster. |
| Designing a brochure. |
| Designing displays. |
| E-communication guidelines. |
| Writing styles. |

**2.1 Writing a report / assignment**

The following steps will help you with the whole process of writing a report/assignment:

|  |  |
| --- | --- |
| **Step 1** | Consulting information sources |
| **Step 2** | Reading and making notes. |
| **Step 3** | Preparing the entries for the bibliography from the start. |
| **Step 4** | In-text referencing - doing it right. |
| **Step 5** | Compiling the bibliography. |
| **Step 6** | Writing the first draft. |
| **Step 7** | Revising the assignment. |
| **Step 8** | Writing the final draft. |
| **Step 9** | Collating the assignment. |
| **Step 10** | Checking the final draft. |
| **Step 11** | Example of a completed assignment. |

**Do you feel overwhelmed?** Visit and study the different sectionsregularly and soon you will feelcompletely at ease with the process.Enjoy the journey...

**2.2 Presentations**

**Tips for presentations!**

A presentation is an opportunity for you to speak in front of people by making use of visual aids, etc. to present your topic of research.

* Preparing for your presentation.
* Tips for designing transparencies and/or slides.
* Presenting your presentation

**Preparing for your presentation**

|  |  |
| --- | --- |
| **Check for grammar and spelling errors** | Make sure that your presentation is free of any spelling or grammatical errors. Let someone proofread your work. You don't want to be embarrassed by spelling errors during your presentation. |
| **Practice your presentation** | Practice your presentation by yourself or with a friend. Make sure you keep within the time frame allowed for the presentation. The more you practice it before the time, the more confident you will feel when you give the presentation. |
| **Have a plan B** | Remember when you make use of slide shows, you are using technology. We all know that technology is not always to be trusted. Have a Plan B ready. For example, have a paper copy of your presentation and of your transparencies available for emergencies. |

**Designing transparencies or slides**

It is important to keep the following in mind when you design transparencies or slides for your presentation:

|  |  |
| --- | --- |
| **Keep it short and simple** | Your slide show or transparencies should include only important and relevant key words to remind you of what you want to talk about. Limit the amount of information per slide. You will lose your audience if there is too much information on the slides. |
| **Use correct Font and Size** | Use a font and font size that will be easy to read. An example of an easy to read font is "Arial". Make sure your font size is big enough so your audience will be able to read the information that you are presenting. It should at least be "18" points or larger. Do not make use of too many different font types - keep it simple and clear. |
| **Use correct Font and Size** | When you make use of colour, be aware of the colours that you are using. Certain colours, like certain yellows, etc., are difficult to see. The text and the background colours you use should complement each other. Make sure your foreground colour (text) is clear and soft on the eyes when combined with the background colour. |

**Presenting your presentation**

|  |  |
| --- | --- |
| **Test your Presentation** | Allow time before you start your presentation to test the equipment you are going to use. Familiarise yourself with the set-up so that you can focus on your presentation and not on where the next button is. Check the clarity of the content and the colours again, and make changes if necessary. |
| **Introduce yourself** | Always introduce yourself and your topic, and briefly explain the process that you are going to follow with your presentation. |
| **Be professional** | Your appearance (dress and grooming), the quality of your hand-outs and your visual presentation, etc., are all very important. |
| **Timing** | Start promptly and keep within your time frame. Remember to leave enough time for questions afterwards. |
| **Be enthusiastic** | Be enthusiastic about your presentation and remember to smile - this will help to relieve some of the stress. |
| **Make eye contact** | Remember to make eye contact with your audience. Never read your presentation - this is boring and you will lose the attention of your audience. |
| **Speaking** | Speak as loudly and clearly as you can to make sure that all the members in your audience can hear your presentation. There is no point in giving a presentation if most of the audience has trouble hearing you. If you struggle to speak louder, make use of a microphone system. Don't speak too rapidly. |
| **Thank you** | At the end of your presentation, thank your audience for their time. |

**2.3 Poster Design**

**Tips for poster design!**

Posters are another way of communicating your information. They are best used as an aid to a discussion and should only represent the essence of your topic.

**Planning your poster.**

**Technical guidelines:**

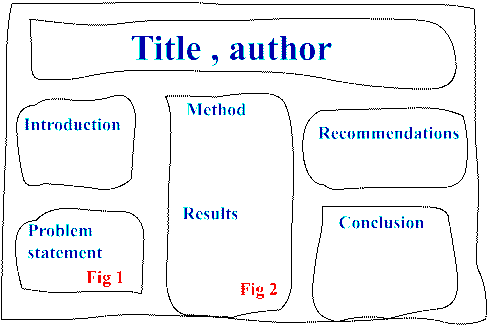
* Layout.
* Colour.
* Text size and font type.
* Visuals.

**Planning your poster**

Before you rush off and start designing your poster, there are a couple of things you need to do first. Planning your poster is extremely important.

* Start by writing down everything you would like to have on your poster, keeping in mind who your target audience is.
* Design your poster on a piece of paper, adding all the different sections and headings you would like to cover in your poster as well as the text. Let someone proofread for grammatical and spelling mistakes. Example for headings are:
  + Title (the audience will view this first).
  + Introduction.
  + Problem statement
  + Method.
  + Results.
  + Recommendations.
  + Conclusion.

**Your design might look something like this:**



* Eliminate any poster "noise". Remember you have less than 3 seconds to draw the attention of your audience to your poster. Poster noise happens when you add irrelevant or unnecessary information to your poster, e.g. information your audience might already know.
* Have some attention grabbers on your poster. Seeing that you don't have a lot of time to get the attention of your audience you need to make a quick impact, e.g. a catching and interesting statement, photographs, graphics, colours, layout, etc. - all of these play a role in attracting your audience.
* When you have finished your final design on paper, you can start designing it on the computer.

**Technical guidelines: Layout**

**Plan your layout carefully. Layout includes**

* Headings and subheadings.
* Organising the information into sections.
* There should be balance and simplicity.
* Deciding where you want to add graphics, photographs, graphs, etc.
* Do not try to present too much detail. Less is more.
* Leaving enough white space - don't clutter the poster, it should have a clean and simple layout.
* Provide your name and contact details for people that might want to discuss it with you.
* Information should flow (viewing sequence) by column or by row, as in the following examples:

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

**Tips!**

* A numbering system in your poster will help your audience to follow the flow of the information easily.
* Cut all your sections to actual size and place them on a table. This will help you to move and rearrange sections until you are happy with the final product.

**Technical guidelines: Colour**

**Colour plays a very important role in posters.**

Choose colours that complement each other. Certain colours, like certain yellows, etc., are difficult to see and read. Text and background colours should complement each other. Make sure your foreground colour (text) is clear and soft on the eyes when combined with the background colour. Don't use too much colour on your poster - it will look busy and cluttered. "Less is more".

**Technical guidelines: Font type and size**

Text size & font type are a very important aspects when designing a poster. They will determine whether your audience will be able to read your poster with ease Choose a font type that is easy to read, as in the following examples:

|  |  |
| --- | --- |
| **Example** | Arial font is an easy-to-read font.  Courier font might be easy to read, but is probably one of the oldest, more boring fonts around.  Italic fonts are not always very easy to read, especially on a poster, where people must read from a distance |

It is not easy to read words that are in capital letters, e.g.

**COMMUNICATION STYLES vs. Communication styles**

* To attract your audience, they must be able to read your poster from a distance (1 - 3m), therefore font size is extremely important. These recommended font sizes to use:

|  |  |  |
| --- | --- | --- |
| **Main title** | 100 points | At least 4 cm high. |
| **Subheadings** | 50 points | Between 1, 5 - 2 cm high. |
| **Body text** | 25 points | Between 0.5 - 1 cm high. |

**Technical guidelines: Visuals**

Graphics, photographs, diagrams, etc., are very important components of your poster. They will add interesting visuals to the poster, helping you to get your message across.

* Don't add unnecessary or too many visuals to your poster - this will clutter your poster and make it too "busy".
* Enlarge and crop your visuals, if necessary, by zooming into the relevant part of the picture/visual.
* Make sure that your visuals are clear and of good quality. There are different ways to do this, depending on whether it is a graphic, photograph, diagram, etc. Look at the following examples:

|  |  |  |
| --- | --- | --- |
| **Example** | **Photographs** | * A good quality scan; * Take the photograph with a digital camera and work with a digital image instead of scanned pictures. |
| **Diagrams / Graphics** | Design the diagram with a software package that has been designed for graphics and diagrams, such as Corel  Presentations, CorelDraw, Photoshop, etc. |

**2.4 Designing a brochure**

**Tips for designing a brochure**

**What is a brochure?**

"A pamphlet or booklet, esp. one containing summarised or introductory information or advertising."

**What is the purpose of a brochure?**

**Brochures are designed and used:**

* As a marketing tool to advertise services or products;
* As an information providing tool to inform people about specific things like HIV/Aids, TB, etc.

When you design a brochure to sell or explain your products or services, you must remember that this brochure is going to "talk on your behalf" about your services or products that you offer. It is extremely important to make sure that your brochure gets the correct message across, is clear and, most important of all, sells or explains your product or service - which is your ultimate goal.

**Some designing tips**

|  |  |
| --- | --- |
| **Purpose of the**  **brochure** | Determine the purpose of the brochure by asking yourself: what do you want to achieve, what message do you want to get across, who is your target audience, etc.  Write down everything you would like to include in the brochure. Include the benefits to the clients and why they should choose your products/services above those of your competition. Also give a brief history of your company, some testimonies of other clients and very important your contact information, etc. |
| **Plan your brochure**  **layout** | Plan your brochure layout carefully. Remember first impressions are lasting. The cover page should be attractive and should include the name of your company/product/service, a photo or graphic and other pertinent relevant information. |
| **Writing style** | Keep your sentences short and to the point. Give only necessary information. Remember most people do not want to read long documents - they will lose interest if they have to. Use powerful words like: save, new, results, guarantee, free, proven, sale, etc. |
| **Headings** | Use headings to draw attention to sections in your brochure. These headings should stand out - a bigger font, different colour or bold print. |
| **Grammar and spelling** | Always get someone to proofread your brochure. Make sure there are no grammatical or spelling mistakes. |
| **Colour combinations** | When you make use of colour, be aware of the colour that you are using. Certain colours, like certain yellows etc., are difficult to see. The text and the background colours you use should complement each other. Make sure your foreground colour (text) is clear and gentle on the eyes when combined with the background colour. |
| **Paper quality** | Paper quality plays a very important role when you want to impress somebody with your brochure. Remember that if your brochures are going to be in a display stand, good quality paper will prevent them from flopping over and looking unattractive and messy. There is no point in planning the perfect brochure, excellent layout, etc., when the paper is of a poor quality. |

**2.5 Displays**

**Tips for displays**

**What is a display?**

A display is to show or make something visible. Displays are used in many contexts to communicate information and draw the attention of your target audience.

Some practical tips:

|  |  |
| --- | --- |
| **Eye catching** | The most important aspect of a display is that it should be eye-catching. You have only a few seconds to get people interested in the display. Make use of colour, visuals (graphics, photographs, etc.) and a good layout (design). |
| **Position** | The position or location of the display is also extremely important. It should be at a place where you will receive maximum "user traffic". It is also important to move displays around and not always have them in the same spot. This will make users aware that there is a new display. |
| **Resources used in**  **displays** | You can use many different types of resources to make your display interesting and eye-catching, such as posters, pamphlets, books, periodicals, newspaper clippings, sound, computer screens with interesting visuals, etc. The type of resources you use will depend on your target audience, the purpose of the display and what you are trying to achieve. In a Library it is not possible to use sound, as it can disturb other users. |

**2.6 Writing styles**

**Writing Research Papers**

Transition Words and Phrases: help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read. Use the following words and phrases in the following circumstances.

|  |  |
| --- | --- |
| **To indicate more information:** | **To indicate an example:** |
| Besides Furthermore  In addition Indeed  In fact Moreover  Second…Third…, etc. | For example For instance  In particular Particularly  Specifically To demonstrate  To illustrate |
| **To indicate a cause or reason:** | **To indicate a result or an effect:** |
| As Because  Because of Due to  For For the reason that  Since | Accordingly Finally  Consequently Hence  So Therefore  Thus |
| **To indicate a purpose or reason why:** | **To compare or contrast:** |
| For fear that In the hope that  In order to So  So that With this in mind | Although However  In comparison In contrast  Likewise Nevertheless  On the other hand Similarly  Yet |
| **To indicate a particular time frame or a shift from one time period to another:** | |
| After Before  Currently During  Eventually Finally  Formerly Immediately  First, ... Second, ..., etc. | Initially Lastly  Later Meanwhile  Next Previously  Simultaneously Soon  Subsequently |
| **To summarize:** | **To conclude:** |
| Briefly In brief  Overall Summing up  To put it briefly To sum up  To summarize | Given these facts Hence  In conclusion So  Therefore Thus  To conclude |
| **Session 3: Verbal communication** | |

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

**Specific Outcomes**

* Explain the importance to the organisation and oneself of being able to communicate effectively with internal and external audiences.
* Speak clearly and audibly, and get clarification where necessary. (Range of communication: internal, external, face to face, telephonic)
* Describe the various ways of communicating in a particular context with supplier, audience and colleagues and explain why these ways are appropriate.
* Engage in a conversation until its logical conclusion.
* Suggest ways to improve verbal communication within the organisation / department.

**3.1 Effective communication**

**Communication**

The communication process takes place when information sent by a person (the sender) is received by a second person/persons (the receiver), decoded and reacted upon.

**Importance**

Effective communication only takes place when the reaction of the receiving person is positive, according to the expectations of the sender. The tone of an individual’s voice can convey a certain message separate to that of the actual words spoken.

Effective verbal and non-verbal communication has a direct effect on the success of the communication in the following ways:

* Good, clear, concise communication eliminates time wastage in trying to resolve confusion, errors and conflicts.
* People like feeling important and respond better to positive communication.
* Workers and employers with positive attitudes, who speak to each other with respect, reflect a positive work environment.

**3.2 Types of verbal communication**

**Internal**

**Internal verbal communication may be categorised as follows:**

* Intra-personal communication is communication with one’s self. Talking to one’s self is an example.
* Extra-personal communication (as illustrated above) refers to communication to an inanimate object or non-human (plant or animal). For example, talking to a cat/dog or saying: “You naughty table!” after a toddler bumps his head on it.
* Interpersonal communication refers to an ordinary conversation on a one on- one basis, or a very small group. It may also refer to communication between groups of individuals (group discussions or informally in a crowd). For example, communication within and between departments in an organisation.

The experience in business has been that, generally, as the size of the organisation increases, communication decreases and morale declines. The ever-increasing size of organisations means that lines of communication are further and further extended. The more communication “centres” (e.g. departments within an organisation) a message has to pass through, the greater the chance of distortion or breakdown.

* Instead of trying to improve communication abilities of all workers, there are steps that may be taken to alleviate the situation: Open channels for feedback should be established.
* Policy and procedure for communication should be laid down.
* Employers should communicate directly to all workers using the appropriate channels.

**External**

This refers to communication with an audience or people outside of an organisation.

For example: Suppliers, Cleaning Services, and Out-sourced Facilitators conducting lectures in a corporation

**Face-to-face**

When communicating face-to-face, body language plays a vital role in conveying the appropriate messages.

Eye Contact: In the Western culture, it is acceptable to make eye contact if one wishes to make a positive impression with others and maintain a relationship based on trust. Consider the following:

* Maintain eye contact without staring, as this is easily perceived as arrogant and threatening.
* Avoid blinking too much as this communicates nervousness and can be interpreted as an indication of dishonesty.
* Try to keep eye level on the same level as the guest. Stand if the guest is standing. If the guest is seated, accommodate this by standing back a little.

**Facial Expressions**: Be aware of facial expressions when speaking to people. Avoid the following facial expressions:

* An expressionless or deadpan face showing no emotion in response to what others say makes them feel uncomfortable. This may be interpreted as boredom, rudeness or indifference.
* An arrogant or stern expression creates the impression of being superior to others.
* Grinning continually makes one look stupid. It creates the impression of misunderstanding what is being said or done. It may also create the impression of being deliberately unhelpful.

**Gestures**: Head and hand movements are common during speech:

* Smooth and wide gestures with palms facing upwards, are warm and welcoming. People react positively to friendliness and helpfulness. Guests are naturally drawn to people who use calming gestures.
* Sharp, short gestures with palms facing downwards, are aggressive and negative. People react by wanting to either dispute or avoid. When upset or if there is a need to discuss problems, gestures should be controlled. Problems are never resolved through aggressive gestures.

**Posture:** The way the speaker stands, sits or walks, indicates a great deal about the speaker’s attitude, mood and self-esteem.

**A correct posture entails the following:**

* Stand upright with arms comfortably at sides.
* Keep shoulders dropped and slightly back.
* Stand with feet slightly apart to maintain balance.
* Walk briskly because it creates a good impression.
* Sit upright with shoulders back. Slouching looks lazy.
* When speaking to others either face them or turn the body slightly sideways towards them.
* Avoid leaning against walls or furniture.
* Avoid folded arms – they create the impression of being shy or arrogant.
* Standing with hands on hips looks arrogant.
* Swinging when speaking to people suggests a lack of self-confidence.
* Resting the face on hands while leaning on counters looks lazy.
* Scratching oneself in public is seen as rude and disrespectful.

**Personal space**: This refers to the space each person has around him/her and into which intrusions are unwelcome. The exact size of the area around each person differs and depends on a variety of factors including, personality, culture and family background.

Shy people usually need a wider personal space than outgoing people do. People instinctively indicate when their space is invaded - they either move away slightly, look uncomfortable, blink their eyes to show their discomfort, or look behind the speaker to avoid eye contact.

**Telephonic Communication**

It is important to always answer the telephone politely as this creates an image of the speaker as a representative of the place of employment.

Identification is important. Start with a greeting of “Good Morning” and then follow with the Department you are working in. The caller then immediately knows whether he/she has reached the intended institution and division.

Give your first name and surname: “I am Peter Ngcobo…”

When speaking on the telephone, the following principles apply:

* Speak clearly and slightly slower than normal. The telephone has the effect of distorting voice and words – this needs to be overcome.
* Smile when greeting people on the phone – they can hear it and will respond to the warmth in your voice.
* Speak directly into the mouthpiece – this ensures being heard as clearly as possible.
* Avoid noisy areas – this only serves to further distort voice and makes conversation very difficult.

**3.3 Communication context**

Verbal communication in the workplace varies within different circumstances or contexts. The table below describes ways of communicating in different contexts with suppliers, the public or co-workers and explains why these ways are appropriate:

|  |  |  |
| --- | --- | --- |
| **Context** | **Conduct** | **Reason** |
| With  Supplier | They must be handled with courtesy and respect.  There is a need to be clear and firm with suppliers when:   * Communicating expectations * Handling problems with delivery, quality and service. | Suppliers have the potential to do “word-of-mouth” marketing for the organisation/farm. Consequently, they must be handled with respect and courtesy. The better the relationship with suppliers, the greater the co-operation will be from them.  If an organisation is clear about what is expected from the start, and if there is consistent fair performance in instances of dissatisfaction, the organisation will establish a reputation for being a firm and fair audience. Respect is essential in obtaining the best service a supplier can offer. |
| **Context** | **Conduct** | **Reason** |
| With co-workers | While the same communication principles apply (speaking clearly and audibly) – no matter whom one communicates with – there are some special considerations when dealing with co-workers:   * Take responsibility to ensure that a positive contribution is made to the relationship with co-workers at all times. * Avoid addressing conflict with co-workers in front of others – always do it in a private office, out of the earshot of others. * Greet co-workers when they are seen – even if they have been greeted already * Be polite and respectful to co-workers – it is good manners and always make a positive impact on a relationship.   Always speak clearly to co-workers and make eye contact regularly. Make sure that instructions or information given is clear, and that it is understood. Ask open-ended questions to check understanding. An open-ended question is one that requires a detailed answer (“yes” or “no” answers will not do) | Verbal communication with co-workers usually has one of the following objectives:   * To give an instruction * To provide information * To obtain feedback or information. |
|  | The following examples may help:   * “Could you please explain how this works?” | By replacing questions that begin with “Did you…” or “Have you…” with What, When, Where, How, one requests a more in depth answer and prevents the opportunity for “Yes” or “No” answers. |

**3.4 Improving communication**

|  |  |
| --- | --- |
|  | **Be aware of your own style of communication. How do people feel when you communicate with them? Watch their reactions and improve your style.** |
| **First impressions** | Set the stage for conversation with a courteous and respectful attitude. The first words spoken can influence the entire conversation Use names with appropriate titles if they are known when greeting the person.  Correct timing is just as important. Avoid pouncing on a person, without them seeing you approaching. Try not to stall for too long before approaching someone who needs assistance. Remember to smile as this relaxes oneself and puts the other person in a good frame of mind. |
| **Improve personal**  **communication** | Poor personal communication is usually symptomatic of deeper problems:   * Poor supervision. * Unsuitable working conditions. * Personal problems.   Examine possible underlying problems thoroughly and Seek to solve them. The ability to read a person’s body language is also useful. Most people can read body language intuitively. |
| **Voice modulation**  **(tone of voice)** | The tone, speed and loudness of one’s speech can convey alertness, responsiveness and interest. People must be able to hear what is being said crisply, clearly and the first time round. Avoid shouting (aggressive) and mumbling (disinterest). |
| **Active Listening** | People want to be listened to, not merely heard. Misunderstanding leads to failure.  Active listening skills include:   * Facial expressions. * Appropriate responses. * Exercising patience. * Not interrupting. |
| **Minimising**  **Interruptions** | Assess how urgent and lengthy an interruption is likely to be:   * If very brief, deal with it immediately and return to the person with a smile. * If lengthy but urgent, apologise to the person with an adequate explanation and deal with the interruption. * If it appears lengthier and less urgent, apologise to the interrupter and attend to the person first.   One of the worst mistakes is to be interrupted by a co-worker and to display favouritism towards him/her. |
| **Ending a**  **conversation** | Regardless of the situation it is essential to carry out a conversation to its logical conclusion. Except where work related issues arise as personal conversations were in progress. The work environment is in all instances more important than personal issues. The end of a conversation is important. Communication needs to be precise, clear and concise. Get the point across clearly and crisply, to save the work time. If an audience/guest is not going to buy or leave, conclude the conversation by offering a business card, brochure or similar literature. |

**3.5 Communication barriers**

* Describe potential barriers to effective communication.
* Develop a plan to minimise communication barriers. (Range of barriers: cultural differences, stereotypes, educational differences, voice and articulation).

In its journey from one person to another, information encounters a whole range of obstacles that can alter, change or completely block out the message. These are called “Barriers” and include assumptions, distractions, discomfort, language, jargon and anxiety.

Cultural differences

|  |  |
| --- | --- |
| **Definition** | **Cultural differences:** Intercultural communication has been defined as communication between members of different cultures (whether defined in terms of ethnic, racial or socio-economic differences or a combination of these.). |

**Factors affecting cultural differences**

A culture is made up of the attitudes, values, language, dress, customs and behaviour of a group of people. In South Africa, with its very heterogeneous population, i.e. wide variety of cultures, inter-cultural communication is relevant. We will inevitably have to deal with intercultural situations. There are a number of factors that can disrupt efficient intercultural communication.

For example, intercultural communication can occur:

* At a personal level.
* Between groups of people.
* In business.
* At an international level.

The disruption of a smooth communication process can have more serious effects than hurt feelings or indignation i.e. a company could lose a valuable client or a country a valuable ally.

**Roles**

Role expectations and prescriptions vary greatly culturally e.g. the role of woman in Westernised society differs greatly from some African and Eastern societies.

**Minimising role expectations:**

Although intercultural communication has possible stumbling blocks, there are methods that can be employed to help produce more effective communication and understanding between cultures. For example:

* Try not to judge people of other cultures and take time to make intercultural communication more effective and meaningful.
* Base decisions in the workplace on skills, qualifications and abilities rather than gender, race, socio-economic status or creed.

**Ethnocentrism**

Ethnocentrism occurs when people become so unconsciously accustomed to their cultural upbringing that they believe their basic assumption should be identical to those of other cultures. This can cause people to pass judgements and make evaluations of people from other cultures in a biased way. They see only their attitudes and values as natural and moral. Behaviour is directed according to values learnt, for example, what is good or bad, ugly or beautiful, true or false.

**Minimising Ethnocentrism:**

* Learning about other cultures helps one to understand that one’s own value systems are just as important as those of a person from another culture.
* Treating others with respect, sensitivity and consideration are vital in conveying the message of accepting them for who they are and what they believe in. This improves the trust factor and improves communication.

**Dress**

Dress partners (people who dress in a similar fashion as part of a group identity) and stereotypes associated with them have an important impact on intercultural communication. Even though clothing can provide some information about a person, it can also block input of other information by causing us to perceive selectively. This is based on stereotypes of clothing patterns and personality types.

**Minimising dress stereotyping:**

* Be sensitive to people’s need for group identity and dress style of other cultures, thereby creating a healthy climate for effective communication
* Put prejudices aside as far as possible so that they do not create a communication block.
* Remember the saying: “don’t judge a book by its cover”.

**Stereotypes**

A stereotype refers to the mental picture formed and behaviour displayed when classifying people according to general type, rather than attending to the specific characteristics displayed by an individual.

As impressions are formed of other people, there is a tendency to classify them into categories based on their characteristics, namely:

* Culture/religion.
* Race.
* Occupation.
* Accent.
* Socio-economic level.
* Physical appearance.
* The way a person is ‘expected’ to behave influences the way one communicates with him/her.

Stereotyping provides a convenient way of summing people up. This approach is very limiting and leads to drawing incorrect conclusions about a person, which can have negative consequences for interpersonal relationships.

**Minimising Stereotypes**

It is important to promote effective communication. This is achieved by actively practising minimising stereotyping in everyday situations. Improving the accuracy of perceptions of others is largely a process of being aware that initial perceptions are not always corrects and that they need to be revised.

|  |  |
| --- | --- |
| **Guidelines** | Consider the following guidelines for constructing a more realistic impression of others and assessing the validity of one’s own perceptions: |
| **1** | Improve the accuracy of one’s perceptions of others by being mentally aware that initial perceptions are not always correct and that they may **need to be revised**. |
| **2** | **Actively question the accuracy of first impressions**. These are not necessarily the reality. Try to recognise the possibility of error and seek further verification. |
| **3** | **Seek more information to verify perceptions.** Take time to gather more information about people that one meets to determine whether the original perception is accurate. |
| **4** | Get to know more about the person or **find out more about a group of people by talking to them.** This will increase the likelihood of accuracy. |
| **5** | **Perceptions of people change over time**. People’s attitudes and behaviour often change and perceptions need to change accordingly. It may be easier to hang onto one’s original perceptions, but communication based on outdated, inaccurate perceptions can be more costly than revising one’s perceptions. |
| **6** | **Check perceptions verbally before proceeding as this may avoid misunderstandings and future problems**. Make a ‘perception check’, a verbal statement that reflects one’s understanding of the meaning of other people’s non-verbal cues. |

**3.6 Educational differences**

**Educational differences**

**Use of language**

Despite any differences in education, all clients/ guests/ audiences should be treated with the same courtesy, respect, attitude and consistent use of language. Slang or poor word usage is not appropriate business language. Language should be used appropriately to suit the situation and person.

|  |  |
| --- | --- |
| **Guidelines** | To ensure that language is used correctly in business context, follow  the guidelines below: |
| **1** | Be exact – don’t waffle. Say what needs to be said clearly and concisely. |
| **2** | Avoid stereotyped words and expressions. |
| **3** | Speak with enthusiasm. |
| **4** | Always use elegant and polished language. |
| **5** | Adapt language to the situation – don’t speak down to people on the same level and don’t use slang to superiors. |
| **6** | Avoid tedious descriptions – if they are longwinded, people will lose interest in what is being said. |
| **7** | Build a good vocabulary (read, do crosswords, practise good conversation. |

**Voice and articulation**

**Use of language**

**The human voice is flexible and musical**. Use the voice effectively and pay attention to articulation, pronunciation, volume, quality and pitch. The best way to improve the voice is to use a tape recorder. If someone talks in a monotone this is bound to put the listener to sleep. Pause for emphasis. Alternate the level of volume as this will arouse attention and cause people to have to listen more closely.

**3.7 Situations and challenges**

**Specific Outcomes**

* Given a situation with audiences, decide how to handle the situation, and give reasons for making that decision. (Range of situations: foreign/regional language, deaf person, different level of language, cultural differences).
* Describe how to communicate with people who only speak foreign/regional languages.

**Range of situations**

In the table below is a range of situations with audiences, suggestions on how to deal with them and reasons why:

|  |  |  |
| --- | --- | --- |
| **Situation** | **Action** | **Reasons** |
| **Foreign/Regional**  **language** | If someone is having difficulty understanding because he/she speaks a different language, consider the following:   * Speak slowly and clearly and use the hands to explain what needs to be said. * If necessary, draw pictures. * If one knows a staff member who speaks the guest’s language, ask that colleague to assist. | Using alternative methods to communicate shows guests/foreigners that one is sensitive to their needs and is trying to accommodate them as best as one can. This makes the person feel important and promotes repeat business. |
| **Deaf person** | Be sensitive and helpful to the needs of a person with a disability. It is important for the service provider to be polite and discrete when he/she discovers that an audience is deaf.  If a person is hard of hearing, make sure they can see your lips when speaking | Deafness and other disabilities can give the impression that the audience is being difficult as disabilities are not always immediately apparent and people with disabilities usually try to conceal them from the public. Most deaf people can lip-read and interpret facial expressions. |
| **Different level of**  **language** | Deal with others with speech impediments in exactly the same manner as one would any other guest.  A common mistake people tend to make when dealing with someone who has a speech impediment is that they look down, or past the person, that we correct the person’s attempt to communicate with us, or that we finish their sentences. This should never be done.  In a different situation, when an audience appears aloof and uses complicated words, it is important to swallow one’s pride and pander to his/her vanity. Don’t hesitate to stop and ask for a meaning of a word that is not understood if it affects the perception of what the audience needs. | Using inappropriate body language will intimidate a person and make him or her feel uncomfortable, unwelcome and that the organisation is unhelpful or insensitive to his/her needs.  A speech impediment is not necessarily an indication of a lesser intellect. Neither is the use of high, complex language a sign of superiority of a guest over the service provider.  Audiences, co-workers sand the public are vital to any business and should always be treated with importance. |
| **Cultural**  **differences** | Eye contact: Make a little less eye contact than usual if necessary– but do not avoid it completely.  Gestures: Gestures vary from one culture to another. “Latin” people (Spanish, Greek, Italian, and Portuguese) tend to use very big gestures. Do not be intimidated by such gestures.  Cultural groups using smaller gestures to complain should be taken just as seriously as those who are animated. Personal space: This may vary according to culture.  Be sensitive to the indications that people give regarding their need for space – if a person moves back slightly, realise that he or she needs more space. | In some cultures, direct eye contact is regarded as insolent and disrespectful.  Big gestures are not necessarily aggressive – they might better be described as expressive.  Some cultures use very few or very small gestures. This may suggest that they are less emotional than they really are.  Oriental (Japanese, Chinese, etc.) people require a large personal space and do not like to be touched. Most African people tend to require a smaller personal space, and tend to touch more than other. |

|  |
| --- |
| **Session 4: Aesthetic, emotive, cultural and social use of communication** |

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

**In this chapter we are going to explore the following concepts:**

* Identify and respond to aesthetic, emotive, cultural and social aspects of texts.
  + Aesthetic texts include poetry, short literary texts or extracts, folklore, creative advertising, creative multi-media texts.
  + Emotive texts include advertisements, speeches, persuasive texts, texts dealing with emotive issues.
  + Cultural and social texts include texts dealing with cultural and social issues, texts dealing with attitudes towards language and language varieties, texts dealing with power relations between different languages and language varieties.
* Literary and stylistic devices –
  + symbolism, rhyme, rhythm and poetic devices
* The effects of literary and stylistic devices are discussed.
  + Emotive language in texts
  + Attitudes expressed in texts
  + Cultural and social values in texts

**4.1 Identify and respond to aesthetic, emotive, cultural and social aspects of texts**

Literary texts occupy a special place as a foundation of an English language arts program. Literature typically involves the use of language and the imagination to represent, recreate, and explore human experiences. Literary texts celebrate the richness and power of language; stimulate the imagination and aesthetic awareness, and shape thought and understanding. Through writing, viewing, reading, and critically responding to literary and transactional texts, students extend their understanding of themselves and of the world. Literary texts provide students with valuable experiences that would otherwise not be introduced into their lives.

Literary texts can be based on reality or imagination and include written, spoken, and visual texts of stories, novels, poems, plays, and non-fiction such as biographies, essays, and documentaries. Reading these texts for literary experience is different from reading them just for information. Rosenblatt (1985) offers a starting point for thinking about the reading of literary texts when she defines two general stances readers may choose when constructing meaning and responding to literature.

In one stance (i.e., the efferent stance) the reader's purpose is primarily to gain information. The emphasis is on recalling, paraphrasing, and analysing detail.

In the second stance (i.e., the aesthetic stance) the reader's purpose is primarily to associate text with personal experience and feelings. The emphasis is on personally connecting with the text as one reads, developing deeper insights into the human experience, and responding thoughtfully and critically to the ideas and insights presented.

Any text can be read from either an aesthetic or efferent point of view and both have a place in the English language arts classroom. Strategic readers understand that different texts require different approaches and strategies. Students need to develop effective strategies in order to read different genres--prose, poetry, plays, and media--in both the aesthetic and efferent stances. Sample questions to highlight each stance follow.

**Sample Efferent Stance Questions**

* What is the short story (essay, poem, play, film) saying or what questions is it asking?
* How is the essay (short story, poem, play, film) organized?
* What appeals to your senses in this poem (essay, short story, play, film)?
* What is the theme of the play (short story, essay, poem, film)?

**Sample Aesthetic Stance Questions**

* What is your first reaction or response to the short story (essay, poem, play, film)?
* What ideas were suggested by the essay (short story, poem, play, film)?
* What feelings did the poem (short story, essay, play, film) awaken in you?
* What images did the play (short story, essay, poem, play, film) bring to mind?
* Literary and stylistic devices –

**News Story Paragraph Form**

Headline – Summary lead details decreasing in importance.

**News Story Paragraph Form**

|  |  |
| --- | --- |
| Topic Sentence: | Gives the main impression of the scene, object, or person. |
| Supporting Details: | Give the sensory details that lead to the main impression. These details are usually arranged in a logical, spatial sequence (e.g., top to bottom, left to right). |
| Concluding  Sentence: | Summarizes or emphasizes the overall impression. |

**Narrative Paragraph**

Title – details increasing in importance, climax

Narration differs from description (although description may be embedded in narration). Paragraphs can be used for special purposes:

* A paragraph, consisting of only two or three sentences, may be used at the beginning of a longer essay to introduce the topic.
* In narration, the direct speech of a character should occupy a paragraph by itself.

**Expository Paragraph**

|  |  |
| --- | --- |
| Topic Sentence: | Gives the main idea of what you are explaining. |
| Supporting Details: | Support the main idea and are usually arranged in a chronological order or in order of importance. |
| Concluding  Sentence: | Restates the main idea, summarizes the details, or emphasizes the important idea |

**Persuasive Paragraph**

|  |  |
| --- | --- |
| Topic Sentence: | States what the reader should do or believe. |
| Supporting Details: | Give the reasons for doing or believing the topic sentence. These details are usually arranged in a "persuasive" order (e.g., leaving the most persuasive reason until last). |
| Concluding  Sentence: | Restates or summarizes the argument. |

Besides prose, students may write poems and plays. Each genre may take various forms:

**Poem**

* lyrical poems including free verse, songs, cinquains, haiku, tanka, ode, elegy, sonnet
* narrative poems including limericks, ballads, episodes of epics
* Dramatic poems including monologues, soliloquies, dialogue.

**Play**

* monologues and dialogues
* scenes from a play
* A one-act or full-length play.

**Remember:**

|  |  |
| --- | --- |
| Aesthetic texts include | Poetry, short literary texts or extracts, folklore, creative advertising, creative multi-media texts. |
| Emotive texts include | Advertisements, speeches, persuasive texts, texts dealing with emotive issues. |
| Cultural and social  texts include | Texts dealing with cultural and social issues, texts dealing with attitudes towards language and language varieties, texts dealing with power relations between different languages and language varieties. |

**4.2 An A-Z of literary and stylistic devices**

|  |  |
| --- | --- |
| Alliteration | E.g. The silken ship sailed silently through the sea. (Here the "s" sound is helping to reinforce the silence and the smooth grace of the ship's passage through the sea.) Poets are very fond of alliteration but look out for it also in newspaper headlines. |
| Allusion | A reference, sometimes indirect, to a person, place, theory etc. which the reader is assumed to have some knowledge of. E.g. a Biblical allusion with which the reader is assumed to be familiar. |
| Analogy | A parallel case with one or more points of resemblance. This is often used by writers to help the reader to understand a complex or abstract point |
| Audience | The readership whom the writer is addressing, the people who are being targeted by the article. E.g. young people, the elderly, an intelligent, sophisticated and articulate readership etc. |
| Brackets | These are for extra information (an aside, sometimes humorous etc.) which is clearly not part of the main statement. They are used for the same purpose as a pair of commas but are more decisive. |
| Cliché | A stereotyped expression which is overused e.g. "the dawn of a new era". |
| Coin an expression | To invent a new word or phrase to suit the context. |
| Colloquialism | Word or phrase chiefly found in everyday speech, as opposed to writing. The use of colloquialism is one of the hallmarks of an informal style of writing. e.g. "kids" for children or "magic" for wonderful. |
| Colon | Separates two clauses/sentence structures that are of equal importance and are related to each other. E.g. Spring is green: Autumn is gold. It is used after a general statement before a list of examples: e.g. The world is full of challenges: climbing mountains, exploring the oceans, discovering new ideas. |
| Command | This gives a sense of urgency, requiring action from others. E.g. Do this! |
| Comma | This cuts off one clause from another. It separates items on a list. As a pair, it acts as parenthesis, separating added information, asides, non-essential extras etc. from the main sentence. The placement of a comma can alter the emphasis placed on a word or phrase. |
| Dashes | Often used for the same purpose as brackets (parenthesis). One dash may be used to indicate a pause in thinking before speech. |
| Emotive Language | Language deliberately designed to arouse the emotions. (Often to be found in tabloid newspapers) e.g. murderers described as "beasts" or people who might have unusual views on something being described as "raving lunatics" etc. |
| Emphatic Words: | words being used for the purpose of emphasis: e.g. even; so; too; indeed; only; most; all (as in "all too clear") |
| Exclamation | This gives a sense of astonishment, anger or urgency. E.g. Do that! |
| Figures of Speech | Literary devices used by writers to create special effects. The most commonly used are: alliteration; bathos; hyperbole; litotes; metaphor; onomatopoeia; oxymoron; paradox; personification; pun; simile |
| Imagery | Figurative or descriptive language which builds a mental picture of a person, place or idea. |
| Inverted Commas: | The most common use of inverted commas is to indicate direct speech or a quote from someone. Other key uses are: To vindicate a foreign word that has been imported into the English Language e.g. "glasnost". To enclose a title of a film, play etc. To show the deliberate use of a slang or colloquial expression in an otherwise formal piece of writing. e.g. "a dead ringer". To indicate an expression from which the writer wishes to disassociate himself. e.g. He was a so-called member of the "ruling classes". |
| Irony | a device where words conveying a meaning different from the apparent meaning are used, sometimes to emphasise a point or a situation. Dramatic irony occurs when an audience is given privileged information, which is unknown to the relevant character(s). e.g. Spoken by a dying man who is unaware of his condition; "I think the future is a bright and beautiful time which I shall enter into with all my energies." |
| Layout of Text | E.g. in columns usually indicates a newspaper article; divided into clearly marked sections with sub-headings usually vindicates some kind of instruction manual or official report. Font Style, Size of lettering, use of Italics, Bold Type, Block Capitals, Underlining, Framing, Use of Illustration, and Centring of text: These are all useful techniques used to attract the reader's attention to a particular piece of writing. |
| Metaphor | A comparison but this time one thing becomes another in every sense, except the literal. There is no "like" or "as" acting as links. E.g. The man was a mountain. The wind was a knife, cutting through outer garments to attack the defenceless body. |
| Paradox | An apparent contradiction. E.g. Riches make men miserable. (One would normally assume that wealth would bring happiness, rather than misery.) |
| Personification | A device whereby an inanimate object is given a human quality. E.g. The coals settled comfortably in the fireplace. (Coal is normally regarded as inanimate/lifeless but here it is seen as settling like a human might settle into a chair.) |
| Punctuation | A system of marking written text to illustrate pauses or logical relationships e.g. brackets; comma; colon; dashes; inverted commas; semi-colon. |
| Purpose | The reason(s) for which the text has been written. Some of the main purposes of writing are: to inform; to persuade; to entertain; to convey a personal experience; to rouse to action |
| Semi-colon | The semi-colon separates clauses that form part of a list. It also separates a statement from further development of that statement, perhaps in the form of an expansion or explanation. |
| Sentence Structures | The ways in which sentences are organised. The most common is the short, simple sentence, often used very effectively to shock the reader or to heighten tension. E.g. The result was disastrous. The next two types are called complex or compound-complex. These are characterised by length and by number of secondary clauses.  They are often used to convey complex ideas or to develop a basic point into a more elaborate one. The effect of these sentences can sometimes be to create a very detailed and even, sometimes, a long winded style. Other sentence structures include: command or imperative; exclamation; inverted sentence structure; rhetorical question; verb less "sentences". |
| Style | There are a number of features that would go under the collective heading of style: e.g. see register/tone/language |
| Symbol | Refers to something that stands for or represents something else. E.g. a nation's flag is literally a piece of cloth with a distinctive design but it is also a symbol of that country's identity. |
| Tenses | These are three main tenses: the Present, Past and Future. If a writer suddenly switches tenses, he is doing so for a particular reason. If, for example, he changes from the past to the present, he may be trying to convey a sense of immediacy, of the event happening NOW. There are THREE past tenses in English: the Simple Past to indicate something that has happened in the immediate past, the Continuous Past to show an incomplete action and the Past Perfect where you want to indicate an event that is over and done with in the more distant past.  For example: Yesterday he went to the shops to gaze at the array of new bicycles. (Simple) He was examining the elaborate gear system when the salesman intervened. (Continuous) The previous week he had indicated to his parents that he would like a new bicycle for Christmas. (Past Perfect) |
| Tone | This is the emotional feel of the passage, the unspoken voice of the writer. E.g. amused, mocking, angry, indignant, sympathetic, approving, cynical, scathing, indifferent. (N.B. a tone can also be neutral, as in an informative passage where the writer is not conveying any particular point of view) |
| Word choice | the selection of individual words to create specific effects |

|  |
| --- |
| **Session 5: The use of conventions and structures of communication** |

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

**In this chapter we are going to explore the following concepts:**

* The use of conventions and structures in texts.
* Type of text (formal, informal, factual, persuasive, narrative, practical etc.) and genre (poem, advertisement, article etc.) are identified.
* Format (report, letter, CV, dialogue etc.) and its functions are identified.
* Layout features and their functions are recognised.
* Grammatical structures are identified and used to extract meaning (effect of tense on meaning; use of passive or active voice, etc.).
* Structuring devices, typographical, graphic or visual features (table of contents, indices, graphs, titles, headings and sub-headings, captions, use of paragraphs etc.) are recognised and used to extract meaning.

**5.1 A selection of appropriate formats to suit a situation**

Written communication is used when it is critical that the content of documentation needs to be available at a later date. It is important to choose the correct format for written communication for the situation.

Below are examples of written communications / documents which must follow an appropriate format:

* Confirmation of specific details (e.g. an order for materials);
* The decisions taken in a meeting (e.g. the minutes of a meeting);
* Formal apologies to a client or customer in which the person is offered some kind of compensation for having been inconvenienced, (during circumstances such as late delivery or payment);
* Utilising formal procedures within an organisation such as disciplinary and grievance procedures, in which the formality of written communication underscores the seriousness of the communication.

Formal business documents are often clarified by their format. Below are some examples to illustrate the importance of using correct written formats to follow the purpose of the document:

* If you were to write an Agenda for a meeting and it was written in just any format, it would not have the impact of being a document for a specific purpose and function and may be misinterpreted by the readers.
* A fax or memo would be inappropriate if sent to congratulate someone on their retirement after many years of working for a company.
* Similarly, one would not send a formal letter to employees to inform them of a new snack machine in the canteen!

**Business Letter – suitable for:**

The general business letter is an official means of communication in the work place and is used to communicate formal matters in a business environment that generally require one or more original signatures original as verification of the content. A business letter can take many forms depending on the purpose of the letter and the motivation for writing it.

**Some of the main purposes for business letters are:**

* to promote and maintain goodwill,
* to provide information, and
* For business and to maintain corporate relationships.

The following are common types of letters which one might be motivated to write within the confines of business correspondence:

* Letters of request
* Letters of thanks
* Informative letters
* Letters of concern
* Letters prompting actions etc.

**Facsimile**

‘Fax’ is short for “facsimile”. A facsimile is a copy of something. It is not an original and is suitable for short relatively informal message, which do not necessarily require original signatures in order for the receiver to make use of it.

**Messages / Memo**

Messages are generally an informal yet official means of communication within the company between colleagues and are normally directed at one person in particular.

The word “memo” is short for “memorandum” and it is a short “note” passed in an office. Memos are short reminders, quick announcements, or concise pieces of information and are sent through the internal mail to a specific addressee. It is a reminder to a person of something or some event and should be used to communicate something that is not of high confidentiality or importance.

**Reports**

Reports are used formally and informally within the business environment to report in writing certain issues, to a specific target audience. The following are examples of the types of reports that might be encountered in the workplace:

Factual report: This type of report may be to inform / update – when, for example, there has been an accident, or perhaps a new programme of work. What is needed here is a factual report, i.e. a straightforward statement of the facts, to give people an accurate record.

Instructional report: This type of report is to explain something. For example, when some change is introduced, like a revised appraisal system, or a new job evaluation scheme. In this case, write an instructional report, i.e. a step-by-step description, to tell people about the new procedures.

Leading report: This type of report is used to persuade. For example, when you are trying to sell your ideas. It is usually called a ‘leading’ report, because you are leading the reader towards making a decision.

**Various correspondence types:**

Letters Received: It is rude not to respond to a written request or enquiry. Etiquette requires that you reply as soon as possible. If you expect a delay in obtaining that necessary information, place in writing the reason for the delay. If there is going to be an unreasonably long delay in obtaining information, it would be considered good manners to write and inform the person making enquiries about the delay, and inform them that you have the matter in hand and will let them know in due course. When replying to a letter, use the one that you have received as a guideline. If the tone of that letter is formal, then adjust your reply accordingly. If, however, the tone is light and friendly, you may choose to reply in the same way.

Letters of Thanks: This is an area often overlooked in business. Although in the International Business Environment it is generally considered extremely bad manners not to acknowledge receipt of a gift or invitation, this kind of omission is frequent. Thank you letters can be hand written or typed but should always be personally signed.

Letters of Complaint: You may well be tempted to write a rude letter when writing a letter of complaint, but one rule to observe here is “do unto others as you would have them do to you” and try to keep your temper under control. At all times, you want to avoid being accused of being unprofessional. This is especially true as you do not want to affect any possible business relationship adversely, and so you must attempt to be fair and understanding.

When replying to a letter of complaint, the same method should apply. Avoid being rude or sarcastic - you do not want to affect future business relations. Bear in mind that it should be the problem being addressed and not the person. End with a polite statement that shows you know they will help you. A skilful writer will always try to promote goodwill. A letter of complaint is called a CLAIM letter. The reply to this CLAIM letter is called a LETTER OF ADJUSTMENT.

Letters of Invitation: A letter of invitation is always worthy of a response. Most invitations today request that a RSVP (respondez s'illes vous plait) is done by telephone, fax or email. If the postal or email address is supplied, a written reply should be sent.

**5.2 Preparing Written Communication**

**Business Letter Format:**

**Introduction -** The purpose of the letter will dictate the appropriate layout and format which must be used. Below are guidelines for the various formats:

**Layout** - There are many different formats for business but the standard format which is preferred by many organizations is the block letter format as it is easily and quickly prepared.

**Standard parts of a letter are as follows:**

* Heading: This contains the address of the sender and the date that the letter was written.
* Receiver’s name and address: This is the company and person you are writing the letter to. The address of the receiver should provide the name, identification, and location of the receiver.
* Salutation: This is the “hello” greeting. Wherever possible, use the title and name of a specific person.
* Body: The body of the letter contains the message. It begins two spaces below the salutation and is single-spaced with two spaces between paragraphs.
* Complimentary close: The complimentary close brings a letter to a courteous ending. There are a variety of accepted conventional closings, and one should be selected according to the mood you are trying to create. Yours sincerely and Yours faithfully are appropriate for most business situations.
* Typed name, title and signature: The name and title are typed three or four spaces below the complimentary close, thus allowing space for the written signature.

|  |  |
| --- | --- |
| **Procedure** | **Writing a letter** |
| **Step** | **Action** |
| **1** | The form of address that you will use when writing a letter will depend upon whether or not you know the person to whom you are writing. If you know him, you can address him by name e.g. “Dear Mr Smuts” If you know him quite well you may even address him by his first name e.g. “Dear John” |
| **2** | The first paragraph introduces the subject of your letter. In many instances you will refer to a letter, fax or telephone conversation you have had with the addressee |
| **3** | The subsequent paragraphs deal with the substance of your letter. A useful guide is that each new idea should be contained in a new paragraph. Take care to keep your sentences reasonably short and not to link unrelated ideas |
| **4** | If you have used the name of the addressee, which you always do if you know it, it is best to close the letter with "Yours sincerely", although if you know the addressee well you could end with “With kind regards”. In instances where you do not know the name of the addressee, but have used their title, the appropriate ending is “Yours faithfully |
| **5** | A common mistake that appears in business letters is to begin the letter with “Dear Sir” when it has been preceded several lines earlier by the words “Attention: Mr Jones”. If you know the person's name - USE IT |
| **6** | Always confirm the sex of the person to whom you are writing. When in doubt, telephone and find out |
| **7** | Never address a letter to a woman by using her husband’s first name. Her first name is hers and should be used. Also, if she has retained her maiden name, use it even if you know her married name, and it is especially important to use Ms in this case |
| **8** | If you are writing to a particular person, but you do not know the name of that person and are forced to write to, for instance, THE PERSONNEL MANAGER, that title takes the place of the name. Remember though that people are more likely to pay more attention to a letter if it is addressed to them personally. It is worth the time and the trouble telephoning the company and asking for the name of the person in the department that you wish to contact, and addressing your letter personally to them |

**Sending a Fax:**

When a message is important and should reach the person concerned as soon as is possible, it should be faxed directly to the receiver wherever possible. For record purposes, the original copy of the letter should then be mailed to the person concerned for confirmation. A fax can be sent to any destination in the world, provided the receiver has a fax machine at his/her disposal.

The following information should appear on the covering letter that accompanies the fax message:

* Company logo, and name,
* Company address (physical and postal),
* Telephone and Fax Number,
* Name and address of sender,
* Name of receiver,
* Date and
* Number of pages sent.

Avoid handwritten faxes. Text written documents with pencil or pen do not fax well. Make the type at least 12 points in size for eligibility. Avoid heavy dark graphics as this can double the fax transmission time. Do not fax documents where appearance is important as faxes do not have the professional look of letters and reports.

**Writing a Report:**

The best way to write a report is to begin with the headings you will be using. This gives you a format for your report. The purpose of a report is to convey information – usually information about actions that have been taken. Consequently, the simplest structure would be:

* Objectives
* Conditions prior to taking action
* Action taken
* Results of action and commentary on the results
* Future recommended action

It is likely that many of your reports would be a variation on this structure. Take care that your writing is precise and to the point. Do not waffle or meander along, as you will lose the attention of your reader. If a report is very long, it is useful to attach an “Executive Summary” as a cover page. This should be a ½ page summary of the content of your report.

**Agendas and Minutes of a Meeting:**

**Heading**

The format for Agendas and Minutes of meetings are very similar. Although the documents are headed in a certain way, there is no specific format for concluding the documents. Ensure that the document is headed with the subject of the meeting, i.e. either Agenda or Minutes, respectively. The words, “Agenda” and “Minutes” should be typed in bold and underlined.

**Underneath the Heading, the following should appear on the document:**

* The name of the company,
* The address where the meeting was held (for Minutes), or is going to be held (for Agendas), and
* The time of the meeting.

Put each of these items, (as bulleted above) on separate lines beneath each other.

**Body**

Agendas: Two lines below the Heading information, begin a numbered list of the items to be addressed in the meeting.

Minutes: Below the Heading information list the members who attended the meeting one below the other on separate lines. Ensure to include their full names, also record apologies received for no attendance.

Below the listed members, leave about two lines and type all the relative information that was produced in the meeting, in an orderly, consecutive fashion, including who is for action and by when.

**E-mail:**

**What is e-mail?**

E-mail (electronic mail) is one of the biggest technological advances in communication in the 20th Century. It has revolutionized business communication practices and become an essential part of everyday business.

E-mail requires sender and receiver to have computers fitted with communications software that enables the computers to interface. The also require access to the Internet through an account with an Internet provider. E-mails are not unlike the postal service except that delivery is usually a lot quicker. You write your message and send it to another’s electronic mailbox where it resides until the message is opened and read. An electronic mailbox is storage space and software on the hard drive.

The facility of attaching files to the e-mail means that documents, images, spreadsheets and other data can be distributed quickly and efficiently. The internet has led to companies becoming part of a global interconnected business community whereby emails allow communication externally with customers, suppliers, field staff and others 24 hours a day, 7 days a week. The advantages of e-mail over fax are that the print quality is superior and it stores information on disk for editing and retrieval.

**Purpose and format:**

Adhere to the following guidelines regarding E-mail etiquette in business e-mails:

* Email communication is typically short and informal.
* If you need to email something formal, it is best to email it as an attachment under an informal note.
* The advantage of email is that it is immediate and economical. Consequently, it is fast becoming the norm in written communication.
* The tone and style of the e-mail should always match its purpose.
* The same rules regarding punctuation and grammar apply to e-mails as they do to everything else you write.
* Do not leave the subject heading empty. Without one, the message recipient, especially if she/he is a stranger, could delete the message without even opening it
* Always respond to a message out of courtesy. If you do not have time to respond when you receive the message, simply post a couple of sentences to say that you have read the message and will be replying soon.
* If you are waiting for a reply, a good idea is to send a short message as a reminder.
* When attaching files, make sure that they are not too large, or it will take too long to down load.
* E-mail is more than just SMS on a computer. If you make the effort to write something of substance that is what you will receive in return.

**5.3 Preparing Written Communication**

**Range of Grammar:**

This includes:

* Punctuation,
* spelling,
* vocabulary,
* tense,
* tone and
* Style.

Punctuation: The chief purpose of punctuation is to clarify the meaning of written correspondence, to show the grouping of words and the relationship between them.

Examine the following examples:

* “What are you hoping to achieve next time?”
* “What are you hoping?”
* “To achieve next time.”

Only the punctuation indicates the difference in meaning. Below, are some examples of the type of punctuation that is encountered frequently?

* Full Stop – Used to show the end of a sentence.
* Comma – Used to show a break or pause in a sentence or can be used to divide items in a list etc.
* Question Mark – Used to convey a question and is placed at the end of the sentence / question.
* Colon (:) - used to introduce a quotation or list of items or to separate clauses when the second expands or illustrates the first. It is also used between numbers in a statement of proportion.
* Dash 9(-) - Use a dash to show a sudden change of thought or to emphasize what follows.

Vocabulary: It is important to use vocabulary carefully when constructing written information. Vocabulary is functional in conveying the tone and feeling of the document as well as being an important part of conveying professionalism, (i.e. the vocabulary that would be when having a social conversation is vastly different to the vocabulary selected when construction a professional business letter regarding industry related subject matter)

Below are some guidelines when choosing you vocabulary:

* Make sure that you use your language correctly.
* Be exact and do not waffle. Use words that convey the correct meaning accurately and concisely.
* Avoid buzz words or slang words,
* Use words sensitively,
* Always keep in mind the person to whom you are writing and choose vocabulary appropriately,
* Use short and simple words and do not draw out sentences unnecessarily,
* Be careful - the words you choose will determine the climate of communication and the reaction to it,

Tense: is the time frames suggested in the message, i.e., past tense, present tense and future tense. Everything written attributes to tense depending on the content and purpose of the e.g., letter. Ensure that the correct tense is used to describe, document, refer to etc., within the document you are writing.

Tone: is the attitude or sentiment expressed in the writing. The tone of the e.g., letter, should follow the purpose. Examples of various tones that might be expressed in writing are:

* Angry,
* Sympathetic,
* Congratulatory,
* Sarcastic
* Formal and business-like
* Friendly.

Style: The style of the writing can either informal or formal and will incorporate the tone, tense, vocabulary, layout and language to suit the purpose of the message. Find a business letter received by the organisational and identify the tense, tone and style of the letter. Comment on any improvements that could be made.

**Range of information**

**This would include:**

* Date/time,
* contact details,
* purpose of communications &
* Action required.

Day/Time: Ensure that any dates or times documented on messages are accurate and pertinent to the information. A date is always used on written messages and a time is most often made use of if the message is taken from a telephone call. Date and time of the message gives reference to the recipient of the time elapsed between the receipt of the message and the current time. It may also serve as proof of message delivered. Contact Details The contact details of the person to whom the message is going must be clearly typed and should include, the persons’ full name, phone number, cell phone number and fax details if applicable. Sometimes it is appropriate to include details like room or office numbers, alternative contact numbers etc.

The person who writes the message should also put their full name, telephone details and fax number (if applicable) on the message for a return response or possible queries that the recipient may have regarding the content.

Always complete the subject matter in accordance with Organizational Standards and Company Policy.

**Purpose of Communication**: The purpose of the message, like any other written communication should be concise and clear. It is often helpful to state or summarize the purpose of the message at the beginning of the message in a simple sentence.

**To help you establish the purpose of the message, ask yourself:**

* “To whom am I writing?”
* “What information should I convey?”
* “What results do I want?”
* “Why am I writing this message?”

Action Required: If there is any action required on the part of the recipient further to receiving the message, ensure that you have stipulated the required response clearly and any times, dates or other references which pertain to the action intended.

**Forwarding information**

In business, information becomes outdated very quickly and should therefore be forwarded as soon as possible. Below are examples of what happens when forwarding old information:

* An informative letter sent late, becomes redundant,
* An ’old’ letter containing instruction becomes irrelevant and may cause problems if an action was required.
* A letter of thanks sent too late loses its impact.

Written communication where customers are concerned is to be treated with the utmost caution to ensure confidentiality. Carelessness on the part of the message writer could mean that you divulge private information to the wrong persons with potentially disastrous consequences.

Messages should be guarded whether dealing with customers or colleagues etc. For example, in the event of the message informing the recipient of a meeting that is to be attended, is given to the wrong person or does not reach the appropriate person timeously, it will jeopardize the meeting, with obvious consequences.

**Filing copies**

**It is essential that you keep copies of all your written communication on file.**

* Copies may be needed if someone queries the contents of the communication, or if you or someone else needs to refer to it.
* Hard copies of written communication represent proof of what was communicated to someone, and failing to keep them will cause embarrassment and will make the company look unprofessional.
* Filing is primarily divided into two systems: either chronologically (meaning, filed in date order), or alphabetically (meaning, according to spelling the e.g., name or category of item you are filing).
* Whichever filing systems is made use of in your company, ensure that it is logical and that it facilitates quick access to your written communication. You need to have a system which you and others can understand.
* If a filing system already exists, make sure that you understand how it works and that you comply with the required standards.