

NQF Level: 2 US No: 8962

Learner Guide

Primary Agriculture

Effective communication skills

My name:

Company:

Commodity: Date:

Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

Title: Maintain and adapt oral communication
US No: 8962 NQF Level: 2 Credits: 5

The full unit standard will be handed to you by your facilitator. 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.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

What is assessment all about?

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.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

How to use the activity sheets...

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

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:



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.



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.



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



The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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What are we going to learn?

What will I be able to do?	6
Learning outcomes	6
What do I need to know?	7
Session 1 Introduction to communication.....	8
Session 2 Barriers to communication.....	14
Session 3 Communication planning.....	20
Session 4 Presentations.....	26
Am I ready for my test?	33
Checklist for Practical assessment	35
Paperwork to be done	36
Bibliography.....	37
Terms & Conditions.....	37
Acknowledgements	38
SAQA Unit Standard	

What will I be able to do?

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

- ◆ Talk confidently in both formal and informal contexts and actively listen for ideas and information in interactions with other people.
- ◆ Use a variety of strategies to maintain communication.
- ◆ Adapt speech to accommodate cultural sensitivities without losing own meaning.
- ◆ Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.
- ◆ Organise and present information in a focused and coherent manner.
- ◆ Identify and explain how speakers influence audiences.

Learning Outcomes

At the end of this learning module, you must be able to demonstrate a basic knowledge and understanding of:

At the end of this section of the module learners will be able to:

- ◆ Use a variety of strategies to maintain communication.
- ◆ Use questions to obtain information and clarify meaning (who, what, when, where and why)
- ◆ Sustain interaction through exchanges with others to clarify understanding, information, ideas and opinions.
- ◆ Use intonation / tone, volume, pitch. Repetition. Pace and stress to convey meaning.
- ◆ Distinguish main ideas clearly during interactions.
- ◆ Adapt speech to promote clarity and understanding.
- ◆ Adapt speech to accommodate cultural sensitivities without losing own meaning.
- ◆ Explain the effects of combining the spoken work with visual features and body language.
- ◆ Explain the impact of using appropriate or inappropriate forms of politeness
- ◆ Express ideas and opinions that reflect respect for others and sensitivity to cultural differences.
- ◆ Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions
- ◆ Organise and present information in a focused and coherent manner.
- ◆ Organise speech in a way that makes its meaning and purpose accessible to listeners
- ◆ Style suit purpose and audience.
- ◆ Illustrative aids used to promote understanding in the communication process and data and information is appropriate to the purpose and audience.
- ◆ Identify and explain how speakers influence audiences.
- ◆ Choice of words, language symbols and pictures explored and explained
- ◆ Omission of pertinent facts recognized and explained.
- ◆ Impact of techniques are identified and evaluated

What do I need to know?

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

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

My Notes ...

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Session

1 Introduction to communication

After completing this session, you should be able to:
SO 1: Use a variety of speaking and listening strategies to maintain communication.

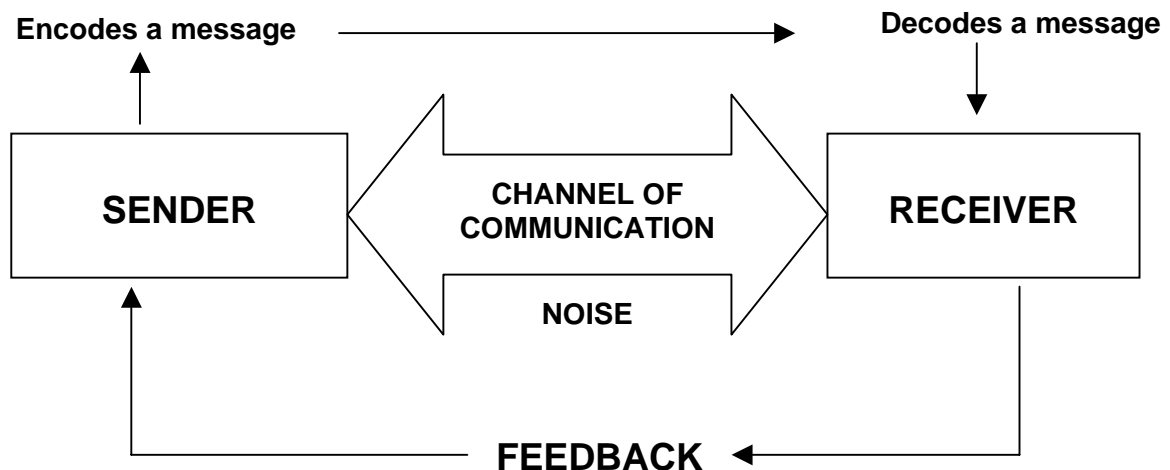
In this session we explore the following concepts:

- ◆ The communication process
- ◆ The Sender
- ◆ The Communication Channel
- ◆ The Receiver

Communication is the sending and receiving of a message, by verbal, written or visual means, in order to reach an objective. It is most successful when all the parties in the exchange process have understood the message.

1.1 The communication process

The communication process consist or two main parties, the sender and the receiver. The channel of communication (method of communication) carries the communicated message from the sender to the receiver, and can contain various filters, which can add or take away certain meanings in the message.



■ The Sender

The sender initiates the message, and could be an individual (your superior / supervisor in the workplace / programme facilitator, friend or colleague) or a group of people (the board of directors, committee task team or working group). Whichever it is, the sender will always have a reason, or purpose, for sending the message.

When the sender knows the purpose (i.e. what he wants to achieve), he will start to *encode* the message. The sender will think about **whom the receiver is** and the **best way** to ensure that the message is received correctly. For example, if someone is working with equipment without a safety guard, a foreman's first thought might be to prevent injury. He will go straight to the employee and will probably instruct him to fit the guards immediately.

However, the foreman may feel a simple verbal discussion is not enough and that the employee needs to be warned that using equipment without safety guards is against company regulations.

Now the communication becomes more formal as the foreman writes a memo or a letter to the employee explaining the consequences of not following company rules. The purpose has changed and the foreman is no longer trying to safeguard the employee, he is warning him that he could be fired if he repeats his behaviour.

When a sender starts to encode the message he wants to send, he should take into account the **purpose** of the communication, the **situation the receiver is in** and the **communication channel** he intends to use. Failure to do this almost always means failure to communicate effectively and efficiently.

■ The Communication Channel

The communication channel is the system that **carries the message**. In the example above, we looked at both verbal (oral) and written communication. Verbal communication is not restricted to one on one discussions and can include telephone calls, interviews, meetings, and lectures; in fact any situation where the voice is used to convey the message.

In the same way, written communication includes memos, letters, e-mail, faxes, posters, notices, reports, books and magazines.

We also need to consider graphic communication, for example, charts, graphs, pictures and music, as well as mixed communication, for example films and videos.

All these are ways of passing a message, and choosing the right channel of communication is essential. Putting a notice on a company notice board may be a quick way of getting information across to many people in a short time - but it would not work if most of your employees cannot read!

■ **The Receiver**

The receiver is the person for **whom the message is intended**.

When reaching him, it has to be decoded. The way this is done will depend on who sent the message, how much the receiver knows about the subject, how well he can use the language in which the message was sent, as well as the receiver's own past experiences.

For the communication loop to close, the receiver must provide feedback to the sender. The receiver then becomes the sender, and the original sender is now the receiver.

Feedback in the communication process can be positive or negative. For example, if the employee who is not using safety guards doubles up his fist and hits the foreman on the jaw or quietly carries on working without fitting the safety guards, that would be considered negative feedback.

If he however apologises and fits the guards, it would be seen as a form of positive feedback, and the foreman would know that the verbal message he sent had been correctly received.

If the communication process is so simple, why then is communication cited as one of the major factors of employee dissatisfaction in organisations? The reason is that various barriers to communication can cause conflict or misunderstandings.



Please complete Activity 1 at the end of this session.

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Concept (SO 1)	I understand this concept	Questions that I still would like to ask
Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction.		
Interaction is sustained through exchanges with others to clarify understanding, information, ideas and opinions.		
Intonation (tone), volume, pitch, stress, repetition and pace are used in a manner that supports and conveys meaning.		
Sustained interactions reflect an ability to discuss a series of events.		
The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion.		
Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered.		
One's speech is corrected or adapted to promote clarity and understanding during the interaction.		

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SO 1 AC 1-7

Instructions:
Class Activity for groups

My Name:
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My Workplace:
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My ID Number:
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CLASS ACTIVITY FOR GROUPS:

Learners are divided into groups with four individuals in each group.

A spokesperson is elected to provide feedback on the work done by the group. This person should be elected on a rotational basis to ensure that each member of the group has a turn to provide feedback on the work done by the group.

INSTRUCTION:

In the group, with the communication model in mind, identify problems or shortcomings that could be experienced with communication. We will call these problems barriers.

Think of barriers that could impact on the sender, the receiver, the message and the channel of communication. For each barrier that is identified, find a solution to the situation.

Example: The sender could talk un-clearly or muffled. Solution – ensure that the message is clear.

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Facilitator comments:

Assessment:

Session

2 Barriers to communication

After completing this session, you should be able to:
SO 2: Adapt speech to accommodate socio-cultural sensitivities without losing own meaning.

In this session we explore the following concepts:

- ◆ Physical barriers
- ◆ Psychological barriers
- ◆ Cross-Cultural barriers

Both sender and receiver can encounter problems with encoding and decoding messages and this can result in a breakdown in communication. Either the message was encoded poorly, or the message was received incorrectly – or both. There are two categories for such a breakdown – physical and psychological.

2.1 Physical

The physical problems are easier to correct. We use the term “noise” to describe them, which covers all those physical aspects that prevent us from sending and receiving messages effectively.

Noise itself can be a major factor in failed communication, for example, a programme facilitator (the sender) can be distracted if a tractor is working outside the lecture room, and he may deliver a poor lecture in consequence. Even the students or trainees (the receivers) may be unable to hear half the lecture, and will therefore not receive the whole message.

Other examples of “noise” include

- ◆ Poor lighting
- ◆ Uncomfortable seating
- ◆ Extremes in temperature
- ◆ Poor audio-visual aids

In the case of a written message, a fax can often be so distorted that at least some of it is unreadable. E-mail, which is supposed to be instantaneous, depends on the

efficiency of the server and the telephone lines. Don't be surprised if your message is delayed for up to 24 hours!

2.2 Psychological

The psychological barriers to communication are much more difficult to solve, and are made up of many aspects, all of which need to be taken into account when you are sending or receiving messages.

■ Personal characteristics

The most obvious aspect is an individual's personal characteristics. Age, sex, appearance and social class are all involved to a greater or lesser degree. For example, if you have been brought up to respect your elders, you will automatically listen to and believe an older person. On the other hand, if you feel strongly that there is a generation gap, you will automatically discount a message coming from someone much older or younger than yourself.

■ Background

The background of both sender and receiver affects the ability to encode and decode messages. Background is something one is born with, as well as something one acquires through school, work experience and so on. It is made up of several elements, including the following:

◆ Culture

Culture describes the customs, norms, values and behaviours of a group of similar people, and can be seen as a way of life. When we believe that our way is the right way (and that those who follow different cultural norms are wrong), culture becomes a problem.

◆ Language

Language is influenced by culture. We learn to speak the language of the society in which we live, and at the same time, we learn the nuances of words and expressions that have been developed by that society over the years.

◆ Knowledge

Knowledge and experience vary from person to person and depend on culture, abilities and interest.

◆ Beliefs

Beliefs (firm opinions about situations, statements and facts), as well as religion (a belief in a higher power as part of a system of faith and worship) are part and parcel of culture. Both can influence our values, attitudes and customs.

- ◆ Values

Values describe our principles and standard of behaviour, and therefore the things we believe are important. Attitudes describe the way we think and feel about ourselves, the people around us, and the situation that we find ourselves in.

- ◆ Customs

Customs describe the ways of acting or behaving that have become established in a particular society, for example shaking hands when you meet someone, or waving to say hello.

- ◆ Perception

The way we perceive things is also crucial to effective communication. Perception describes the way we 'see' and interpret abstractions such as beauty, honesty or status. We interpret these abstract qualities according to our culture, past experience, personality, values and so on. We must bear in mind, however, that the perception of others may differ, and it's important to be sensitive to this when encoding or decoding a message.

2.3 Cross-Cultural barriers

Cross-cultural barriers deserve special attention, particularly in South Africa today. Cross-cultural communication takes place when the sender and receiver are of different cultures. We already know that culture describes the norms, values, beliefs and perceptions shared by a group of people.

However, not everyone in that group of people will be exactly the same. Sub-groups and subcultures are found within the main cultural groups, and there will be class differences as well as differences in personal backgrounds. It is extremely difficult to generalise about our own culture, and it is wrong to generalise about other cultures. Sadly though, most of us do.

We are also to a greater or lesser extent, guilty of having committed some of the cross-cultural barriers that follow:

- **Stereotyping**

This is when we generalise about a group. Our belief is that everyone in that group is the same. "All Scots are mean" is an example of stereotyping. The language used by people who indulge in this type of thinking is often racist and/or sexist. If communication is to be effective, individuals should be considered on their own merits rather than on the fact that they belong to a particular culture, group or sub-group.

■ Ethnocentricity

This is also called ethnocentrism, and if you practice it you are ethnocentric. It means judging everyone else according to one's own norms, beliefs and values.

People who are ethnocentric believe that their culture is the best one, and dismiss anyone from another culture who does not think, act and feel the way the ethnocentric person does.

No one culture is better than the next. They are different but not better or worse. Communicators need to be aware of the differences and the pitfalls of being judgmental.

■ Language

Language is one of the most complex problems in cross-cultural communication. Most of us have an inner picture of what a word or phrase means, and when that inner picture differs, there can be a breakdown in communication. The phrase "Just now" in South Africa means some time in the future. However in England, it means practically immediately. If you talk about a robot to an Englishman, he thinks of Star Wars, and a South African visualises a traffic light.

Using jargon or slang (specialist words that relate to a particular profession, which are not readily understood by a layman) will impede communication. Slang can easily confuse – not only across cultures, but also between people of different ages belonging to the same culture. Some senders (for example teenagers) will use words such as "cool", "funky" or "hot" whilst some receivers (for example parents) certainly will not understand these terms in the same way.

People who use sexist and/or racist terms in their conversation will often antagonise a receiver. Receivers are also put off by what they believe is incorrect grammar or incorrectly pronounced words, and as a result will fail to absorb the message. This could result in the receiver not paying proper attention to the message with the result that the message is not clear or not properly understood.

■ Symbols (something that stands for something else)

Repeated exposure to a symbol results in a meaning and an understanding of it. For example, how do you feel when you see the new South African flag being waved in a sport stadium, compared to how you feel when you see the old flag?

Different cultures also have different concepts of space and time. Moving too close to someone can be interpreted as too intimate or even harassing, or could be seen as being warm and friendly. Some cultures believe that being late is rude and shows disrespect; others hold that arriving late is a measure of the importance of the person who does so.

Eye contact, touch and gestures mean different things to different cultures. The important thing is to recognise the differences and to avoid the assumption that your way is the only way-to avoid being ethnocentric.

We see that when a sender encodes his message, he should be very aware of the possibility of the receiver misunderstanding it, whether it is on physical or psychological grounds. (Remember that even though we looked at cross-cultural barriers as a separate entity, these barriers are in fact psychological).

The receiver (who in turn becomes the sender in our communication model) has the same responsibility as he decodes the message and encodes his reply.

Physical and psychological barriers can prevent effective communication from taking place. In the business situation, however, there are additional ways for barriers to occur and for the message to fail.



Please complete Activity 2 at the end of this session.

My Notes ...

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Concept (SO 2)	I understand this concept	Questions that I still would like to ask
The effects of combining the spoken word with visual features and body language is explained with reference to purpose and audience, and used appropriately.		
Intonation is used appropriately to support intentions in spoken texts and its impact is explained.		
The impact of using appropriate or inappropriate forms of politeness on interaction in a specific context is explained.		
One's ideas and opinions are expressed in ways that reflect respect for others and sensitivity to cultural differences and ways of constructing meaning.		



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SO 2 AC 1 - 4

Instructions:
Class Activity

My Name:
My Workplace:
My ID Number:

1. Identify the three main categories of barriers to communication and provide three examples of barriers falling into each category.

[Dashed box for student response]

2. List five barriers to communication and explain what can be done to avoid them.

[Dashed box for student response]

Facilitator comments:

Assessment:

Session

3 Communication planning

After completing this session, you should be able to:

SO 3: Shape or decode meaning of unfamiliar vocabulary or constructions.

In this session we explore the following concepts:

- ◆ Analysing the audience
- ◆ Choose the right vocabulary
- ◆ Non-verbal communication in the communication process

Communication is always improved if the message is well planned and organised. The communicator needs to consider four main areas in planning the communication message:

- The reason for the message
- Who the audience will be
- What message/information needs to be disseminated
- How best to transmit the message

3.1 Analysing the audience

We have seen how easy it is to fail to communicate, and discussed the various barriers to communication. Before any communication takes place, the sender must analyse his audience and identify with whom he wants to communicate.

The more he knows about his audience, the more easily communication barriers can be overcome. By analysing the receiver of the communication message, you will be able to make the right decisions about the kind of language to use, the channel likely to be the most effective, and the possible decoding problems the receiver may have.

The following information to plan for communication is vital:

- How large will the audience be?
- What age and sex will be represented?
- What will the audience's level of education be?
- What will the level of intelligence be?
- What is the cultural background?
- What language does the audience speak?

- What is their occupation?
- What is their level of seniority?

When you have the answers to these questions, you will be well on the way to preparing an effective message. However, you need to think a little further ahead, and decide if your message will be verbal or written, and whether it will be heard or read by one person or a number of people.

You need to establish how the audience will view you and your objectives, and what their attitudes towards the communicated message is likely to be. Another important factor is knowing the location of your audience when the message is received – in a lecture theatre, on the factory floor or in an office.

Finally, you need to establish what sort of result you are looking for, in other words, what action you want your audience to take after they receive your message. This will depend on the purpose of your communication. You can analyse the audience incessantly, but your communication will still fail if you have not decided on the purpose or reason for communicating – what you want to achieve.

There are many purposes for communicating a message, some of which include:

- Describing or explaining something
- Recording results
- Rejecting or accepting proposals
- Evaluating alternatives
- Apologising
- Informing

Often some of these purposes will be combined. You could write a report that evaluates alternatives, recommends action and attempts to persuade the receiver to take the action recommended. Just be sure you know what your purpose is before you start the communication process.

Now that you have decided on what to say and whom to say it to, it is necessary to organise the information you want to get across. A well-planned communication message makes it easier for the receiver to understand and respond.

3.2 Choose the right vocabulary

The words you use to convey your message should suit the purpose and the audience. The following guidelines are provided:

- ◆ Avoid technical terms.
- ◆ Choose familiar words that are often used – the shorter the words, the better.
- ◆ Be as specific as possible.
- ◆ Watch adjectives and adverbs.

How big is “huge”? How good is “excellent”? How much is “very”? Words such as these mean different things to different people – and you and your receiver may not agree on a definition.

- ◆ Choose the right level of formality for the occasion
- ◆ Choosing the right tone and style

Tone describes the sender’s attitude towards the receiver and the material being communicated. In a spoken message it is conveyed by your voice, your body language and the words you use. In written messages tone is conveyed by the words you use. Most of your correspondence should have a friendly or neutral tone, rather than a stiff or unfriendly tone.

Style refers to a way of writing or speaking. It is the way a sender puts together words for a wide range of purposes and audiences. Style can be defined in terms of how formal it is - personal or impersonal, active or passive or concise or wordy.

3.3 Non-verbal communication in the communication process

Non-verbal communication is often called “body language” and involves a great deal more than just body movements. It includes all the non-verbal messages sent by the sender and receiver of a message.

Before you even say a single word, you have conveyed a message.

Your posture, facial expressions and even the clothes you are wearing all say something. It is just as important, however, to remember that while we are sending messages non-verbally, we are also receiving them. We must ensure that we understand, not only our own, but also other people’s non-verbal messages.

First impressions are lasting ones.

When you meet someone for the first time, you notice the obvious things about him — he is fat, he is bald, he is unshaven or he is untidily dressed. Your first impression could be that the person is old, or a sluggard, or somewhat bohemian.

Remember our earlier lesson on stereotyping? It is very easy to jump to conclusions based on first impressions, but we must be aware that our judgements can often be wrong.

Verbal communication differs from non-verbal in that the latter is continuous. Even when you are not saying anything, you are still communicating non-verbally. It is also important to remember that non-verbal communication can be trusted more than the things people say. (We are talking about communication now, not judgements).

If you are telling someone you are sorry he has to leave the organisation because times are hard, but you do so with a glint in your eye, the person knows that your verbal message is a lie. It is far more difficult to lie non-verbally, and easier to show emotions and attitudes.

The problem with trying to interpret non-verbal communication is that it can often be misleading. Are my arms folded because I'm trying to put up a barrier between us, or am I simply trying to keep warm? The golden rule is to be aware of the context of the non-verbal communication – what is important for you to remember is that your own non-verbal communication should agree with your verbal communication.

It is important to consider the whole situation and to recognise that most of the elements of non-verbal communication are inter-related. In other words, if my arms are folded and my face is set, the chances are that the folded arms represent a barrier.

Body language and personal space is two of the types of non-verbal communication that impacts on oral communication.

■ **Body language**

Body language includes body posture, facial expressions, involuntary gestures, voluntary gestures and eye contact. It also includes the way we walk, how we stand in relation to others, our arm and hand movements and the way we sit.

If we slink into a room with our head and eyes down and our back slouched, we are 'saying' that we feel inferior, that we do not want to be there or are not interested in what is happening. Walking boldly into a room, and making eye contact with the people in it, gives the impression that we are confident, comfortable and want to communicate.

Folding arms and/or twisting legs while standing suggests that you are setting up barriers, or that you are uncomfortable with the message you are passing on.

Hand movements help a conversation along — or stop it in its tracks, somewhat like a traffic policeman's signals. When we sit, we can lean forward — which shows interest — or lean back, which indicates that we are either relaxed, or wish to withdraw from the conversation.

■ **Listening Skills**

Although not an actual form of non-verbal communication, listening skills play an important role in understanding and communicating messages.

Listening is an active process and involves understanding, interpreting, judging and giving feedback. Active listening is vital to communication, yet we seldom give it any thought, and few of us do it well. Poor listening results in a misunderstanding of both the message and the reason for it being sent.

- ◆ Factors that cause poor listening

There are many factors that cause us to listen poorly, and some include:

- ◆ Cultural differences between the sender and receiver.
- ◆ The difference in seniority between the listener and sender.
- ◆ The perceived credibility of the sender.
- ◆ Stereotyping.
- ◆ The amount of 'technical language' contained in the message.
- ◆ The emotions of both sender and receiver.
- ◆ The body language and non-verbal behaviour conflicting with the message.
- ◆ Insensitivity in choice of language or place.

In addition, most of us have developed poor listening habits. Even if we like and respect the sender, we are often guilty of the following:

- Pretending that we are paying attention
 - Jumping to conclusions before we have all the facts.
 - Disagreeing with the speaker and conducting a mental argument with him, instead of listening until the message is complete
 - Concentrating on the sender's delivery, appearance and voice, instead of the message
 - Refusing to listen because the sender is lower in status than you, or the message is boring or difficult to understand
- ◆ Techniques for good listening

The following are some guidelines that will assist you in becoming a good listener.

- ◆ Motivate yourself to listen properly. This can become second nature after a while.
- ◆ Listen with empathy. This means trying to understand someone else's point of view, even if you don't agree with it.
- ◆ Listen without pre-judging the contents of the message because of your own prejudices.
- ◆ Listen to the whole message, and ensure that you have identified the key facts. Since we think faster than we speak, use the spare time to summarise what the speaker has said.
- ◆ Listen critically. Engage your brain in evaluating the message so you can appropriately respond to it.
- ◆ Ask questions to ensure that you have the correct facts.
- ◆ Don't interrupt the speaker. Listen actively to the end, then ask questions or query matters.

- ◆ Get into a position that aids listening. For example, lean forward in your chair or face the speaker.
- ◆ Give feedback during the passing of the message by nodding and maintaining eye contact. At the end of the message give verbal feedbacks so that the sender knows you have listened and understood the message.



Concept (SO 3)	I understand this concept	Questions that I still would like to ask
New or borrowed words, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking.		
New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary.		
Meaning in speaking is supported by the appropriate use of a variety of sentence structures, the pause, intonation, pace and stress.		

My Notes ...

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Session

4 Presentations

After completing this session, you should be able to:

SO 4: Organise and present information in a focused and coherent manner.

In this session we explore the following concepts:

- ◆ Prepare the presentation
- ◆ Planning the presentation
- ◆ Make the presentation

In life, we spend a great deal of our time talking, but much of this being unplanned. For example, you might chat to friends and family members about a wide variety of topics or to fellow learners about topics related to the learning environment.

It is however sometimes necessary to communicate for a variety of reasons for purposes of informing, of feedback or reporting or to transfer knowledge by means of a formal presentation.

Although writing and speaking share the same linguistic features, the following factors is unique to oral communication and in particular presentations:

■ Ensuring that you obtain the attention of the audience.

Obtaining the attention of the audience at the onset of a presentation can be achieved in any of the following ways:

- ◆ Grab their attention with an anecdote.
- ◆ Focus their attention with a quotation.
- ◆ Start the presentation by arousing their curiosity.
- ◆ Talk about the significance of the topic to set the scene.
- ◆ Ask a question.
- ◆ Use humour.

■ Necessity to provide transition points.

In written text we observe transition points due to the fact that there is a title, a section heading or a new paragraph. Listening does not provide this advantage and unless a presenter provides an oral signal that the presentation is moving on to the next topic, listeners may get lost.

Use some of the following phrases to enable clarity in terms of transition:

- ◆ "To understand the problem, consider that...."
- ◆ "Solutions are possible. Let us consider....."
- ◆ "To summarise before we move on...."
- ◆ "The advantages are..."
- ◆ "The next phase in this development..."

■ Using notes effectively

When presenting, make sure that you are familiar with both your presentation and the way that you reflect the content of the presentation in your notes.

Fumbling with paperwork is thus avoided ensuring situations where memory lapse or inability to trace the exact place presently handled causes embarrassment or the losing of the audience's interest.

■ Use visual stimulations such as pictures, illustrations or graphs

Maps, figures, drawings, charts, photos and illustrations add to the level of interest if used effectively during presentations. This is very effective when using PowerPoint presentations as graphic images can be incorporated into presentations with relative ease.

■ Practice in advance

After preparing your presentation familiarize yourself with the content. It is a good idea to also consider practicing giving the presentation out loud, for this is the only way that enables you hearing yourself.

■ Fight stage fright

The mere thought of speaking in front of an audience can cause fear and anxiety in people. The anxiety might not be conquered completely but consider some of the following to reduce the levels of anxiety that public speaking can cause:

- ◆ Wear comfortable clothes that make you feel confident.
- ◆ Take a few slow deep breaths in the minutes before you are required to present.

■ Monitor non-verbal communication

At all times during your speech you should pay attention to your non-verbal communication: your voice, eye contact, and the manner in which you stand.

Avoid irritating gestures as far as possible and do make eye contact with the audience to engage them in the presentation. If this sounds like a daunting task, it works if you focus your gaze on hairline level to at least create the impression of eye contact.

4.1 Prepare the presentation

Presentations, being a form of communication, involves all aspects of communication and communication planning already addressed in this module. A sender, message and audience are present and as with other forms of communication, planning for presentation is involved.

■ Planning the presentation

The more time you put into your planning, the better the presentation will be.

The following should be kept in mind:

- ◆ Define your purpose.
- ◆ Analyze your audience.
- ◆ Decide what your audience needs to know, or to do, by the end of the presentation.
- ◆ Prepare a rough outline of what you want to say (key ideas as well as supporting ideas).
- ◆ Prepare an introduction, body and a conclusion.

You will often have to do a fair amount of research before you can start to prepare your speech. This might include consulting libraries for information, or conducting personal interviews. You will need facts if your speech is to have any value. As a rough guide, you may want to make four major points for every five to eight minutes of your speech.

Use appropriate language structures and grammar in the preparation of the content of the presentation. Ensure that new words are understood by looking up the meaning in a dictionary if you are the least uncertain about the meaning of a word or technical term.

The normal rules of good written communication will apply:

- Avoid slang unless it is used due to a specific audience or context
- Use idioms effectively and appropriately

Support your presentation through the effective use of sentence structures, using pauses where necessary. Use an acceptable pace when presenting – not too fast or too slow. In the first instance you will lose the audience as they might not be able to keep up with the facts and statements or might not be able to hear you properly, in the last you might lose them through sheer boredom.

Use variety in tone and volume, maintain a comfortable tempo and make sure that you are confident in pronouncing new or technical terminology – in particular if you are presenting in a second or third language. When you have finished the research, you will prepare a rough outline of what you are going to say – always remembering to keep your audience and your purpose in mind.

Try not to write the whole speech out, as the temptation is then to read it to your audience, instead of presenting it. Make cue cards instead, which will give you confidence and keep you on track.

Cue cards are small (they should be able to fit in the palm of your hand), firm cards on which you write your key points. You can also use them as a prompt as to when to introduce your visual aids. Write on one side only and always number them in case you drop them.

4.2 Make the presentation

The best speeches have good beginnings and good endings – close together! The first impression your audience receives is during your **introduction**, and you want to use this time to persuade them that what they are going to hear today will be worth listening to.

Do not tell jokes unless you are sure you are one of the few people who are good at doing so. Your aim during the introduction is to get the audience's attention, establish common ground, and set the tone of your speech. Always try to keep your introduction short and punchy.

In the main **body** of your speech, you will need to develop your facts logically. Use examples and comparisons, both to make the facts come alive for your audience and to help them relate to what you are saying.

Summarize your main points from time to time before you move on. Remember that the average adult can only concentrate for about 20 minutes. Bearing this in mind, summaries will help your audience to keep up with your argument / presentation.

Your **conclusion** should leave your audience with a clear understanding of what you have said, and a good impression of you as an individual. Summarize your main points, and if appropriate refer back to your introduction.

If you started with a quotation or a challenging statement, end by returning to the quotation or statement.

The following guidelines are provided for the presentation:

- ◆ Speak with a lively voice, in a personal style
- ◆ Speak at a speed that will allow your audience to tune in and understand
- ◆ Speak clearly
- ◆ Use your voice to emphasize key points – vary pitch, tone and volume
- ◆ Use pauses for impact
- ◆ Use visual aids

The quality of your presentation will depend largely on the quality of your visual aids. Research has indicated that an audience only remembers 10% of the

material presented orally, 35% if the material is visual only, but 65% if you use a combination of visual and oral material.

Good audio-visual aids increase speaker credibility, and convey information quickly and concisely, thus reinforcing your main points and adding variety to your speech.

Before you start your presentation, make sure you are familiar with the audio-visual equipment you will be using. Audiences are unsympathetic towards presenters who have to fumble around with on and off switches.

Do not remove the visual aids before the audience has had a chance to assimilate the message, but do not leave them on so long that they become a distraction.

Here is a list of typical aids you can use during your presentation:

- Chalkboards and whiteboards
- Flipcharts
- Posters
- Overhead projector transparencies
- Slide projectors
- Proximas with computer equipment
- Videos
- Tape recorders
- Models
- Handouts



Please complete Activity 3 at the end of this session.

My Notes ...

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Concept (SO 4)	I understand this concept	Questions that I still would like to ask
Speech is organised in a way that makes its meaning and purpose accessible to listeners.		
Style and register suit purpose and audience.		
. Data and information appropriate to purpose and audience and context are identified, located and selected, and logically structured and presented.		



3
SO 4 AC 1 - 3

Instructions:
Class Activity

My Name:
.....
My Workplace:
.....
My ID Number:
.....

Prepare a five-minute presentation with a designed one-page handout for submission to your Facilitator on any of the provided topics.

You will be expected to present the topic to the class. (Audience)

Topics

- i. The career I chose
- ii. Study for success
- iii. My most favourite picture
- iv. An then the rain came
- v. The impact of global warming on our lives
- vi. Farming – profitable or not?

[Large dashed rectangular box for drawing or writing]

A large rectangular area with a dashed border, intended for writing or drawing.

Facilitator comments:

Assessment:

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. **I am sure** of this and understand it well
2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
1. Explain the communication process and the roles of the receiver and sender in the communication process.		
2. Explain the physical barriers to communication.		
3. Explain the Psychological barriers to communication.		
4. Explain the cross-cultural barriers to communication.		
5. Explain how communication planning takes place within the context of <ul style="list-style-type: none"> • Determining the audience • Utilising correct vocabulary • Non-verbal communication 		
6. Explain how good listening contributes to effective communication.		
7. Identify and discuss the factors to consider in the planning and presenting of a presentation.		
8. Discuss the use of questions to obtain information and clarify meaning.		
9. Discuss the use of tone, volume, pitch, and repetition to ensure the effective transfer of communication during a presentation.		

Questions	1. I am sure	2. I am unsure
10. Explain why it is important to accommodate cultural sensitivities in the communication process.		
11. Describe how spoken communication is combined with visual features and body language to maintain effective communication.		
12. Explain how speakers influence audiences within the context of presentations in the use of words, language symbols and pictures		
13. Identify the main differences between written and verbal communication.		
14. Demonstrate effective communication through the preparation and delivery of a presentation.		

My Notes ...

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Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	8962			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature:

Bibliography

■ Books:

Fielding, M. (2003) Effective Communication in Organisations, Juta & Co (Pty) Ltd South Africa. ISBN 0-7021 4236 0.

Erasmus-Kritzinger, L.E, Bowler, A. and Goliath D (2002) Effective Communication: Getting the message across in business, Afritech South Africa. ISBN 1-874940-45

Feldman R.S, (2002) Power Learning: Strategies for Success in College and Life 2nd edition, Mc Graw Hill Higher Education, New York. ISBN 0-07-248070-X.

Christophersen P, Sandved A.O, (1969) An Advanced English grammar, Macmillan Press London. ISBN 0 333 10643 1.

■ World Wide Web:

Wikipedia, the free encyclopedia <http://en.wikipedia.org> vir die insetsels oor die ontwikkeling van die ploeg asook die twee foto's.

<http://www.africanfarmthemovie.com/schools.htm#afop> vir die gedeelte oor die skool projek – Story of an african farm.

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Acknowledgements

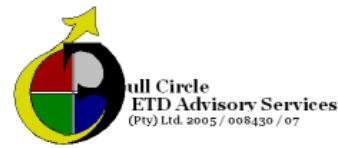
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Maintain and adapt oral communication

SAQA US ID		UNIT STANDARD TITLE	
8962		Maintain and adapt oral communication	
SGB NAME		REGISTERING PROVIDER	
SGB GET/FET Language and Communication			
FIELD		SUBFIELD	
Field 04 - Communication Studies and Language		Language	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"	2004-10-13	2006-02-09	SAQA 0356/04

PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to learners who need a sound foundation of spoken language ability for further language growth, and for application in real life contexts. Learners talk confidently in both formal and informal contexts and actively listen for ideas and information in interactions with other people. They are aware of the ways others speak to influence listeners and audiences. In conveying their ideas and information they select language and a register that is accessible to their audience and fit for their purpose.

Learners credited with this unit standard are able to:

- use a variety of strategies to maintain communication
- adapt speech to accommodate cultural sensitivities without losing own meaning
- use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions
- organise and present information in a focused and coherent manner
- identify and explain how speakers influence audiences.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.

Learners can:

- listen for information and enjoyment, and respond appropriately and critically in a wide range of situations;
- communicate confidently and effectively in spoken language in a wide range of situations.

UNIT STANDARD RANGE

Speaking and listening in defined oral interactions in socio-cultural, learning and workplace situations, in both formal and informal contexts.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION 4

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

ASSESSMENT CRITERION 5

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

ASSESSMENT CRITERION 6

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

ASSESSMENT CRITERION 7

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

SPECIFIC OUTCOME 2

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION 4

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

SPECIFIC OUTCOME 3

Shape or decode meaning of unfamiliar vocabulary or constructions.

OUTCOME NOTES

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 3

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

SPECIFIC OUTCOME 4

Organise and present information in a focused and coherent manner.

OUTCOME RANGE

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

2. Style and register suit purpose and audience.

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 4

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

ASSESSMENT CRITERION 5

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 6

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

SPECIFIC OUTCOME 5

Identify and explain how speakers influence audiences.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION RANGE

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

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following essential embedded knowledge will be assessed by means of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

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

UNIT STANDARD CCFO WORKING

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

UNIT STANDARD CCFO ORGANIZING

Organise and manage oneself and one's activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

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

UNIT STANDARD CCFO COMMUNICATING

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

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

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

UNIT STANDARD ASSESSOR CRITERIA

Assessors should keep the following general principles in mind when designing and conducting assessments against this unit standard:

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the title. Where assessment at title level is unmanageable, focus assessment around each specific outcome, or groups of specific outcomes
- make sure evidence is gathered across the range as expressed under the title. Specific range statements

under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation

- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence is gathered around all the assessment criteria
- the assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible
- all assessments should be conducted in line with the following well-documented principles of assessment: appropriateness, fairness, manageability, and integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.

UNIT STANDARD NOTES

This unit standard has been replaced by unit standard 119454 which is "Maintain and adapt oral/signed communication", Level 2, 5 credits.

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