

NQF Level: 3 US No: 8968

Learner Guide

Primary Agriculture

Verbal Communication



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: Accommodate Audience and Context Needs in Oral Communication
US No: 8968 NQF Level: 3 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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	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.

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, 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 hand this 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?	6
Session 1 Interacting successfully with an audience in oral communication	7
Session 2 Using strategies that capture and retain the interest of an audience	24
Session 3 Identifying and responding to manipulative use of language ...	39
Am I ready for my test?	49
Checklist for Practical assessment	51
Paperwork to be done	52
Terms and conditions.....	53
Acknowledgements	54
SAQA UNIT STANDARD	

What will I be able to do?

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

- ◆ Interact successfully with audience in oral communication.
- ◆ Use strategies that capture and retain the interest of an audience.
- ◆ Identify and respond to manipulative use of language.

Learning Outcomes

At the end of this learning module learners can:

- ◆ Understand and explain that language have certain features and conventions which can be manipulated.
- ◆ Apply this knowledge and adapt language to suit different contexts, audiences and purposes.

What do I need to know?

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

- ◆ NQF 2: Maintain and adapt oral communication.

My Notes ...

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Session

1

Interacting successfully with an audience in oral communication

After completing this session, you should be able to:
SO 1: Interact successfully with audience in oral communication.

This section will look in particular at how to interact successfully with an audience in oral communication. This includes:

- ◆ Oral communication
- ◆ Groups and group dynamics
- ◆ Interviews and interview techniques
- ◆ Meetings and meeting procedures
- ◆ Debates: - formal and informal
- ◆ Negotiations: - definition and strategies
- ◆ Different socio-cultural contexts

1.1 Introduction

In Session 1 we will be looking at how to interact successfully with an audience. The focus here is on oral (spoken) communication and we will look in particular at how to make this as effective as possible in a range of situations.

1.2 Definition of communication

**Communication**

Communication can be defined as "the exchange of thoughts, messages or information" (Encarta encyclopedia, 2000)

It is all about exchanging information.

Let's explore that further. When we communicate, we give or exchange information by, for example, speaking (oral) or writing. To communicate can also mean to show or transmit a thought or feeling by writing, speech, or a gesture (non-verbal communication), so that this thought or feeling is clearly understood. To communicate can also mean to understand each other.

Now do these examples below. First think of your own examples before checking the possible solutions. Remember, you may come up with good examples that are not listed here.

Learning Task	
<ul style="list-style-type: none"> • Give two examples of written communication. • Give two examples of spoken communication. • Give two examples of non-verbal communication. 	
Possible Solutions	
Written	Email; letter; memo; fax; minutes of a meeting; agenda; report; etc.
Oral	Conversation; debate; formal speech; verbal report; argument; instructions; etc.
Non-verbal	Frown; shrug; smile; laughter; wagging a finger; high five; handshake; look of bewilderment; etc.

Examples of Oral communication

From the definitions given in the above example, we can see that **interaction** is a key concept in communication. When you communicate orally, you always do so with an **audience** - a person (or number of people) who hears what you are attempting to communicate. Notice that we have used the word attempting - not all communication is successful or effective. When people fail to communicate successfully or effectively, this leads to misunderstandings and misinterpretation. Our aim should always be to communicate as clearly as we can. To do this we need to understand a number of different elements about communication.

Firstly, we need to understand that the person/people we are attempting to communicate with (our audience) is very important. Generally, even if we are quite shy, we have a number of friends or family members with whom we communicate in a relaxed and easy manner. These constitute small informal groups.

1.3 Groups and Group dynamics

Now, let us look at groups that are found in the work or study place. Basically, groups have one or more of the following features:

- ◆ Groups consist of a number of people who define themselves as belonging to the particular group.
- ◆ Groups generally meet regularly or for a specific length of time.

The group consists of individuals who interact with one another (both verbally and non-verbally)

- ◆ Different members take on different roles in relation to one another
- ◆ A group generally has a well-defined aim and a specific task to perform
- ◆ There is generally a group leader

A group has a **specific purpose** - the purpose might be to decide on a method for completing an assignment, to discuss a new hydration scheme in a particular area, or any other well defined aim.

A group has an **agenda** - a reason for meeting and a list of items that need to be discussed in order to fulfil its purpose.

A group will have a **procedure** to follow and a set schedule - for example the group may decide to have a preliminary meeting to discuss possible dates for reseeding and then to have follow-up meetings to finalise the procedure to be followed when doing the reseeding.

Agenda

When a group is **meeting**, it is important that developments in the group are monitored - someone needs to record what is happening in the process.

A group must retain **focus** - people often get side-tracked in a group and wander off the topic at hand. Generally the group leader needs to ensure that the group is reminded of why they are meeting and that the focus must be maintained.

A group needs to **draw conclusions**. It is pointless just having a general discussion without a conclusion being drawn, for example, the group may conclude that certain time periods are unsuitable for reseeding and that they will have to do some research on the topic, then meet to finalise a date.

In order for effective communication to take place in a group setting, constant **feedback** must be given to members of the group so that they know how they are performing and how the group is progressing.

All members of a group, in order to feel that they have done an effective job, need to feel a **sense of ownership** in the group's final decisions. If this does not happen members of the group will feel bored and left out and not inclined to communicate.

How do we ensure that the contribution you make to the group is appropriate to the specific task at hand? In order to do this, you must keep in mind what the specific task is. When you are sure your contribution is related to the specific task, then go ahead and make your point clearly and concisely.

How do we ensure that the contribution you make is appropriate to the nature of the group? When you are going to make a contribution think of who your audience is. Is what you wish to say appropriate in terms of the nature of the group? If you feel it is, then make your point clearly and concisely.

Most importantly, how do we ensure that you promote effective communication, which in turn will promote effective teamwork? Remember that your audience is critical. Always bear in mind that for communication to be effective, your audience needs to understand exactly what it is you are trying to say. Communication is effective when the message you wish to convey is the message your audience receives.

If you are not sure whether your communication has been clearly understood, try asking a question. The answer will usually indicate whether your communication has been effective. Effective teamwork happens when members of the team communicate their ideas and feelings clearly and listen to one another in an attentive and respectful manner.



Please complete **Activity 1**:

Communication in small groups

For this activity you will need a pen, paper and stopwatch

Get into groups of about six - your facilitator may allocate you to a group.

Imagine you have a decision to make about something which affects the whole group. For example, you could be deciding on when and where to do your next Plant Production Assignment.

1. Draw up an **Agenda** or list of items to be discussed at the meeting.
2. Allocate **different roles** to different members of the group:- for example, one person will be the scribe and take notes on what is being discussed; another person will ensure that they intervene when the discussion gets heated - he or she will be playing the role of mediator.

You should assign a leader to the group to whom items are referred. You could also assign a time-keeper and only allow each person to speak for a certain length of time - the time-keeper's role is then to ensure that the time is adhered to. You can think of any other roles you would like people to play.

3. Now **proceed with the meeting**. As the meeting proceeds, think of the following issues:-

- What is the purpose of the group?
- What is the agenda (list of things to be covered) of the group?
- How did the group proceed?
- What developments took place during the meeting of the group?
- Did the group retain its focus - did the members of the group stick to the business at hand?
- Was there feedback given to the members of the group?
- Did the group reach a successful conclusion?
- By the end of the group's meeting, did everyone feel that they had a stake in the conclusions drawn and reached? (Did they experience a sense of ownership?)
- How effectively did everyone communicate?
- How could communication have been more effective?

4. Study your answers carefully and focus particularly on the issue of how communication could have been more effective.

Next time you are part of a group in a work or study situation, study the group dynamics using the outline above. **Make a note of your findings.**

Self Assessment Checklist:	YES	NO
Did the group retain its focus?		
Did the group reach a successful conclusion?		
Did the group experience a sense of ownership in conclusions?		
Was the communication successful?		
Write a list of suggestions as to how these errors could be corrected. Try and identify how you could have improved the situation by clear and effective communication.		

1.4 Interviews and interview techniques

We have looked at group situations in some detail. We are now going to look at effective communication in an **interview** situation.

An interview can be described as a specific type of interpersonal communication. The word "inter" actually means between. There are generally two people present at an interview - the interviewer, conducting the interview; and the interviewee, who is being interviewed. This person can also be referred to as the "respondent". An interview is a process in which ideas, information and feelings are elicited by the interviewer from the interviewee for a very specific purpose.

Interviews take place in a wide variety of contexts. In the workplace for example you may conduct an interview with a prospective farm labourer in order to assess his/her suitability for a position you wish to fill.

Learning Task

- Think of two examples of interviews that occur in the media.
- Think of three examples of interviews that take place in the business world or world of work.
- Give two examples of non-verbal communication.

Examples

Media	Some examples of interviews in the media are: - interviews with politicians on TV; interviews with famous celebrities in popular magazines; interviews with cultural figures in the newspaper; interviews with well known sports figures on the radio, etc.
Business	Some examples of business or workplace interviews are:- employment interviews; performance interviews; disciplinary interviews; grievance interviews; retrenchment interviews; client interviews; etc

Remember this is not a complete list - you may have thought of other examples not mentioned here which are also correct.

For an interview to be an effective form of oral communication there are certain key elements that need to be in place.

An interview is an oral communication in which it is important that:-

- ◆ A relationship appropriate to the context is successfully established and
- ◆ A non-threatening opportunity for participants to share information is provided.

Let us look more carefully at what we mean by this.

If it is important that the people you are interviewing need to know that what you are discussing will not be used against them, or spread around, you need to gain their trust. You could do this by informing the interviewees that what they tell you will remain confidential.

If it is important that the person you are interviewing is clear and concise in their answers, then you need to provide or create a context in which you maintain a clear focus on the issue at hand. You could do this by requesting the interviewee to be as precise as possible when answering and to include only relevant information.

If you wish to communicate effectively with the interviewee in an interview situation it is very important that a non-threatening environment is created. Your tone of voice and manner should be friendly and encouraging and you should make every attempt to put the interviewee at ease. When interviewees do not feel threatened and feel that they are not under attack they will be more willing to share information. In this way communication will be more effective.

Now let us look at some key elements of an effective interview. For an effective interview you need to:

- ◆ Draw up a plan of what information you wish to receive and how you are going to do this.
- ◆ Do some background research into the person you are interviewing; as a minimum you need to know key facts like his/her name; age status; job position; etc.
- ◆ Sequence or order your questions in a logical manner. In order to do this you must be very clear about what information you wish to elicit from the interviewee.
- ◆ Be prepared to be flexible - if an interviewee gives an unexpected answer or answers a question in such a way that your sequence is disrupted you must be flexible enough to accept the answer and still ensure that you maintain your focus. This means you must listen attentively and actively to all the responses. Organize the responses you have elicited in a clear and logical manner.
- ◆ Draw conclusions in a precise way. At the end of the interview you must know exactly what information or data you have elicited and what you can conclude on the basis of this data.



Please complete **Activity 2:**

Role-Playing an interview (Pairs)

For this activity you will require two chairs and a desk per pair.

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO1 – AC 1,2; 1,5

Choose a partner to work with, or your facilitator may divide you into pairs.

Imagine you are going to interview someone. Choose one of the scenarios below. One of you will be the interviewer and the other will be the interviewee. Take sufficient time to work out your roles. Check what elements are necessary for an effective interview. Then prepare for the interview and role-play it.

When you have finished the interview, swap roles so that each person has the chance to be the interviewer. You may choose the other scenario if you wish to.

Scenario One: A radio broadcaster has to interview the captain of a sports team that has just won a very significant victory in an international sports competition. The purpose of the interview is to establish the reasons why, according to the captain, the team managed this victory.

Scenario Two: A situation has developed in the workplace in which there is an accusation of unfair treatment of one of the laborers. The farm manager has to interview the laborer concerned in order to try and establish what his/her grievances are. The purpose of the interview is to create trust in which the tricky situation can be explored.

Self Assessment Checklist: In order to establish whether you completed the Activity successfully, ask yourself these questions:	YES	NO
Did I plan effectively for the interview?		
Did I do sufficient background research?		
Did I order my questions in a logical manner?		
Did I demonstrate flexibility when I got an answer I wasn't expecting?		
Did I maintain the focus of the interview?		
Can I now organize the data I received from the interview in a meaningful way?		
Can I now draw conclusions that are appropriate and relevant?		
Did I create a non-threatening environment for the interview?		

My Notes ...

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1.5 Meetings and meeting procedures

Thus far we have looked at two forms of oral communication, namely that which occurs in groups and that which occurs in the interview situation. We are now going to look at a third occasion during which oral communication plays a vital role, in meetings.

In almost all work environments one is required to participate in meetings. The purpose of each meeting may vary, or you could be asked to attend regular set meetings on a weekly or monthly basis. As in all forms of oral communication, it is important that your participation in these meetings is effective. In order to communicate effectively in meetings it is vital that the purpose and context of the meeting is clearly understood.

Learning Task

- Think of three examples of different purposes a meeting could have.

Examples

Meeting purpose	Some examples of purposes of meetings could be: to elect a new worker representative to a trade union; to finalise a date for a work function; to fulfil a legal requirement e.g. a Board of Trustees' meeting or a Shareholders' meeting; a committee meeting; a meeting to decide on a new advertising campaign for the launch of a new product etc. Remember that you may have thought of different purposes for a meeting that are not listed above but are still correct.
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In order to participate in a formal meeting in an appropriate manner you need to be familiar with some key concepts related to meeting procedures and organization. Let us now look at some of these.

Notice of the meeting: This is an oral or written communication that indicates the intention to hold a meeting; it will usually also stipulate the date, time and venue of the meeting.

Agenda: This is a prepared list of items that are to be discussed at a meeting; an agenda will usually contain apologies from members who are unable to attend; confirmation of minutes (the written record) from the previous meeting; matters arising from the minutes; a list of items to be discussed at the present meeting; any other business; conclusion.

Committee: This is a group of people who is accountable to a higher authority. Committee members can be voted for or appointed.



The Chairperson appointed Ms Mohammed, Mr. Parker, Ms September and Mr. Plaatjies to form a committee to compare the efficiency of different planting methods for grapes.

Minutes: This is the official written record of who was present at the meeting and what was said by people at the meeting; it will also record decisions made for action to be taken.



"After much discussion during which Ms Le Grange expressed her dissatisfaction with the present arrangements for staff transport, the meeting decided to purchase a dedicated mini-van that would operate after hours, transporting workers to their homes"

Point of order: This is a way of calling the attention of the Chairperson to the fact that you think an irregularity in procedure has taken place. The Chairperson is required to decide whether this is so or not.

Chairperson: This is the person who runs (or presides over) the meeting. When addressing a point to the chairperson you are required to be formal and use the words "Madam Chair" or "Mr Chairman". The chairperson is in the leadership role during the meeting. He or she has to control the proceedings; he or she has to call for apologies; confirm the minutes of the previous meeting; make sure the agenda is followed; rule on points of order; exercise the casting vote in the case of a voting tie; sum up the decisions of the meeting; confirm the date of the next meeting and declare the meeting closed.

Suggestion for learners:

Think of a recent work meeting you have attended. How could the Chairperson have improved his/her chairing? Write up a few guidelines for 'good chairing practice'.

Motion: This is a proposal that is put to the meeting regarding an action or in order to show a certain attitude. Motions are proposed as positive statements.



Mr. Habib proposed the following motion: all plant order forms to be signed by the treasurer. The motion was seconded by Mr. Bezuidenhout. The meeting indicated by a show of hands that it was in favour and the motion was adopted.

These are some of the main components of a formal meeting. It is important that you understand all of these in order to participate effectively and appropriately in a formal meeting. Remember this is another example of oral communication and the context has to be clearly understood by you in order for effective participation to take place. In this way you will ensure that you are making a valuable contribution towards realising the objectives of the meeting.



Please complete **Activity 3**:

Meeting Procedures (Individual)

For this you will need a pen and paper.

1. You are the Chairperson of the local farmers' new cultivars group. Your last meeting was held in the Community Hall at Prince Albert on September 12th 2006. At that meeting it was decided that the next meeting would be on June 15th 2007 at the same venue at 8.00 p.m. Compile a **Meeting Notice** to send to all members.
2. Draw up an **Agenda** for the meeting to be held at the Prince Albert Community Hall on 15 June 2007.
3. You are the Secretary of the local farmers' new cultivar group. Write out the **minutes** of the previous meeting that was held on 12 September 2006.
4. You are a member of the local farmers' new cultivar group. For some time you have been concerned about the lack of control in introducing a new crop in the area. You wish to propose the motion at the meeting that this situation be improved. Write out the **motion** you wish to propose to the meeting, as clearly as you can. Indicate how you wish the meeting to decide on what to do.

1.6 Debates: - formal and informal

In the section above on meetings we looked at both oral and written communication. Our focus, however, was on effective oral communication. We are now going to move on to look at two other forms of oral communication, namely **debate** and **negotiations**. Again in order to communicate effectively in these two arenas you will need to be aware of the context and the audience.

Let us look firstly at what we mean when we say we are going to debate an issue.

To **debate** means to talk or argue about an issue; to talk about something at length and in detail, especially as part of a formal exchange of opinion;

Debates can be an organized or public meeting for discussion: or an argument. The word comes from the Old French "debat", originally from Latin "battere" meaning to fight. Debates can be formal or informal.

Learning Task

- Think of two examples of a formal debate.
- Think of two examples of a informal debate.

Examples

Formal debate	a debate on whether pesticides and fertilizers should be used; a debate on whether some trees in the forest area should be chopped down or preserved maintaining the forest ecosystem; a debate at the Farm Workers Union on whether or not women have yet achieved equal status in the workplace
Informal debate	two students debating whether to participate in a college sports event; two family members debating whether to allow their sixteen year old niece to start learning to drive; two colleagues debating whether to try a new method of crop rotation or not.
Remember that you could have given many other examples that are not here that will still be correct.	

Formal debates follow certain set procedures. The topic for debate is always stated in the positive, e.g. "Genetic modification of plants is unhealthy". There are then two opposing speakers (or teams of speakers), one that supports the motion and one that opposes it. Both speakers are given an opportunity to put forward their ideas and then questions from the floor (the audience) are allowed. After that each speaker (or one member of the team) is allowed to sum up. Then the debate is adjudicated (judged) by an impartial source. The adjudicator must decide which side presented the strongest arguments. Finally the proposed motion is either accepted or rejected.

It should be apparent to you that in order to convince someone of your side of the debate, effective communication is critical. Arguments need to be presented in a clear and unambiguous manner; research into the topic for debate needs to be done and effective listening skills need to be employed when listening to questions from the floor.

1.7 Negotiations: - definition and strategies

Another form of oral communication that often occurs in the workplace is **negotiation**.

To negotiate is to discuss terms of an agreement; to attempt to come to an agreement on something through discussion and compromise. Negotiation takes place between two parties, which are attempting to decide what each party can offer the other in exchange for something they would like to have.

Once again, context and audience are critical factors in this type of oral communication.

Learning Task

- Think of two examples when negotiations will need to take place between friends.
- Think of two examples in a workplace context when negotiations will need to take place.

Examples

Friend-based negotiations

- One friend usually takes the early lunch break whilst the other takes the later lunch break. The friend who takes the later lunch break wants to change to the earlier lunch break for a week. In exchange she promises her friend that she will change the time of her lunch break for a week whenever the other friend requires this.
- A group of friends want to start a saving scheme together. Some friends believe each member should contribute R50 a month whilst others feel that if they save R50 every two months there is a greater chance of the scheme succeeding. If the first group's suggestion works the payout will take place every month

Workplace negotiations

- Management has decided that annual holidays are to be reduced by three days. The staff members are threatening to refuse to work on Saturdays if this happens.
- The workers on a farm have had their lunch break shortened by 15 minutes, they are therefore claiming the right to a longer tea break; the manager has decided that Ms Dlamini is no longer required at the front desk, she claims that it is part of her contract to be at the front desk

Remember that there are many other examples that you could have given that will still be correct. In order to determine whether your examples are appropriate check that each party in the negotiation has some bargaining power and that there is an issue to be resolved

■ **Successful Negotiations**

There are certain key elements, which can determine whether or not negotiations are successful. Here are some important points to remember:-

For negotiations to be successful, the negotiator needs to:

- ◆ Get as much **background information** about the issue and the other parties involved in the negotiating process as possible;
- ◆ Do an **analysis of the needs** of the other party in order to make sure you understand their point of view;
- ◆ Ask as many **relevant questions** as possible, to ensure you understand the facts relating to the issue and a clear grasp of the attitudes of the opposing party;
- ◆ Make **positive statements** about what you are prepared to do in order to encourage the other party to lower their demands;
- ◆ **Listen as attentively** and actively as possible to make sure you understand exactly what the other party is asking for;



Please complete **Activity 4**:

Work in pairs, Debating an issue

For this activity you will need a pen & paper; research tools, e.g. Internet, books, newspapers.

Divide into pairs, or your facilitator may place you in pairs.

- Find an issue on which you hold differing opinions, an example is that one of you may believe very strongly that affirmative action in the workplace is a very positive thing and the other may not agree with this. If you cannot find a topic on which you hold opposing views, then for the sake of this Activity, one of you must take an opposing view and find arguments to support this.
- Imagine you are going to debate this topic in a public forum (in front of an audience). Prepare arguments to support your point of view as carefully as possible. Do research and make sure you are well prepared. Remember that your audience and the context (that of a debate) are very significant.
- Now present your point of view to the person who opposes it in as persuasive a manner as possible. Encourage that person to raise objections to your point of view and to ask as many questions about your position as possible.
- Ask the person who opposed your point of view in this debate to rate your presentation as follows:
 - **Persuasiveness** 1 - 5 where 1 is not persuasive at all and 5 is totally persuasive.
 - **Clarity of argument** 1 - 5 where 1 is very muddled arguments, no logic and 5 is extremely clear and rational arguments, totally logical.
 - **Manner of presentation** 1 - 5 where 1 speech is mumbled and points are presented in a boring way and 5 speech is clear and points are presented with confidence and in a totally engaging manner.
- Now reverse your roles and listen to and assess the person who is opposing you.

Self Assessment:

- If the person who has opposed you in this debate has given you a low rating, discuss the reasons for this with him or her. Attempt to discover where your weaknesses and strengths as a debater lie. Be very honest about how you rate your own performance and encourage your opposition to be as honest as possible.
- If you both feel you did not communicate as effectively as you could have done then keep practicing putting across your point of view until you feel your communication of strongly held beliefs is effectively done. By the end of this activity you should feel confident that you can hold your own in a debate, whether this is formal or informal.

1.8 Different socio-cultural contexts

We are now going to look at how the way we respond to the manner in which others express themselves is affected by and is sensitive to **different socio-cultural contexts**.

In South Africa we have a wide range of cultures. We are in the fortunate position since 1994 of being exposed to people from a range of different socio-cultural backgrounds both at work and in our social interactions. While this is generally a positive thing, which leads to an interesting diversity in our lives it, can lead to misunderstanding if we are not aware of differences in cultural contexts.

Let us look more carefully at what we mean when we use the word "culture". Culture refers to the system of values, beliefs, traditions and behaviour of a particular group. It also refers to the accepted social practices of a particular group of people which makes this group unique. In South Africa people often define themselves as belonging to a certain culture on the basis of language and ethnicity, as well as religious, geographical or political affiliation.

We need to look at how communication is affected by cultural context. The socio-cultural context in which we operate influences how we express ourselves. In South Africa we often have to engage in intercultural communication. This is communication between groups of people from different cultures. When we are engaged in **intercultural communication** the following important points must be borne in mind:-

- ◆ People from different cultural groups might have **different world views**;
- ◆ People from different cultural groups might use different communication styles - both verbal and non-verbal;
- ◆ When people from different cultural groups communicate there is often an **element of anxiety** that they may be misunderstood;
- ◆ When people from different cultural groups communicate it is essential that they **communicate very carefully**;
- ◆ When people from different cultural groups communicate the results are **not always completely predictable**.



- An elderly Xhosa man might object to being told how to plant grapes by a young English speaking man.
- In some African cultures it is considered impolite to make eye contact with a superior. This could be interpreted by a Westerner as a sign of shiftiness (sneakiness).
- A farm worker whose home language is Sotho may feel very anxious about having to express herself in English to the person taking down her personal details for UIF purposes.
- A young urban person may use the word "cool" to indicate that everything is alright; if the audience is from a rural cultural group they may not understand this use of the word and take it literally.
- You may believe that you have treated an older rural Tswana woman in a polite manner by being distant and formal; she may feel as if you have been abrupt and unfriendly.

Remember that our response to the ways that people from different groups express themselves is influenced by the socio-cultural context in which communication takes place.



Concept (SO 1)	I understand this concept	Questions that I still would like to ask
Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork.		
Contributions include: Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions.		
Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information.		
Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn.		
Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives.		
Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants.		
Responses to the ways others express themselves are sensitive to differing socio-cultural contexts.		

Session

2 Using strategies that capture and retain the interest of an audience

After completing this session, you should be able to:

SO 2: Use strategies that capture and retain the interest of an audience.

This section will look in particular at how to use strategies that capture and retain the interest of an audience using a range of techniques. This includes:

- ◆ Use of voice
- ◆ Non-verbal Communication
- ◆ Planning for formal oral presentations
- ◆ The use of visual aids
- ◆ Audience interaction & continuity

2.1 Introduction

The way you use your voice during a presentation can keep your audience at the edges of their seats, or make them fall asleep!

2.2 Use of voice

Firstly we are going to look at how you can use your voice most effectively to ensure that you deliver presentations in a successful way. Our voices have an incredible range - we can vary our manner of speaking a great deal in order to ensure that our audience understand our message and is kept interested. Let us now look at some key elements of our oral communication that relate to delivery.



Pace refers to the speed at which you speak; the degree of urgency or sharpness with which we deliver an oral communication.

We can vary the pace of delivery. We can have a rapid fire delivery (fast pace), an even, well modulated mode of delivery (medium pace) or a very deliberate rate of delivery (slow pace). Sometimes we may feel it is appropriate to use a different pace for different parts of our delivery.

Pause refers to a small break in our delivery. A pause is the verbal equivalent of a comma or full stop. Pauses can be used to emphasise an important point, in this case we would be pausing for dramatic effect; a pause can show that we have reached the end of one point and are about to move on to the next; a pause could indicate a small break between each item in a list of things; a pause could give the audience time to absorb the previous point.

Don't
forget to
breathe

Stress is another element in oral communication. To stress a word or phrase is to emphasise it. It is the equivalent in word processing of using the Bold function. We can stress the most important word in a phrase, or we can stress the most important phrase in a sentence. Sometimes we will also inform the audience that we "wish to stress" an important point.

Volume refers to the amount of sound we make. We may speak very quietly (low volume) or use a middle range volume (medium volume) or we may speak very loudly (high volume). We must always choose the appropriate volume for our audience. It is important that we can be heard at all times and it is generally inappropriate to shout at people. An intimate one-on-one context usually calls for a low volume. If however we are addressing a large audience we may need to increase the volume until we are speaking relatively loudly.



Intonation refers to the pitch of the voice: the rising (high) or falling (low) pitch of the voice when we say a word or syllable; or the rising and falling pattern of speech generally. Generally we need to vary our pitch or intonation in order not to sound boring and monotonous.

When we address an audience we always have a message to put across or convey. Whether or not we do this successfully will often depend not only on the content of our message but also on the delivery. The elements given above all refer to delivery. It is pointless preparing an excellent speech which we then deliver in a monotonous and boring way at an inappropriate volume - the message will not get across successfully.



Please complete **Activity 5: Voice Feedback (Individual)**

1. **Prepare a short (2 minute) speech** on a topic that interests you e.g. the importance of natural resource conservation in agriculture, the effect of quality and traceability in the export of produce, the protection of water sources, etc. Imagine you are going to be delivering it to about 30 people in a small hall.

2. **Tape yourself** delivering the speech with as **little intonation** as possible, using a very slow pace, at a low volume, with no pauses and no variation in pitch.

Listen to the tape:

	YES	NO
Did you convey your enthusiasm for your topic effectively?		
Do you think your audience would have been interested?		

The answer is probably that you conveyed little enthusiasm and that your audience would not have been particularly interested in hearing what you had to say.

2. Now **tape yourself** delivering the speech using a medium pace; with **a lot of intonation**, pausing where appropriate, varying the intonation, and stressing important points, at a clearly audible volume.

Listen to this tape:

	YES	NO
Do you think your enthusiasm for the topic was more apparent this time around?		
Do you think you would have been more likely to capture and retain the attention of the audience?		
What other differences did you notice?		
Can you think of other ways to improve the effectiveness of your delivery of this oral communication?		

2.3 Non-verbal Communication

We have looked at the way we use our voices to convey the appropriate message to our audience. We now move on to look at a topic we glanced at in Section 1, in more detail. This topic is body language - also sometimes referred to as non-verbal communication. Our gestures, facial expressions, mannerisms, and the way we hold ourselves convey a number of messages to our audience.



Facial expressions are a very clear indicator of a wide range of emotions. For example we can signal certain emotions by smiling to show happiness or pleasure, frowning to show anger or displeasure, raising our eyebrows to show disbelief or amazement, turning down the corners of our mouth to show disgust or disapproval, widening our eyes to show surprise.

[You can check how effectively you use these expressions by looking into a mirror and attempting to show as wide a range of emotions as possible.]

Don't forget to smile!!

We can of course control our facial expressions in order either to not show any emotion or to show an emotion we are not feeling.

Learning Task

- Think of two examples when you might wish not to show any emotion and will need to control your facial expressions.
- Think of two examples when you might wish to show an emotion different to the one you are actually feeling.

Examples

Non-verbal communication	<p>Some examples of when you might disguise your feelings are</p> <ul style="list-style-type: none"> • When you might be getting very bored in a meeting but need to appear interested and attentive. • When you are irritated by someone's attitude to you but the context demands that you show a friendly positive response. • When you find something someone has said very amusing but you need to show them you are taking them seriously, etc.
--------------------------	---

How do we ensure that our facial expressions are appropriate to the context in which we are operating? We need to be sensitive to our context in order not to convey an inappropriate message through our facial expression. For example it would be extremely inappropriate to indicate great joy and happiness at a funeral. It would also be very inappropriate to convey through our facial expression that we found a worker's responses to our questions extremely amusing; it would be inappropriate for us to show pleasure if a colleague gets hurt. Always be aware of the context in which you are operating.

We also need to be aware of the topic which is being presented either by ourselves or someone else and ensure that our facial expressions are appropriate to this topic. If we are presenting a talk on the toll that HIV/AIDS is having in rural areas it would be extremely inappropriate to convey amusement. If we were required to negotiate a settlement between two colleagues it would be inappropriate to show anger and aggression.

Learning Task

Match the following set of facial expressions to the emotions or attitudes being conveyed:-

- | | |
|---------------------------|------------------------------|
| • boredom | shaking head, frowning |
| • involvement | yawning, lack of eye contact |
| • disagreement | nods and smiles |
| • agreement/understanding | good eye contact |

When we are communicating orally we can use our facial expressions to help us convey our message effectively. We can also use gestures and body posture (the way we hold our body) in ways that help us to ensure our body language is appropriate to the context in which we are operating and to the topic we are presenting. Appropriate facial expressions, gestures and body posture can also help us reinforce the main ideas and attitudes we wish to convey to our audience.

The definition of a **gesture** is a body movement made in order to express meaning or emotion, or to communicate an instruction. Gestures send visual signs to onlookers and also transmit information.

Some examples of gestures are:- throwing our hands in the air; touching our hair or clothes; wagging a finger in the air; wringing our hands; giving a "V" for victory sign; making an obscene hand gesture; punching the air in triumph, shrugging our shoulders, signalling to the waitress to bring the bill, and so on.



Our gestures can sometimes be unconscious, that is, we are not aware of making them. You should become as aware as possible of all the unconscious gestures you make which could get in the way of effective communication. For example, you may fiddle with a pen, you may keep touching your hair or clothes, you may constantly smooth your eyebrows or your moustache or play with your jewellery. All these gestures, and others like them, can be very distracting to your audience and prevent your communication from being as effective as it could be. Ask friends or family or fellow students to assist you in becoming as aware as possible of unconscious gestures you make.

Effective public speakers on the other hand, will consciously and deliberately use gestures in order to emphasise their main points and emphasise their attitude to issues.

Body posture or stance is the way we carry ourselves. Body posture often indicates what our attitude is to the interaction we are involved in and towards our audience. Body posture conveys information such as whether we are bored, attentive, relaxed or tense.





Please complete **Activity 6: Body Feedback**

For this activity you will ideally need a video recorder. If you do not have one then use a full length mirror instead.

1. Think of a **topic** on a fairly factual subject that interests you.

Examples could be:

- Reasons so many young skilled people are leaving the country.
- Coping with HIV in the workplace.
- The steady move or migration from rural areas to urban ones; reasons why you would never emigrate from South Africa, and so on.

2. **Prepare a three minute speech on this topic.** Imagine you are going to deliver this speech to a group of about 40 people at a formal dinner.

Either video yourself delivering this speech or deliver it in front of the mirror.

- You can use your voice as you wish.
- You must stand completely still while you are making your presentation.

3. Now look at your speech again and mark where you think it would be appropriate to **include body language** which is relevant to the context and the topic.

Deliver your speech again, either to be videoed or in front of the mirror and this time:

- Include as many appropriate facial expressions and gestures as you can.
- Ensure that your body posture is appropriate to the context and the topic.
- Use body language to emphasise main points and to convey the appropriate attitude.

4. Make a **note of differences between the first and second presentation.**

Which do you think was the more effective form of communication? Why?

Self Assessment Checklist: You will have successfully completed the Activity when you are sure about the following:	YES	NO
I can use a range of facial expressions, gestures and body postures that are appropriate to the context and the topic of your presentation.		
I successfully use body language to convey attitude and to emphasise the main points of your presentation.		
Practice this until you are confident about your use of body language.		
You may wish to ask friends or family members or fellow students to assist you by playing the role of the audience and commenting on your performance.		
Feedback includes:		

2.4 Planning for formal oral presentations

In both the previous activities you were asked to write out your speeches. Formal oral communications are always planned in the written form first in order to ensure that they are effective.

You need not write out the entire oral presentation word for word but you need to have a very detailed plan of what you are going to say written down. This means you should plan what you are going to say in your introduction, in the main body of your oral communication, and how you are going to conclude.



The introduction is always important as this is how you capture the audience's attention from the start. A dull, boring introduction will cause the audience to lose interest and their attention may start wandering. You may want to briefly explain the purpose of your presentation and why you consider it important. You might want to use an amusing anecdote to put the audience at ease. You may want to use a startling example to grab everyone's attention.



Which of these two examples do you think would be the most effective introduction?

Example 1: Rape is a bad thing. It is growing in South Africa. People are faced with a life sentence if they are found guilty of rape.

Example 2: Ladies and gentlemen, in the time it will take me to introduce this topic, another 5 women or children will have been raped. Think about that. This is the shocking nature of the enormous problem we all face in South Africa.

The plan for the **main body** of the presentation should be very detailed. You need to plan in terms of paragraphs, each one of which contains a separate important idea, or set of facts. You must ensure that there is a logical link between each of the ideas you wish to present.



Which of these two examples do you think shows the most logical and meaningful sequence of ideas to be covered in the main body of a presentation on modern music?

Example 1:

- Rap music;
- House music;
- An overview of modern music;
- The future direction of modern music;
- Well known rap stars;
- Some examples of modern music
- Well known house music DJs;
- Why youth respond to modern music;

Example 2:

- An overview of modern music;
- Why youth respond to modern music;
- Some examples of modern music
- Rap music;
- Well known rap stars;
- House music;
- Well known house music DJs;
- The future direction of modern music

The **conclusion** to an oral presentation represents your closing comments. It is the last impression you will leave with your audience. You may want to briefly summarise what you have covered in the main body of your presentation or you may wish to pose questions for the audience to think about. Always try to end on a high note and to create a good lasting impression. Plan your concluding remarks carefully.

When planning an oral presentation you need to be prepared to practise it out loud in order to check how long it takes to present. You need to be very clear about what the **time** constraints for any oral presentation are and ensure that you stick to these. If an audience is expecting a 15 minute address on something and get either a 4 minute presentation or a 30 minute one they will feel dissatisfied and your communication will not have been effective.



You also need to make sure that the **content** of your oral presentation is relevant to the context in which you are presenting and to the needs of your audience. Let us say you have been asked to present a talk on "The issues surrounding genetic modification of plants." There is a great difference for example in how you would choose content for this presentation if it was for fellow learners or if it was for a meeting of gardeners who work in Stellenbosch residential area.



Please complete **Activity 7**.

Preparing and Presenting a Talk (Individual and Group)

Your peers for this Activity will assess you.

1. Write a detailed plan for an oral presentation.
 - Decide on the topic you wish to talk about; (you should choose a topic which would assist your plant production studies)
 - Decide on the context in which you will be doing your presentation;
 - Decide on exactly who your audience is going to be;
 - Decide how long your talk is going to be. (It should be at least 8 minutes).
2. When you have written your plan, read through it carefully.
 - Now present your talk to your "audience" (peers), using your plan.
 - Tell them to imagine they are members of the audience whom you had in mind when you planned your oral communication.
 - Time the talk.
3. When you have finished, you and your "audience" should answer the following questions as honestly as possible.

QUESTIONS: Did your presentation show that you:	Yes	No
Planned your presentation and that you planned an attention getting introduction?		
Planned the main body of your presentation in a way that was logical and flowing?		
Planned a good conclusion?		
Planned with the needs of the audience in mind?		
Planned so that your time allocation was accurate?		
Planned to present content that was relevant to the topic?		

If you and your audience can answer "yes" to the questions above then you have successfully completed the Activity. If the answer is "no" to any of the questions, look carefully at your plan and see where you could change it to improve your presentation.

Thus far in Session Two we have looked at how we can use our voice, body language and meticulous planning in order to ensure effective oral communication that is sensitive to the context and the audience. Now we are going to look at yet another way of enhancing effective oral communication, namely the use of visual aids.

2.5 Use of visual aids

A visual aid can be defined as a visible instructional or educational aid; something such as a model, chart, film or video, that is looked at as a complement (addition) to a lesson or presentation.

When you communicate orally with an audience by doing a presentation or a talk, it is often helpful to use visual aids, as these will enhance your presentation and make it more effective. You should always ensure that the aids you choose are appropriate to your topic and the context of your audience. You also need to ask yourself

whether your choice of visual aids is really assisting the audience to understand what you are presenting.

Here are some examples of visual aids:

- ◆ Flipcharts
- ◆ Slide projectors
- ◆ Videos & Films
- ◆ Overhead projector transparencies
- ◆ Handouts
- ◆ Whiteboards
- ◆ Graphs
- ◆ Posters
- ◆ Photos
- ◆ Power Point presentations

You can just use large sheets of newsprint for visual aids.

When using visual aids there are certain key points to bear in mind. Always remember to:

- ◆ Ensure that the visual aids are clear and understandable;
- ◆ Prepare all your visual aids well in advance and know exactly where in the presentation you are going to use them;
- ◆ Make sure that all the equipment you will be using is in good working order and that you can use it competently;
- ◆ Ensure that the visual aids are suitable for the venue by checking that they are clearly visible from everywhere in the venue;
- ◆ Ask yourself whether these visual aids will make your oral communication more effective.

Learning Task

Match the visual aid with the appropriate audience:

- | | |
|--|-------------------------|
| • Video of cousin's wedding | Trustee's Meeting |
| • Graph showing profit margin for the year | Pre school class |
| • Poster showing "stranger danger" | Family friends |
| • OHP Transparency of causes of HIV | Pensioners' meeting |
| • Chart showing increase in cost of living | Group of trainee nurses |

Answers

- Video of cousin's wedding
- Graph showing profit margin for the year
- Poster showing "stranger danger"
- OHP Transparency of causes of HIV
- Chart showing increase in cost of living

We are now going to look at how you can use three specific aids in order to enhance your oral communication.

The first is **cue cards**. These are an aid to your own presentation and are not shown to the audience. Cue cards contain a brief summary of the main points of your presentation. You can use short phrases or simply use key words written out on cards that may be referred to when you are making an oral presentation. The purpose of this is to help you avoid reading your speech and thus maintain better eye contact with your audience. You can simply refer to the cards from time to time as your guide. It is critical that your cue cards are relevant and will serve to remind you of what you want to say. Look back at the plan you made for your speech in Activity 7. Try writing out cue cards which can act as a prompt for that particular presentation.

Handouts are another useful addition to ensuring the effectiveness of an oral communication. A handout contains the most important elements of your presentation and are handed out to the audience; either to look at as you present - in which case you can refer them to particular points on the handout; or to keep as a useful summary for their own benefit after the presentation.

**SOIL
TYPES**

Again look back at the plan you made for Activity 7. Prepare a handout which you think would enhance or add to the audience's understanding of your presentation.

Here are a few points to bear in mind when preparing handouts:-

- ◆ They should be neatly presented
- ◆ They should contain the main points of your presentation
- ◆ They should be complete enough to make sense as a document on their own.

Multi-media aids refer to the use of more than one medium in your presentation, for example a video is an example of a multi media aid as it can be both an audio and a visual aid. You could also use CD's combined with slide shows, or tapes combined with a series of graphs presented on a flipchart.

Make sure however that you do not overwhelm your audience and end up distracting them with too much technology!

You must ensure that you are confident about the way to use the visual aids you have chosen, otherwise your audience will get distracted and instead of enhancing your oral presentation you will have detracted from it.



Please complete **Activity 8**.

Visual Aids in a Presentation (Individual and Group)

You will be assessed by your peers for this Activity.

For this activity you will need to refer back to Activity 3. You should already have written out cue cards related to this presentation and have prepared a handout. Look carefully at your oral presentation and decide where you could enhance your message by including visual aids. Now prepare these visual aids carefully.

Practise on your own and then when you feel confident present the talk again to the same group of people as you used in Activity 3.

At the end rate your talk and get others to rate it by answering the following questions:	Yes	No
Did the visual aids add anything to the presentation?		
Could they have been improved upon? If so, how?		
Were the visual aids handled with a degree of competency and confidence?		
Was the handout a useful tool in enhancing understanding?		
Did you use the cue cards in an effective manner?		

2.6 Audience interaction & continuity

We have looked at a range of techniques you can use in order to make your oral presentation as effective as possible. Now we need to move on to look at what happens in an actual presentation. How, while you are presenting, do you maintain **continuity** and **interaction**? Continuity refers to the flow of your presentation and interaction refers to what happens between you and members of the audience. Continuity needs to be maintained at all times and interaction is to be encouraged between you and your audience.

Here are some of the elements you need to be aware of. How do you respond to queries? **Responding to queries** in a positive way is critical. Members of the audience might ask you to tell them more about something you have said; may want to know where to go for more information; may query some of your opinions, and so on. Always try to respond positively to a query. Thank the person for asking the question. Attempt to answer the question as clearly and as concisely as you can. If you are not sure of the answer do not pretend that you are - rather tell the questioner where he or she could find the answer or tell them you will get back to them with the correct answer.

If you are not sure that you have understood the question that has been put to you then **reword** it and check whether you have clearly understood what you are being asked. This is in order to ensure clear effective oral communication.

You may also try and reword information that is quite complex so that all members of the audience can follow. An example of this might be "HIV attacks the immune system. In other words it stops the body from being able to fight off disease effectively."

The way you time your speech or presentation is also important. Make sure that if you have two main points to put across, in order to be effective, you should allocate more or less equal time to both issues. Think back to the planned speech you gave. Were you aware of the timing issue? **Timing techniques** in your actual presentation are also critical. Never give the impression you are rushing over a point or are not prepared to give enough time to audience queries. This will lead to ineffective audience interaction.



Learning Task

Example 1:

Imagine that you have been asked to present a talk on how wine farmers can improve their stock and promote workers' rights. You have been asked to speak for 40 minutes in total.

You might allocate your time as follows:-

- 15 minutes on stock improvement;
- 15 minutes on improving workers' rights;
- 10 minutes on audience questions.

Example 2:

Plan a talk on the topic on increasing wheat production and how a skills development programme for workers would benefit the process.

- 15 minutes on wheat production and the seed, fertilizer and irrigation systems used.
- 15 minutes on the knowledge and skills which workers would gain in a skills development programme.
- 10 minutes on audience questions

Now let us look at how you should respond when you believe that **audience contact** is being **lost**. Let us think back to the section on body language. Remember that body language gives us clues to how people are feeling. You must, when presenting an oral communication, be responsive to your audience.

Study their body language.

Here are some clues that contact is being lost:-

- ◆ Members of the audience are restless;
- ◆ People are looking at their watches;
- ◆ People are not maintaining eye contact with you;
- ◆ People are yawning;
- ◆ People are whispering to one another;
- ◆ People are scribbling on their papers, and so on.

This is the time for you to consider using some of the techniques we have mentioned above. You could:

- ◆ Reword your information;
- ◆ Ask a question;
- ◆ Ask for questions from the audience;
- ◆ Vary your pace (speed) of delivery;
- ◆ Ensure that your voice is varied in intonation;
- ◆ Project an air of confidence through your body language;
- ◆ Make good eye contact, and so on.



Concept (SO 2)	I understand this concept	Questions that I still would like to ask
Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message.		
Body language is appropriate to context and topic, and reinforces main ideas and attitudes		
Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content.		
Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding.		
Cue cards; visual aids; handouts; multi-media.		
Techniques are used to maintain continuity and interaction.		
Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost.		



Optional Activity

Techniques to maintain continuity and interaction (individual and group)

Follow your facilitator's instructions for this activity.

Refer back to the speech you used in the example above. Think of different ways you might have enhanced your speech and audience interest. Improve your speech by adding these additional techniques. Present the speech again and encourage audience feedback.

Look at your speech and provide examples of the following:

- How did you respond to queries?
- Did you use repetition of information?
- Did you reword phrases?
- Did you ask questions to check understanding?
- Were you aware of timing issues?
- How did you respond to cues that audience attention was waning?

Session

3 Identifying and responding to manipulative use of language

After completing this session, you should be able to:
SO 3: Identify and respond to manipulative use of language.

This section will look in particular at how to identify and respond to manipulative language in a range of situations. This includes:

- ◆ Manipulative language
- ◆ Facts and opinions
- ◆ Omission of facts; Persuasive language features

3.1 Introduction

In Section 3 we will look at identifying and responding to manipulative use of language. Every day of our lives we are confronted by a number of verbal messages encouraging us to make certain choices or believe certain things. We need to look carefully at how advertisers, reporters and politicians, to name a few, use language in such a way as to influence and manipulate us.

3.2 Manipulative language

What do we mean by "manipulate" and "manipulative"?

In the context of language use, to **manipulate** means to control or influence somebody or something in a clever or devious way. It can also mean to change or present something in a way that is false but personally advantageous. Some examples of where we find manipulative language being used are news clips, political speeches, marketing material, and advertisements. Of course in our daily interaction with friends, our peers and family, we can also experience manipulation, and may even at times attempt to manipulate others.



- The farmer manipulated the residents into believing that he had not harmed the environment by using pesticides as he emphasized only the positive aspects of pest control.
- The producers of a solar energy device claimed that you would save thousands by using this instead of electricity but did not mention that the cost of the device was far beyond most people's budgets.
- The newspaper report manipulated the buyers to purchase advertised fruits by minimizing discussion on the loss of nutrients caused by genetic modification of those foods.
- The Manager of Canal Irrigation Services did not mention the disadvantage of the furrow method of irrigation where plants nearer the water source may receive more water than those further away, so that farmers were more likely to opt for this system of irrigation.
- Cape plc initially denied liability for causing asbestosis choosing to disregard the evidence of 7500 asbestosis victims in the Northern Cape where the asbestos plant was functioning, so that they could continue production.

3.3 Facts and opinions

In order to understand manipulative language it is important that we learn to distinguish **fact** from **opinion**.

And that is
a fact!!!

A fact is a statement about an object or event on which we can check up in order to ensure it is accurate.

An opinion on the other hand is a statement about an object or event which reflects what we think about it - what our opinion of it is.

It is important to be able to distinguish between the two. Advertisers and politicians may often state opinions in such a way that they appear to be facts. Sometimes people have such strongly held beliefs that they think they are facts. Clever politicians and people who are trying to persuade us about something often use a blend or combination of fact and opinion. In order to avoid being manipulated we need to be clear about the difference between the two.



Please complete **Activity 9: Facts or Opinions**

Work in pairs and read through the following statements and decide whether they are facts or opinions. Make a note of why you have chosen either fact or opinion.

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO3-AC 1

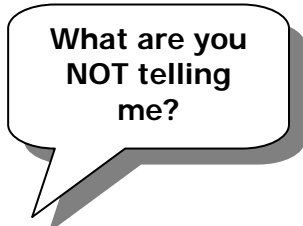
	Read through the following statements and decide whether they are facts or opinions	Make a note of why you have chosen either fact or opinion
1	a) Heroin addicts should be sent to rehabilitation homes at the government's expense. b) Of all the people who try heroin, about 10% will get addicted to the substance.	
2	a) HIV/AIDS is the single biggest cause of death in the age group of 20 - 27 year olds. b) HIV/AIDS is a form of modern plague sent to punish people for misbehaving.	
3	a) Parents who smoke should be heavily fined as they are harming their children. b) The children of smokers are 20% more at risk of developing asthma than the children of non-smokers.	
4	a) Organophosphate insecticides, which degrade rapidly, encourage the rapid emergence of resistant insects and destroy their natural enemies. b) Insecticides could eliminate harmful insects completely.	
5	a) Pesticides which are sprayed in the air are highly effective. b) Reliable data on how pesticides behave in air, are lacking because adequate monitoring is unavailable.	

3.4 Omission of facts

Sometimes we are presented with messages or pieces of information which are incomplete. How do we make sure that the omission (leaving out) of necessary information is noted by us and how do we address this?

In order to avoid being manipulated and in order to form our own independent opinions about certain events or products we need as detailed a picture as possible. We need to be alert to what is **not** being said in the same way as we need to be alert to what **is** being said.

Sometimes information is deliberately omitted in order to present a certain point of view.



Learning Task

In old history textbooks during the Apartheid era we were given an incomplete picture of the role black people played in the wars for example. This was done in order to minimise the important contribution black people had made to our history.

Look at this example from a summary of a speech, where facts have been omitted. See what questions you could ask in order to get the whole picture, or at least a more complete one.

"During the Anglo-Boer War (1899 - 1902) thousands of white Afrikaner or Boer women and children were imprisoned in concentration camps in South Africa. Conditions were very bad, the diet was limited, hygiene was neglected, health resources were lacking, and many people died. This led to great bitterness on the part of the Boers towards the British. There were also black concentration camps."

Remember any questions you thought of that lead to you getting more information on the role of black people in the Anglo - Boer War are appropriate. Ensure that your questions are appropriate by checking whether the answer would lead to greater understanding and less chance of being manipulated.

Sometimes we are given insufficient facts and information is omitted which could lead us to form incorrect opinions on something. This is often the case in a seemingly objective factual type report. For example, if we hear of research that seems to prove something, we need to ask who did the research, on whom was the research done, where was it done, how does it compare with other research and so on. Only then can we make up our minds about the results.

Learning Task

Look at this example from a marketing campaign where facts have been omitted. See what questions you could ask in order to get the whole picture, or at least a more complete one.

"Research has shown that young farmers want more property insurance and most are prepared to pay a lot for it."

Remember any questions you thought of that lead to you getting more information on the issue of young farmers and property insurance are appropriate. Ensure that your questions are appropriate by checking whether the answer would lead to greater understanding and mean that you are less likely to be manipulated by the presentation of "facts" that in fact leave out a lot of information.

There are many instances in political speeches, news reports, and advertisements where necessary information is omitted.



Please complete **Activity 10: Individual activity:**

Omission of information

1. **Listen to three advertisements on the radio or on TV.**

Make notes on what information you are given in the advert.

Now make a list of what other information you would need to know in order to ensure that you had sufficient information to avoid being manipulated by the advertisers.

Make up questions to which you need the answers to ensure that you have all the information.

2. **Tape a radio news report, or video a TV news report.** Listen to it carefully.

Choose one of the news clips (short reports) that you think is a good example of information being left out. Now compile a list of questions you would want answered in order to address the omissions.

3. If you have the opportunity, go to a **political rally or talk** and listen to the speakers.

Make a note of when you think they are omitting necessary information. Compose a question the answer to which would show that you have noted the omission and know how it should be addressed.

■ Persuasive language features

You should by now have a reasonably clear idea about how persuasive the English language can be and how speakers (and writers) can use language to manipulate their audience into doing or believing things. We are going to look at three features or elements of language that particularly affect the audience's interpretation of spoken texts.

The first feature is **tone**.

Tone can be defined as a way of speaking; the way somebody says something as an indicator of what that person is feeling or thinking, e.g. "she spoke in a very sad tone about the death of her mother"; "she had a defiant tone in her voice when she argued with the vice-rector".

It can also refer to the general quality or character of something as an indicator of the attitude or view of the person who produced it, e.g. "the optimistic tone of the news report"; "the salesperson adopted a very sincere tone when talking about the vacuum cleaner."

Learning Task

See if you can match these tones with the appropriate sentences:-

- | | |
|---|-------------|
| • We can look forward to a bright future | surprised |
| • I really miss my ex-partner. | happy |
| • I am looking forward to the concert! | pessimistic |
| • What are you doing here? | sad |
| • We are never going to finish this work. | angry |
| • Get out of my house! | excited |
| • This is the best party I ever had! | optimistic |
| • We can look forward to a bright future | |
| • I really miss my ex-partner | |
| • I am looking forward to the concert! | |
| • What are you doing here? | |
| • We are never going to finish this work. | |
| • Get out of my house! | |
| • This is the best party I ever had! | |

Obviously the general tone of the speaker will have an effect on his or her audience. An enthusiastic, optimistic speaker will be persuasive and could even be manipulative by making the audience feel happy and pleased about something when maybe they should be taking the issue more seriously, or asking more questions.

Similarly an incredibly pessimistic speaker who is full of doom and gloom will affect his or her audience and may even manipulate them into feeling apprehensive and anxious about something which is actually not that frightening.

The next feature of language we need to consider is **style**.

Style can be defined as a way of doing something; a way of expressing something, especially a way regarded as expressing a particular attitude; e.g. "She has a very confrontational style when she speaks to a large audience".

"He adopts a condescending (patronising) style when talking to his colleagues."

Learning Task

See if you can match these styles with the appropriate sentences:-

- | | |
|---|-----------------|
| • The building is 70 metres high. | condescending |
| • You probably won't understand this but... | factual |
| • Think clearly if you can. | persuasive |
| • We would really appreciate it if you could | confrontational |
| • The much loved chair will address his admiring Trustees | abrupt |
| • Three people are needed. Volunteer now. Move to the left. | exaggerated |
| • The building is 70 metres high. | factual |
| • You probably won't understand this but... | condescending |
| • Think clearly if you can. | confrontational |
| • We would really appreciate it if you could ... | persuasive |
| • The much loved chair will address his admiring Trustees | exaggerated |
| • Three people are needed. Volunteer now. Move to the left. | Abrupt |

The style in which a speaker addresses his or her audience can also obviously have an effect on how the audience interprets what is being said. A persuasive style can be used to manipulate you, an exaggerated style can be used to stir up our emotions and stop us thinking clearly. A factual style could even bore us but it could, if used in a manipulative way, convince us to do something or buy something. Try to take note of what style of speech good effective public speakers use. Also if you have recently been persuaded to buy something or to believe in something, think what style the person who convinced you used.

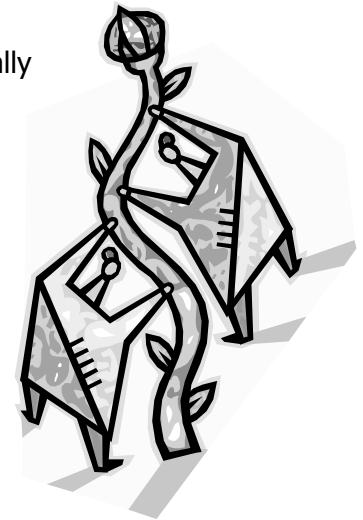
Lastly in terms of language features that affect audience interpretation, we are going to look at **point of view**.

Point of view is someone's personal opinion on a subject, shaped by his or her own character and experience; e.g. "Because she is a staunch Roman Catholic, Noleen has the point of view that abortion is a sin". "It is my point of view that women should get paid more than men because I think they work harder."

A point of view can be negative or positive. Your point of view can be pro (for) something or anti (against) something. It is very hard to have a neutral point of view. Political speakers often present their points of view as if they were facts when in reality they are simply opinions.

Advertisers also assume certain points of view are universally accepted whereas they are simply opinions. An example of this would be the way advertisers assume that we all have the point of view that to look younger than we are is a good thing. This is simply an opinion.

News reports can reflect a particular point of view. The way the facts are reported could be biased or slanted to reflect a particular point of view. Check this out for yourself the next time you listen to a news report.



My Notes ...

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Please complete **Activity 11:**

Points of View (Individual)

See if you can match these statements with the appropriate point of view. The statements are given first followed by a list of points of view. You will need to match the appropriate numbers.

Statements:-

1. All rapists should be hanged.
2. Education is the right of all people.
3. Abortion is every women's right.
4. Women should occupy more positions of power.
5. The Americans waged an illegal war in Iraq.
6. Homosexual men are all cowards.
7. Farm labourers should be paid well and not exploited.

Points of view:

1. Homophobic point of view
2. Pro-democracy point of view
3. Pro-socialist point of view
4. Pro-feminist point of view
5. Pro-capital punishment point of view
6. Anti-USA point of view
7. Pro-abortion on demand point of view

Again it should be apparent that the speaker's point of view has an impact and affect on the audience's interpretation of what is being said. Always be aware of **tone, style and point of view** when listening to advertisements, news reports, marketing material, political speeches, and summaries.



Please complete **Activity 12:**

Designing an advertisement

Divide into groups of about six, or your facilitator may allocate you to a group.

Think of a new product you would like to market. It could be a new rotary plough; a new set of protective clothing for pest control products; a new fertilizer meeting all the nutrient requirements for optimum plant growth, and so on.

Design an audio advertisement for your product. Remember to bear the following in mind:

1. At whom is your advert aimed? Who is your audience?
2. How are you going to convince your audience to buy your product?
3. What tone will you use in your advert?
4. What verbal style will you use in your advert?
Will your advert reflect a particular point of view? If so, what will this be?
5. What facts will you include about your product?
6. What opinions will you give about your product?

If the advert you have designed is persuasive, you are certain you can answer the questions above, and you get positive feedback from your friends or family members, then you have successfully completed the Activity.

Write out the script for your advert.

Present the advert to the whole group.

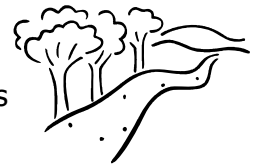
Discuss with the whole group whether or not they would buy the product.

3.5 Distortion of language

Let us now look at the idea of distortion of the spoken word.

Distortion in this context can be defined as misleading alteration; the altering (changing) of information in such a way that the audience is misinformed or misled. e.g. "When she gave her talk on World War II she distorted the facts by leaving out the role played by black soldiers."; "When he spoke about Jan van Riebeeck's arrival at the Cape he distorted the facts by neglecting to mention that there were already people living in the Cape."

We can see from these examples that one way of distorting a presentation is to **omit** (leave out) certain key facts; another way is to only **select** information that reflects a particular point of view.



Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Facts and opinion are identified and distinguished.		
Omission of necessary information is noted and addressed.		
The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience's interpretations of spoken texts are explained.		
Distortion of a contributor's position on a given issue is explored with specific reference to what has been selected and omitted.		

My Notes ...

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Please complete **Activity 13:**

Omission and Selection

Divide into pairs. Read through these examples of distortion and decide whether the speaker's position on a given issue is being distorted through omission of certain key elements or selection or a mixture of both. What position is the speaker presenting?

1. In her talk on "Why drug users should be imprisoned", Faldeelah looked at the link between crime and drug use. She did not refer to the success rate of rehabilitation.
2. In their advertising campaign for the luxury car, the advertisers spoke a great deal about the stunning new features of the model but did not mention price.
3. In the report on the war in Iraq the news reporter only mentioned USA losses.
4. In his summary Andre only referred to the positive aspects of killing the Tahrs on Table Mountain.
5. In her political speech, Dr Msimang focused only on the negative effects that anti-retroviral drugs have.
6. When talking to the vehicles salesman he focussed on the low mileage and good bodywork of the tractor but did not mention that it had been in an accident.
7. The advertising campaign spoke about the increase in plant production and did not mention that the pesticides could be harmful to certain plants.
8. The manufacturer of the rotary ploughs spoke about the use of the tools in creating good seedbeds but omitted that their high cost and extra power requirement have limited general adoption, except for the small garden tractor.

Remember that the way an audience interprets a presentation can be dramatically affected by what material has been selected and what material has been omitted. Always be aware of this and try to think of this the next time you are listening to a news report or a political statement.

From all of the above you should be able to see that language has certain features which can be manipulated. You must be alert to this fact when listening to adverts, news reports, summaries and political speeches, as well as marketing material. Think of why you believe the things you do. Did someone persuade or manipulate you to? Think of the way you dress - why do you make those particular choices? Think of all the products you buy - were you manipulated by a clever advert into choosing your agricultural tools or pesticides or even the vehicles you drive?



By the end of this Unit:

- You should be certain that you are aware of your audience at all times and that you adapt your language in a way that is appropriate to the context in which you are delivering your oral communication.
- You should be able to adapt your language style depending on the requirements of the situation you find yourself in. You should now be able to communicate with a degree of confidence both formally and in more relaxed settings. You should be able to pick up hidden messages and attempts to manipulate you and should be able to identify the message someone is trying to convey to you.
- The three main sections you should be confident about are: that you can now interact successfully with your audience during oral communication; that you can effectively use strategies that capture and retain the interest of your audience and that you can both identify and respond effectively to manipulative use of language.

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. Define an audience and give an example.		
2. Define oral communication and give an example.		
3. Explain what we mean when we refer to group dynamics.		
4. Explain what we mean by the phrase "group ownership of conclusions."		
5. Why do you need flexibility when the sequence in an interview is disrupted?		
6. Why is it important to establish a non-threatening atmosphere during an interview?		
7. Why is it important to have an agenda for a meeting?		
8. Why are minutes of meetings important?		
9. How would you define negotiations?		
10. Explain what is meant by a cultural group.		
11. What do we mean by stress when we are referring to oral communication?		

12.	What do we mean by pace when we are referring to oral communication		
13.	Define body language in your own words.		
14.	What cues, in terms of body language, would alert you to the fact that you had not retained the interest of the audience?		
15.	Why is time allocation important in our planning for an oral communication?		
16.	What three things should you bear in mind when preparing a handout?		
17.	Why is it important to ensure that your equipment is in good working order when you are using visual aids?		
18.	Explain why rewording is a useful strategy to ensure that you are maintaining continuity and interaction.		
19.	Define a 'fact'.		
20.	Define an 'opinion'.		
21.	Why is it important to distinguish between facts and opinions?		
22.	Why do we need to note and address the omission of necessary information?		
23.	What do you understand by the term 'manipulative language use'?		
24.	Give two examples of tone of voice.		
25.	Give two examples of style of speech.		
26.	What do you understand by point of view?		
27.	How is speech distorted through omission of material?		
28.	How is speech distorted through selection of material?		

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	8968		
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:

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Accommodate audience and context needs in oral communication

SAQA US ID	UNIT STANDARD TITLE		
8968	Accommodate audience and context needs in oral communication		
SGB NAME	NSB	PROVIDER NAME	
SGB GET/FET Language and Communication	NSB 04-Communication Studies and Language		
FIELD		SUBFIELD	
Communication Studies and Language		Language	
ABET BAND	UNIT STANDARD TYPE	NOF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2004-10-13	2007-10-13	SAQA 0356/04

PURPOSE OF THE UNIT STANDARD

Learners at this level are aware of their audiences and purposes for communication. They adapt their style and language register to the requirements of different situations. They are able to speak confidently in both formal and familiar settings. They can articulate their purposes and reasons for the adoption of a particular register and style in any situation. They can usually identify the assumptions and inferences implicit in what people say and how they say it.

Learners credited with this unit standard are able to:

- interact successfully with audience in oral communication
- use strategies that capture and retain the interest of an audience
- identify and respond to manipulative use of language

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 following outcomes or areas of learning when starting to learn towards this unit standard: the NQF Level 2 unit standard.

US: FET-C/01 - Maintain and adapt oral communication

UNIT STANDARD RANGE

The learner can engage in oral interactions in a variety of formal and informal contexts in socio-cultural, learning and workplace situations.

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

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Interact successfully with audience in oral communication.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork.

ASSESSMENT CRITERION RANGE

Contributions include: Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions.

ASSESSMENT CRITERION 2

2. Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information.

ASSESSMENT CRITERION RANGE

Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn.

ASSESSMENT CRITERION 3

3. Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives.

ASSESSMENT CRITERION RANGE

Spectrum of formal meeting procedures.

ASSESSMENT CRITERION 4

4. Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants.

ASSESSMENT CRITERION RANGE

Spectrum of informal and formal debating procedures and procedures for negotiations and meetings.

ASSESSMENT CRITERION 5

5. Responses to the ways others express themselves are sensitive to differing socio-cultural contexts.

SPECIFIC OUTCOME 2

Use strategies that capture and retain the interest of an audience.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message.

ASSESSMENT CRITERION 2

2. Body language is appropriate to context and topic, and reinforces main ideas and attitudes.

ASSESSMENT CRITERION 3

3. Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content.

ASSESSMENT CRITERION 4

4. Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding.

ASSESSMENT CRITERION RANGE

Cue cards; visual aids; handouts; multi-media.

ASSESSMENT CRITERION 5

5. Techniques are used to maintain continuity and interaction.

ASSESSMENT CRITERION RANGE

SPECIFIC OUTCOME 3

Identify and respond to manipulative use of language.

OUTCOME RANGE

News clips, summaries, political speeches, marketing material, advertisements.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Facts and opinion are identified and distinguished.

ASSESSMENT CRITERION 2

2. Omission of necessary information is noted and addressed.

ASSESSMENT CRITERION 3

3. The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience`s interpretations of spoken texts are explained.

ASSESSMENT CRITERION 4

4. Distortion of a contributor`s position on a given issue is explored with specific reference to what has been selected and omitted.

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 through assessment of the specific

outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language 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.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

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 SCIENCE

Use science and technology effectively and critically: using technology to access and present texts.

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 text.

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 around all the assessment criteria is gathered
- 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, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.

UNIT STANDARD NOTES

This unit standard will be replaced by unit standard 119472 which is "Accommodate audience and context needs in oral/signed communication", Level 3, 5 credits, as soon as 119472 is registered.

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