

LEARNER GUIDE

Communication

NQF Level: 2

Credits: 22

Unit Standard 8963 Level 2 Credits 5

Unit Standard 8964 Level 2 Credits 5

Unit Standard 8962 Level 2 Credits 5

Unit Standard 8967 Level 2 Credits 5

Unit Standard 14338 Level 2 Credits 2



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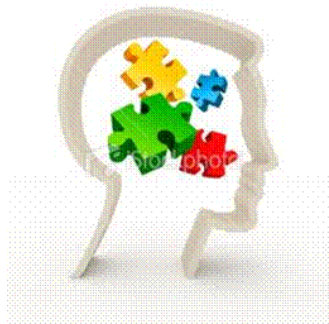
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INTRODUCTION

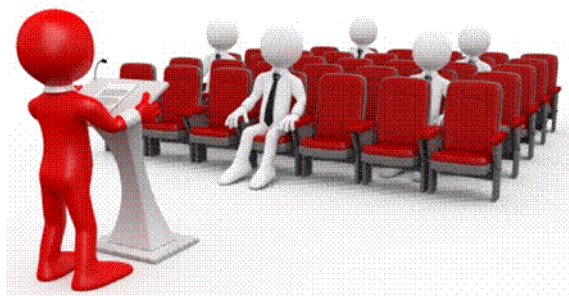
Welcome to the learning programme

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



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

Programme methodology



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

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

The following principles were applied in designing the course:

Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises

As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter's solutions to the problems

Through participation and interaction the learners can learn as much from each other as they do from the course presenter

Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding

Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

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



Different role players in delivery process

- ✓ Learner
- ✓ Facilitator
- ✓ Assessor
- ✓ Moderator

What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:




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

Different types of activities you can expect

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



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

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

Learner Administration



Attendance Register

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

Programme Evaluation Form

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

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

Assessments

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

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

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



How will Assessments commence?

Formative Assessments

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

Summative Assessments

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

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

Learner Support

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



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

You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.

Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.

The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.

You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide

If you need assistance please contact your facilitator who will gladly assist you.

If you have any special needs please inform the facilitator

Learner Expectations

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



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

UNIT STANDARD 8963 & 8964

Unit standard 8963

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Access and use information from texts

SAQA US ID	UNIT STANDARD TITLE			
8963	Access and use information from texts			
ORIGINATOR		ORIGINATING PROVIDER		
SGB GET/FET Language and Communication				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"		2004-10-13	2006-02-09	SAQA 0356/04
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2007-02-09		2010-02-09		

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

This unit standard is replaced by:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
119463	Access and use information from texts	Level 2	NQF Level 02	5	Complete

PURPOSE OF THE UNIT STANDARD

Learners at this level are able to read or view, understand and respond to texts on a range of topics.

Learners credited with this unit standard are able to:

- identify the main ideas in different text types
- read and respond to texts for a variety of purposes
- use a range of reading and viewing strategies to make meaning of texts
-
-

- ☐ identify and discuss how language structures and features may influence a reader.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

Learners can:

- ☐ read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

UNIT STANDARD RANGE

Written and visual texts appropriate to the needs and interests of learners.

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify the main ideas in different text types.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The main ideas are identified and distinguished from supporting information.

ASSESSMENT CRITERION 2

2. The author's purpose is identified and the identification is justified by reference to the text.

ASSESSMENT CRITERION 3

3. Information or ideas from the text are presented in a form appropriate to a learning task or activity.

ASSESSMENT CRITERION RANGE

Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play, dramatised key scenes.

ASSESSMENT CRITERION 4

4. Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.

ASSESSMENT CRITERION RANGE

Idioms, jargon (language specific to a trade, business or industry), proverbs.

SPECIFIC OUTCOME 2

Read and respond to texts for a variety of purposes.

OUTCOME RANGE

Textbooks, magazines, newspapers, brochures, policies, questionnaires, notices, memoranda, agendas, application forms, documentaries, novels, photographs, diagrams, blueprints, films, and any other appropriate types.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Different text types categorised in terms of their intended target audience.

ASSESSMENT CRITERION 2

2. The purpose of the text is identified and the identification is justified by reference to the text and context.

ASSESSMENT CRITERION 3

3. Different points of view in texts are identified and observations are justified by reference to the text and context.

ASSESSMENT CRITERION 4

4. One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.

ASSESSMENT CRITERION 5

5. The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.

ASSESSMENT CRITERION 6

6. Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.

SPECIFIC OUTCOME 3

Use a range of reading and viewing strategies to make meaning of texts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.

ASSESSMENT CRITERION RANGE

Skimming, scanning, pre-reading, re-reading, predicting and sifting.

ASSESSMENT CRITERION 2

2. Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning.

ASSESSMENT CRITERION RANGE

Who; what; when; where; why and how questions.

ASSESSMENT CRITERION 3

3. Information from texts is recorded logically and coherently according to the purpose of the task or learning activity.

ASSESSMENT CRITERION RANGE

Use and effect patterns; summaries; notes; annotations; time-lines; tree diagrams; highlighting; paraphrasing; flow charts; pie charts; bar graphs; Venn diagrams.

ASSESSMENT CRITERION 4

4. Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text.

ASSESSMENT CRITERION RANGE

Games; repairing objects; classroom, workplace or laboratory procedures; recipes; schedules; forms; maps; and warranties.

ASSESSMENT CRITERION 5

5. The structural features of texts are identified and their uses in accessing meaning are explored.

ASSESSMENT CRITERION RANGE

Title, sub-title, font, size of font, index page, layout, resume, summary, use of visuals/ bold/ italics/underlining, captions.

ASSESSMENT CRITERION 6

6. Reference materials are used to clarify meanings of words, concepts, language structures and conventions.

ASSESSMENT CRITERION RANGE

Dictionaries; instruction manuals; textbooks; thesaurus; encyclopaedia; the internet.

SPECIFIC OUTCOME 4

Identify and discuss how language structures and features may influence a reader.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

1. The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.

ASSESSMENT CRITERION RANGE

Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole;

generalisations; stereotyping; pictures and captions; typography and grammar.

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.

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 ORGANISING

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 texts.

UNIT STANDARD CCFO CONTRIBUTING

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

Unit standard 8964

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Write for a defined context

SAQA US ID	UNIT STANDARD TITLE			
8964	Write for a defined context			
ORIGINATOR		ORIGINATING PROVIDER		
SGB GET/FET Language and Communication				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	5
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This unit standard is replaced by:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
119456	Write/present for a defined context	Level 2	NQF Level 02	5	Complete

PURPOSE OF THE UNIT STANDARD

Learners credited with this unit standard are able to write to suit a range of contexts. They use complex sentence structures and show some control of style and register. Writers can match the choice of text type, structure, tone and word selection in their writing to the needs of specific audiences. They express themselves reasonably clearly and precisely when writing, and they are willing to explore new forms of writing in thoughtful and organised ways.

Learners at this level also use appropriate language in familiar and unfamiliar situations in their writings

and in their written observations and responses based on texts they encounter. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:

- ☐ write for a specific purpose and audience
- ☐ use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts
- ☐ adapt language to suit context
- ☐ draft and edit own writing.

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: NQF level 1 or GETC language standards.

Learners can:

- ☐ write different kinds of texts for a wide range of purposes.

UNIT STANDARD RANGE

Appropriate language patterns and structures, which take account of aspects of context, purpose and audience, are used.

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Write for a specific audience and purpose.

OUTCOME RANGE

Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. A range of appropriate texts is selected and produced in response to tasks or learning activities.

ASSESSMENT CRITERION 2

2. Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.

ASSESSMENT CRITERION RANGE

Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)

SPECIFIC OUTCOME 2

Use grammatical structures and writing conventions.

OUTCOME NOTES

Use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Clear, simple sentences are used.

ASSESSMENT CRITERION 2

2. A variety of sentence lengths and types are employed where appropriate.

ASSESSMENT CRITERION 3

3. Paragraphs showing awareness of topic sentence are constructed.

ASSESSMENT CRITERION 4

4. Punctuation conventions are used appropriately.

ASSESSMENT CRITERION 5

5. Register is chosen to suit audience and purpose.

ASSESSMENT CRITERION 6

6. Link devices are used correctly to write sustained pieces.

ASSESSMENT CRITERION 7

7. Different sentence beginnings and clause structure options are correctly employed.

ASSESSMENT CRITERION 8

8. Texts are organised and structured so that they have a clearly defined beginning, middle and end.

SPECIFIC OUTCOME 3

Adapt language to suit context.

OUTCOME RANGE

Socio-cultural, technical/workplace.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Inappropriate language is identified and adapted.

ASSESSMENT CRITERION RANGE

Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register.

ASSESSMENT CRITERION 2

2. Complex ideas are reworded more simply.

SPECIFIC OUTCOME 4

Draft and edit own writing.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience.

ASSESSMENT CRITERION 2

2. Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.

ASSESSMENT CRITERION 3

3. Major grammatical errors are identified and changes improve structure and readability of text.

ASSESSMENT CRITERION 4

4. Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.

ASSESSMENT CRITERION 5

5. Points of view, where expressed, are supported with a simple range of reasons and facts.

ASSESSMENT CRITERION 6

6. Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.

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.

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 ORGANISING

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 texts.

UNIT STANDARD CCFO CONTRIBUTING

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

SECTION 1: READING AND VIEWING STRATEGIES

Outcome

Use a range of reading and/or viewing strategies make meaning of texts

Assessment criteria

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

- ✓ Reading and/or viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search: Skimming, scanning, pre-reading, re-reading, predicting and sifting
- ✓ Questions used are appropriate to the context, the type of information required and/or attempts to clarify meaning: Who, what, when, where, why and how questions
- ✓ Information from texts researched is recorded logically and coherently according to the purpose of the task or learning activity: Cause and effect patterns, summaries, notes, annotations, time-lines, tree diagrams, highlighting, paraphrasing, flow charts, pie charts, bar graphs, Venn diagrams
- ✓ Instructions and directions are read/viewed and interpreted and subsequent explanations are consistent with the intention of the text: Classroom/workplace/laboratory procedures, games, repairing objects, recipes, schedules, forms, maps
- ✓ The structural features of texts are identified and their use in accessing meaning are explored: Title, sub-title, font, size of font, index page, layout, resume summary, use of visuals/ bold/ italics/underlining, captions
- ✓ Reference materials are used to clarify meanings of words/signs, concepts, language structures and conventions: Dictionaries, instruction manuals, textbooks, thesauruses, encyclopaedias, the internet
- ✓ The research process is focused, logical and effective

Introduction

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

We see this every day in the form of magazines, CD covers, comic

When you are reading something **writer wants to give a specific message** about special offers, they want or more of their products.



not in direct contact with each other, the message in writing.

of advertisements, newspapers, books, etc.

it is important to remember that the **message**: when Game sends out flyers you, the reader, to consider buying one

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

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

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

What needs to be remembered is that in the case of company policy, you have to follow the rules as laid down.

With almost everything you read, that is not directly work related, especially in newspapers and magazines, you have to remember that the writer wants to persuade you to believe his point of view.

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

An excellent example could be a newspaper headline that reads:

ALL WHITE RUGBY TEAM

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

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

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

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

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

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

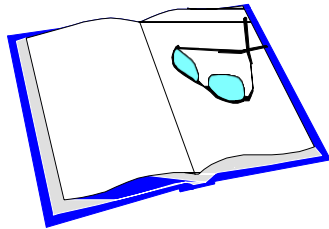
Reading Skills

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

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

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

- ✓ Who
- ✓ What
- ✓ When
- ✓ Where
- ✓ Why
- ✓ How



Reading Strategies

Whenever we read something, we employ a certain strategy:

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

Skim

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

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

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

Scan

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

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

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

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



Sift

Selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose. This is similar to scanning, but you sift out facts or details that are not relevant to your purpose or task.

Prediction

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

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

Re-Reading

When you read something more than once in order to ensure that you understand the meaning and can answer questions about the piece or even quote from the written piece in some writing of your own.

Sifting and re-reading are often used together, especially when you want to quote from the written piece: you would read it more than once and then extract the important points or facts.

Pre reading

This is when you look at the title of the book or text, the Index or, in the case of magazine and newspaper articles, and you guess what the book or article is about. For example, if the title of a newspaper article says: "Bafana Tops", you will guess that the article is about a win for our national soccer team.

Or, if the title of the article says: "Fresh vs canned vs frozen" and the sub title reads: "Does fresh food pack more punch?" you can guess that the article is about the benefits of fresh food as opposed to canned or frozen.

Then you can decide if you want to read the article or if the article is relevant to your work, etc.

Highlighting

While you are reading text you are always looking for the main points. You can make notes of the main points while reading, or you can highlight them. Highlighting can be done by making a note in the margin of the book, by underlining the relevant passages or you can use a highlighting pen.

If the book is your property or belongs to your organisation, feel free to highlight important points. When the book belongs to someone else or a library, please don't use the highlighting technique – make photo copies of the pages you require and highlight important points on these.

You can also use various coloured highlighters to distinguish between different main points or headings and sub headings. How you use the different colours is up to you, as long as there is method and order in the way you use colour.

You can, for example, highlight all the points relating to one topic in blue, all the points relating to another topic in yellow and so on. Or you can highlight all the main points, irrespective of topic, in blue, all the supporting information in yellow.

Feel free to experiment but make sure that you have your system worked out before you start using your highlighter.

Retell And Summarise

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

- ✓ While reading, make a note of the main ideas or events. Put a check mark in the book or write a note to point out a main idea.
- ✓ At the ends of chapters or sections, review the information or story. Note main ideas or events and the details that support them.

- ✓ After reading, retell or summarise the text. Focus on the important points and support them with relevant details.
- ✓ Refer to the book to check the retelling or summary.

Use Questions

You should also use questions to identify the type of information you need and/or to clarify meaning. The typical questions to ask are:

- ✓ Who: who is involved, who must do something, who is affected?
- ✓ What: what happened, what is the procedure to follow, what should be done to connect an appliance, etc.
- ✓ When: When did it happen, when should the procedure be followed, when should the appliance be connected?
- ✓ Where: where did it happen, where should the procedure be followed, where should the appliance be connected?
- ✓ Why: why did it happen, why should the procedure be followed, why should the appliance be connected?
- ✓ How: how do we know that it happened, how should the procedure be followed, how should the appliance be connected?

Research the information

To research a topic, follow these steps:

1. Decide what information you need
2. Collect the material
3. Sort it into groups

In order to decide what information you need, it is often useful to brainstorm or mind map

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

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

When doing research about a topic it is important that you gather as much information about a subject as possible. The more information you have, the better. Of course, the information and data must be relevant to the topic that you are going to write about.

Record the information

To record your information logically, follow these steps:

1. Organise information into groups (chronological; in order of importance; by geographical location)
2. Organise these groups into a logical sequence
3. Organise the information within each group into a logical sequence

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information chronologically, using contrast or cause and effect.

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

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another. Refer back to the introduction of the article about the gorillas: you can contrast the concern of conservationists who were worried about the gorillas, with the views of humanists who were more concerned about the people being killed.
- ✓ **Cause and effect:** referring back to the same text, you can progress from the causes of the war to the consequences(effect) of the civil war on ordinary people.

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

Sifting for Relevance

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

Validity and Reliability

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source: check more than one manual, talk to more than one person, visit more than one website, to ensure that your facts are correct. Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all your sources state the same basic fact, you can be reasonably sure that the fact is correct.

Aids for recording information

The reason for reading is often to do research or for the purposes of study. This means that you want a record of the information when you have done your research or read the text. There are many aids to use when you are recording (writing down) the information you have gathered. These aids will help you to record your notes logically (in the correct order) and coherently (so that you and others can understand it).

Some of these aids will be discussed now.

Summaries

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

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author's purpose.

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

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

What happened? Where did it happen? Who fled? Why did Abuk not flee with her children?

“During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.”

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph.

Everything else is supporting information:

- ✓ The villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman's name is supporting information, as well as the ages of her children.
- ✓ The last sentence is also supporting information.

The **purpose** of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don't put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it.

We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A **summary** can take many forms:

- ✓ As per the example above, which is called paraphrasing. Paraphrasing is when you rewrite something using different words.
- ✓ You can summarise in point form
- ✓ When you are summarising a big piece of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces

Paraphrasing

As mentioned, paraphrasing is rewriting something using different words.

You can also rewrite the entire text in your own words, without summarising it: in other words quoting main ideas as well as supporting information. Then you rewrite the entire text, using your own words. A paraphrase of a document is usually longer than the original document.

“One day, while the villagers of Nyamlell, a village in southern Sudan, were busy tilling their fields, they heard gunfire. Everybody dropped their hose and fled helter-skelter into the surrounding bush. Unfortunately, one blind woman named Abuk Marou Keer could not flee. She and her children, a seven-year-old son and a twelve-year-old daughter, took shelter in their hut, where they sat in the dark, praying that they would not be found. You could smell their fear in the windowless hut.”

Now I have rewritten the entire paragraph, using my own words. Can you see that the paragraph still means the same thing, the message is still the same. This is paraphrasing.

Point Form

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

1. The villagers heard gunfire and fled.
2. A blind woman could not flee, so she and her children hid in their hut.

Mind-map

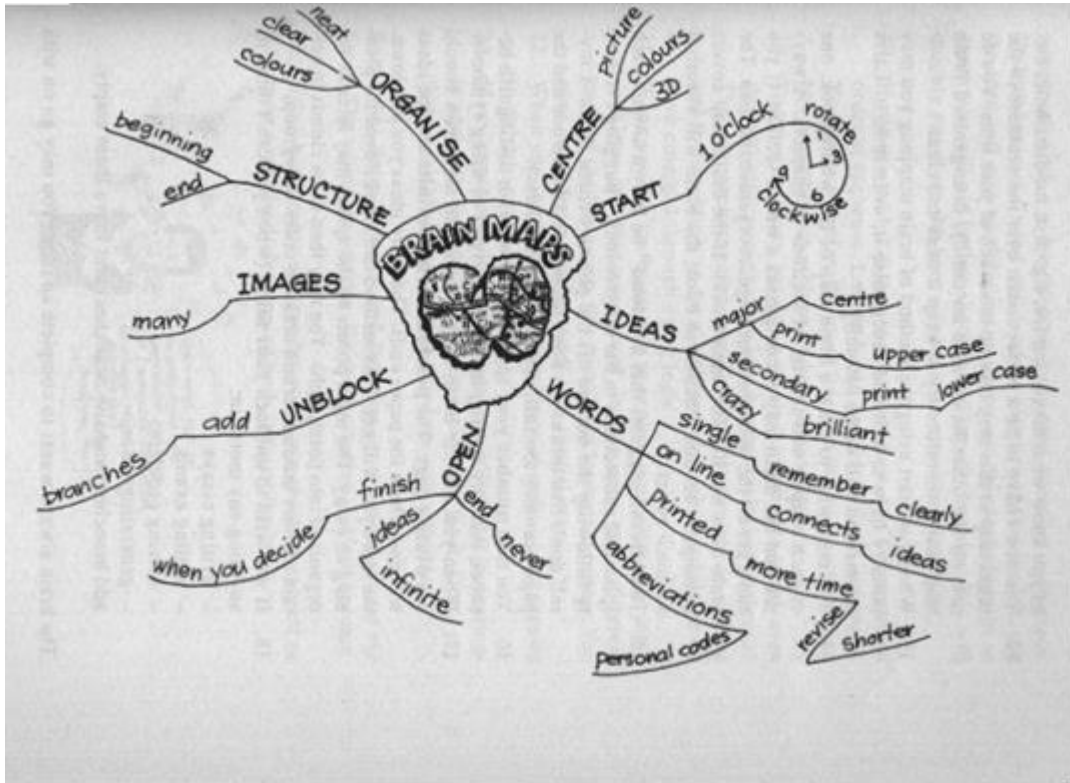
A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions, not only from top to bottom, but also from left to right.

With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

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

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.



If we were to summarise our example in a mind-map, it would look like this:



Notes

A note is a brief written record that is used as an aid to memory. You would make notes when you are doing your research, but you can also add notes to a page, this is called footnotes. See the bottom of a page for an example. footnotes are used to indicate which resource was used, or to indicate where a full explanation of the term can be found. Footnotes are usually numbered.

You can also add notes to the page by placing the notes in a box.

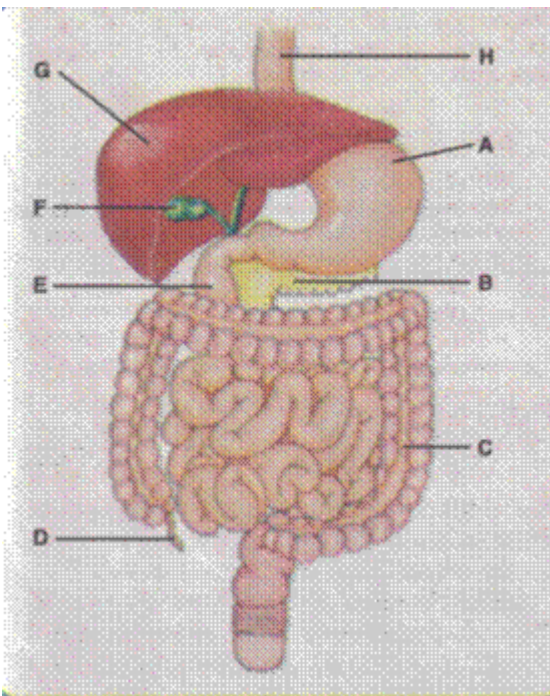
A note is a brief written record

Annotations

When you add annotations to your text, it means that you add explanatory notes to the text. As an example, in the section about questions, I stated the type of question and then added explanations:

Who: who is involved, who must do something, who is affected?

Diagram



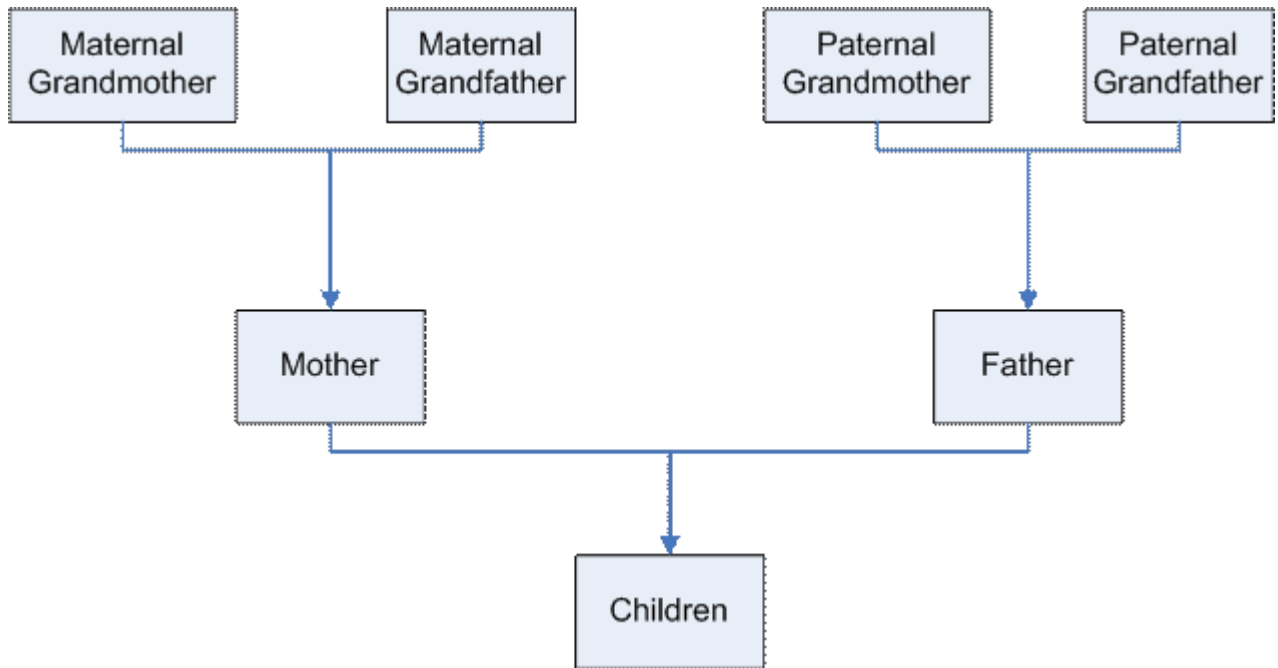
A simplified drawing showing the appearance or structure of something.

This is a diagram of a human's insides.

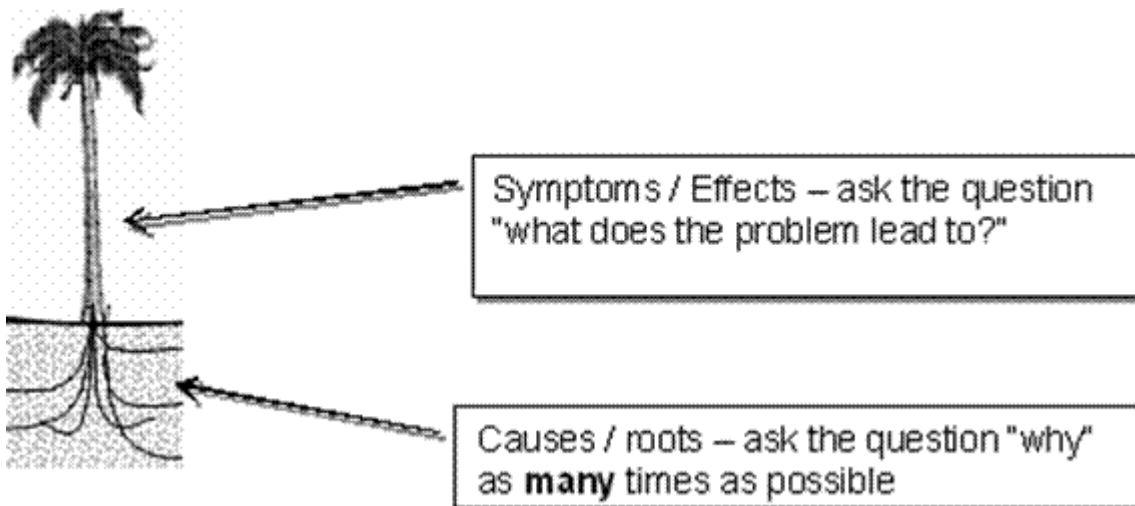
Tree Diagram

A tree diagram is a tree-shaped drawing showing a structure of something. The best examples are to be found in family trees, where you list you grandparents from your mother's side and your father's side, then your parents and then yourself, your brothers and sisters. Of course, the diagram can be bigger than this – you could start with your great-grandparents or even further back, and you can also include aunts, uncles, nephews and nieces.

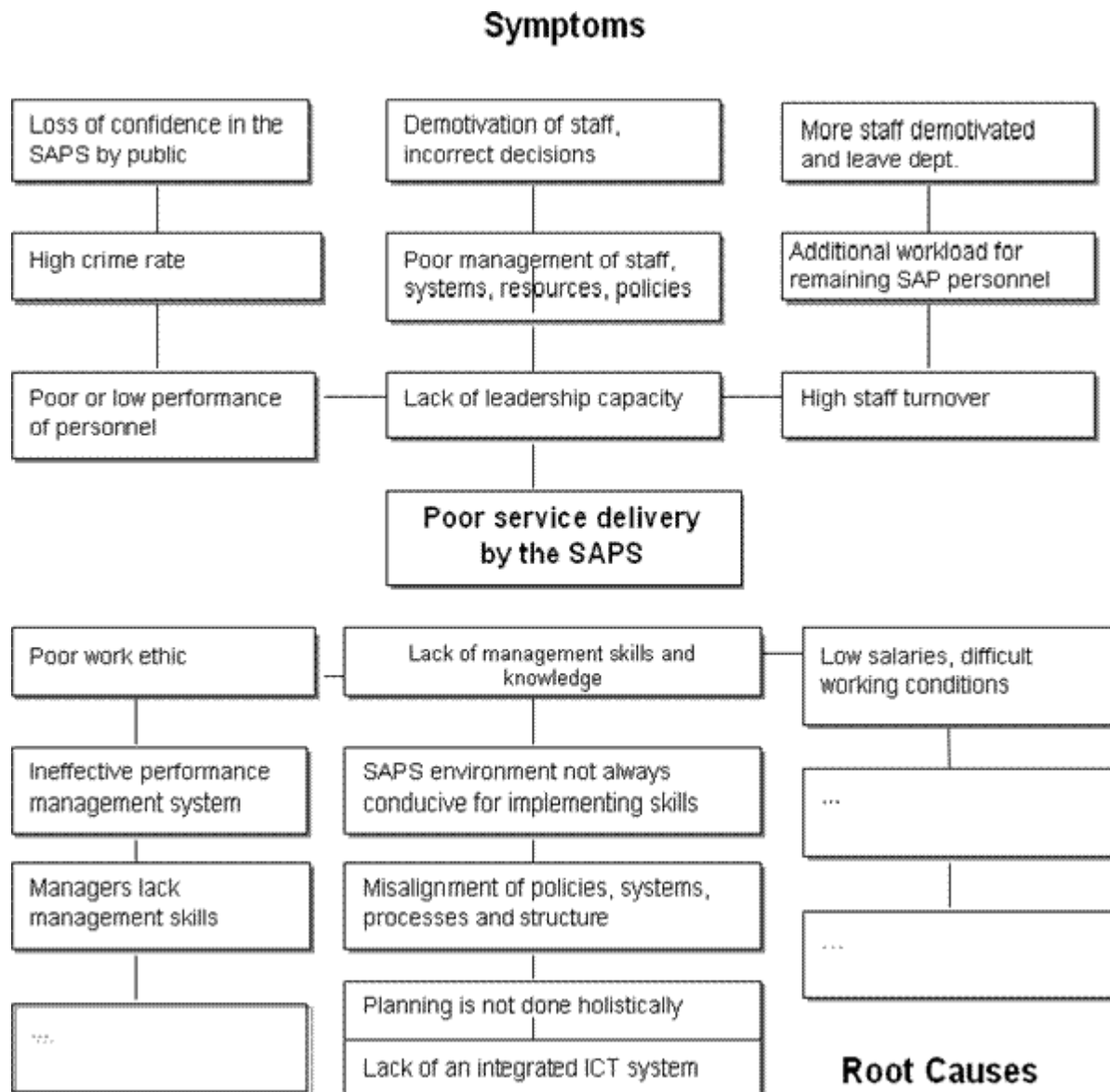
It is called a tree diagram, because it starts big at the top and then becomes smaller with the next lines. On the next page is an example of a family tree starting with your grandparents.



You can also use a tree diagram to make decisions or to solve problems. A **problem tree analysis** is a quick and effective way of analysing a problem. This analysis identifies the causes and symptoms of a problem and presents them in a logical cause-effect sequence. The question *why* is asked several times consecutively, in order to discover the root causes of the problem. These causes are then arranged into a cause-effect relationship.

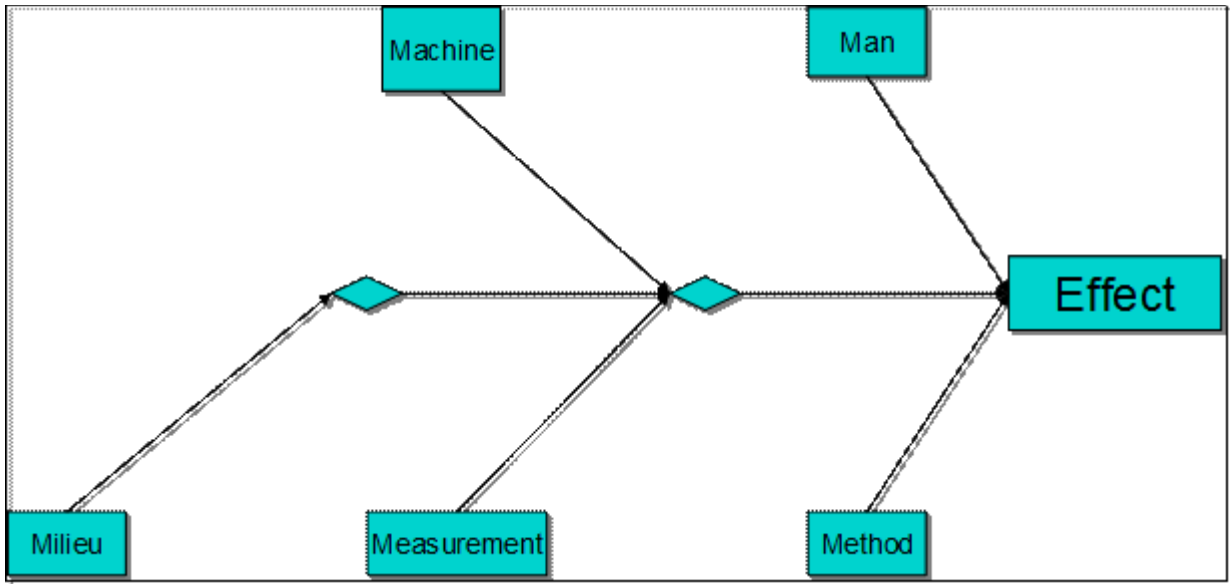


EXAMPLE OF A PROBLEM ANALYSIS TREE

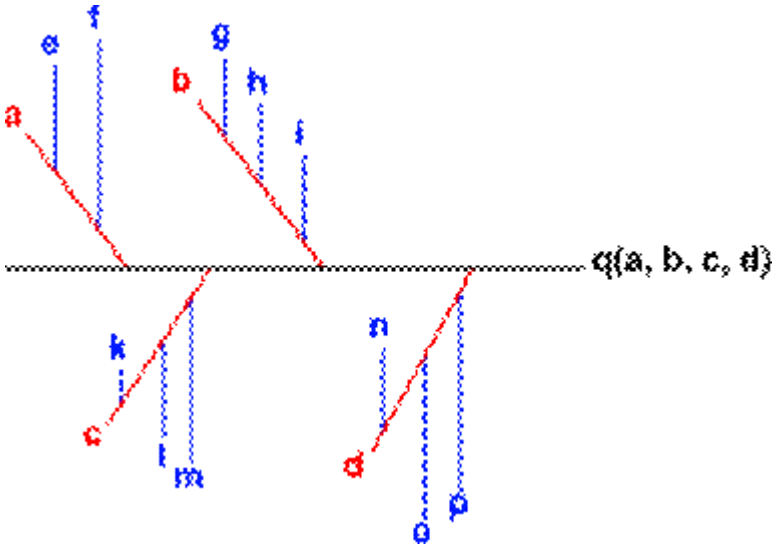


Cause and effect diagrams

A cause and effect diagram demonstrates the relationship between the effects of a problem and the categories of the causes of the problem. As the arrangement of the diagram lets it look like a fishbone, it is also known as a fish-bone diagram. The technique allows one to determine the Effect or Problem you would like to examine, categorize the possible causes thereof and find subcategories of these causes in order to arrive at the root causes of a problem or effect



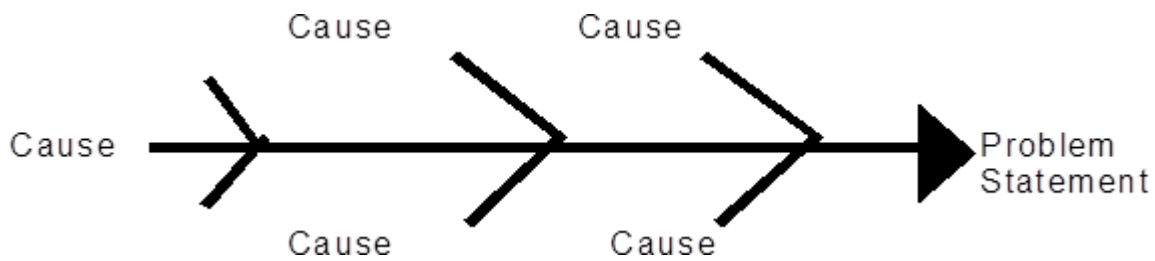
Above is an example of a fishbone diagram also called an Ishikawa diagram, showing factors of men, machines, milieu (workplace), materiel, methods, measurement, all affecting the overall problem.



You can use smaller arrows to connect the sub-causes to major causes

Source: Quality Tools (2005)

When constructing a fishbone diagram, you must start with stating the problem in the form of a question, such as:
'Why is the Water Point not being used successfully by the village



By

stating the problem in the form of a question, you will be able to brainstorm the causes.

The team must agree on the problem statement and once this is done it must then be placed in the 'fish head box'.

The rest of the fish bone consists of a spine leading to the head and 'bones' leading from the spine. Each bone represents a contributing cause or category. Agree with the rest of the team the labels for these categories.

Once you have labelled each bone/cause, then you are able to ask 'why does that happen' or 'what has contributed to this cause'. Place your insight or observation onto a smaller bone leading from the category bone.

Once you have completed your fishbone, you will have a good understanding of what is the real cause of the problem. You will now be able to start brainstorming solutions to the problem.

Timelines

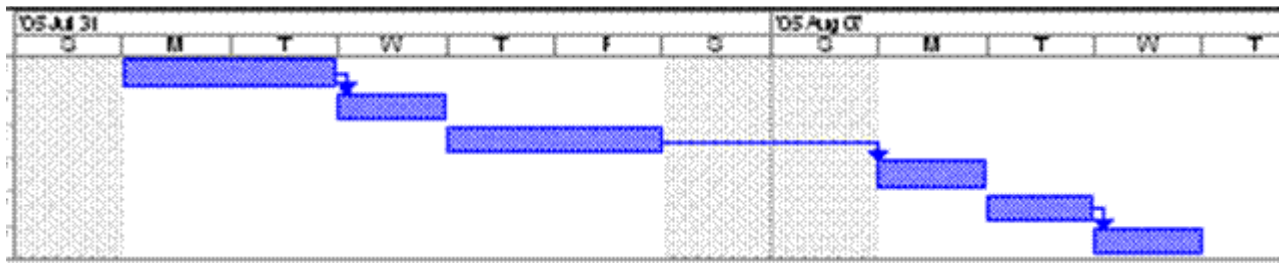
The time allowed for or taken by a process or sequence of events

A timeline displays a sequence of events from left to right in relation to time, on a timescale. Your examination schedule looks as follows:

- ✓ Study for maths exam 2 days, 1 to 2 August
- ✓ Write maths exam 1 day 3 August
- ✓ Study for history exam 2 days, 4 to 5 August
- ✓ Write history exam, 1 day 8 August
- ✓ Study for English exam 1 day 9 August
- ✓ Write English exam 1 day 10 August

You can scribble all over your calendar, or you can do a timeline:

2005 August						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	Aug 01	02	03	04	05	06
	Study for Maths exam, 2 days	Write maths	Study for History exam, 2 days			
07	08	09	10	11	12	13
	Write History	Study for English	Write English			

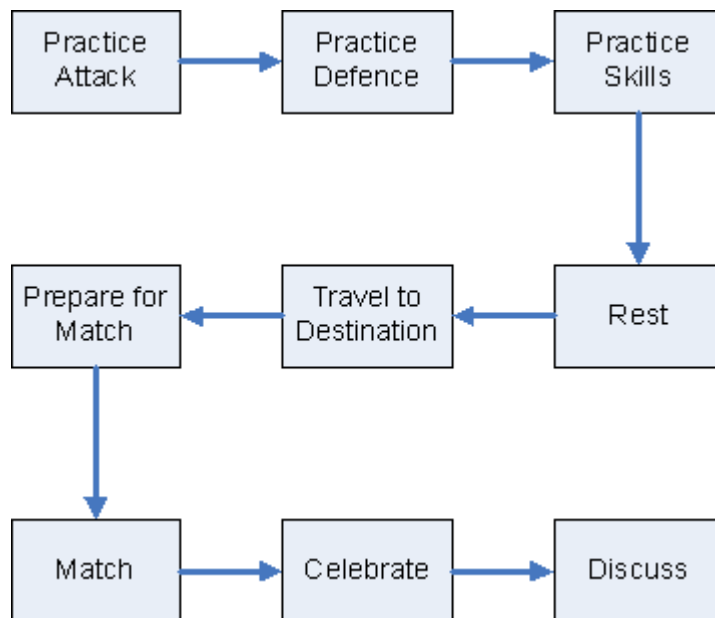


Flow chart

A diagram showing a sequence of stages making up a complex process

A soccer team's preparation for a match, could look like this: Practice attack – practice defence – practice skills – rest – travel to destination – prepare for the match – match – celebrate victory – discuss match.

The flow chart could look like this:

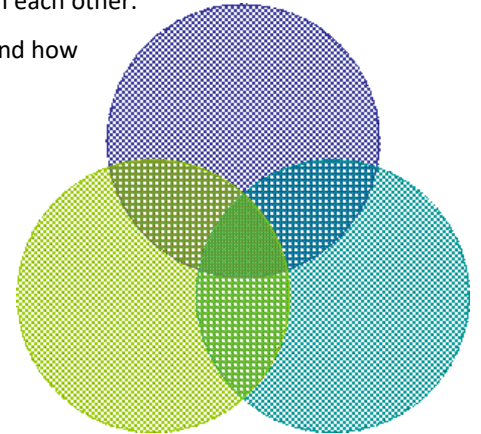


Venn diagram

A diagram representing mathematical sets as circles, common elements of the sets being represented by overlapping sections of the circles.

It is used when the common elements influence each other or have an effect upon each other.

The example below illustrates the management of resources of an organisation. and how the resources overlap and influence each other.

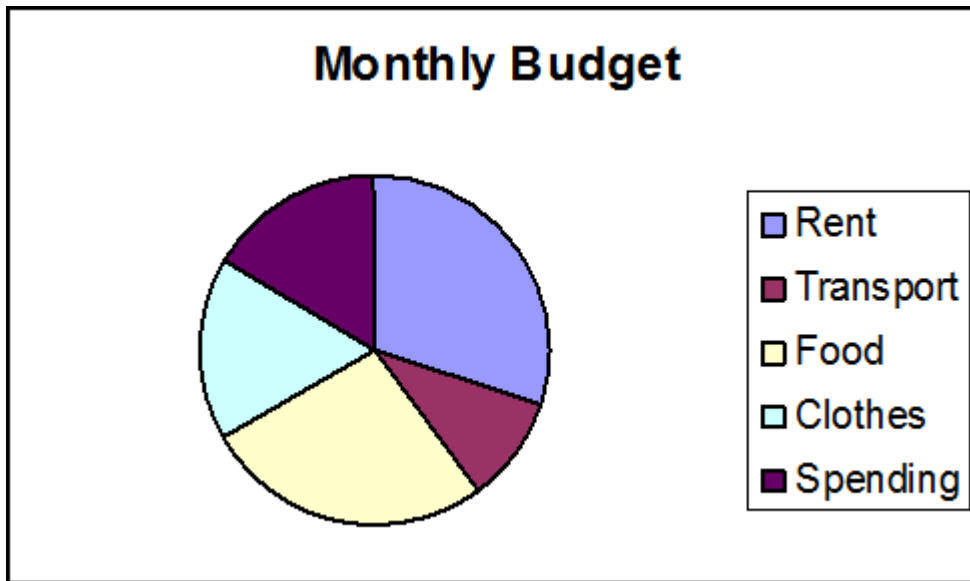


SOURCE: MANAGEMENT PRINCIPLES, SMIT AND CRONJE

Pie chart

A pie chart is used to show how a total breaks down. For example, you have R3000 per month to spend on rent, transport, food, etc. You can use a pie chart to give a visual demonstration of how you spend your R3000.

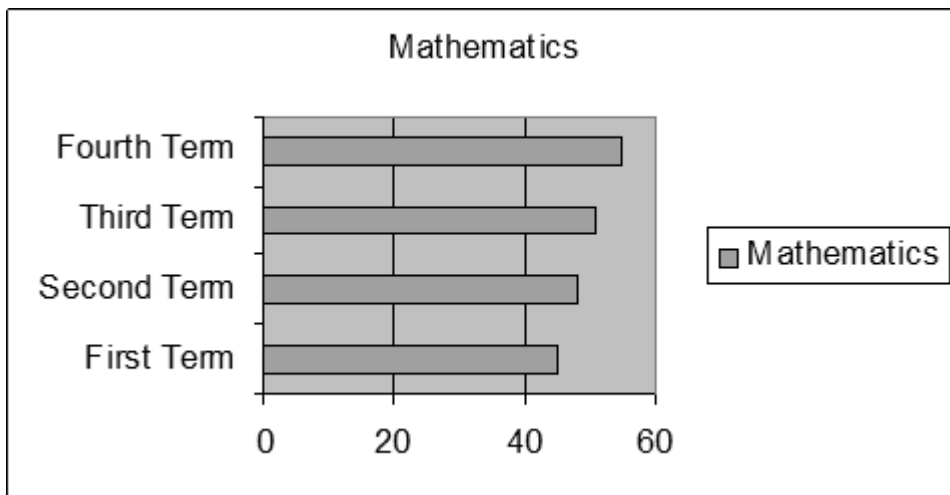
Rent	900
Transport	300
Food	800
Clothes	500
Spending	500
Total	3000



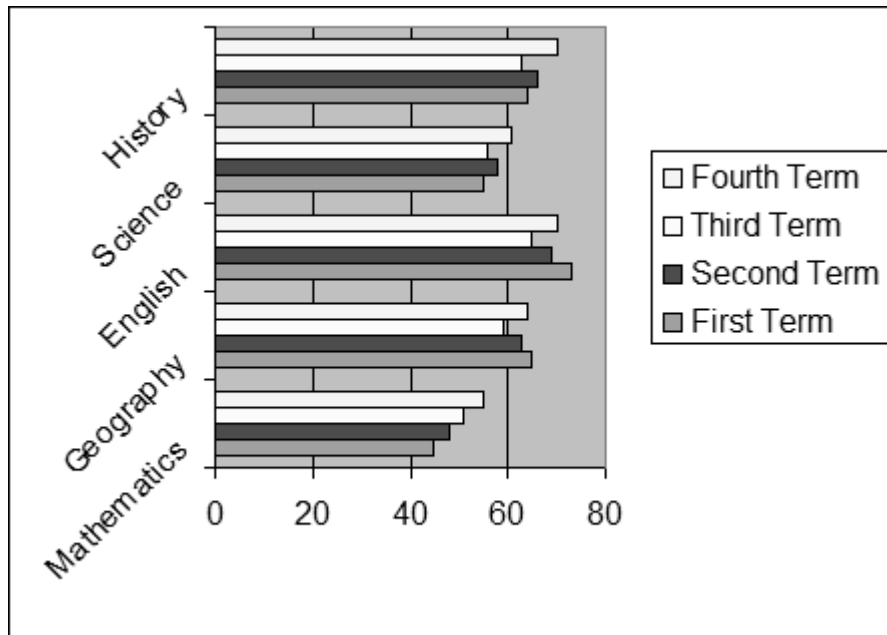
BAR GRAPH

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

This example shows only your mathematics results.



This example shows all your subjects



Structural features of text

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

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

They use:

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

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

Reference Materials

You will use reference materials to clarify the meanings of words/signs, concepts, language structures and conventions, and also for information about the topic you are researching.

Dictionaries

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

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

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

There are various kinds of dictionaries available:

Bilingual Dictionary

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

walk, (n) wandeling; stap, pas, gang; wandelplek, laan, loopplek; weiveld; wandel; werkkring; sfeer; gebied; wandelpad, promenade; wyk; rondte; stand, posisie; *AT a ~*, op 'n stap; *GO for a ~*, 'n entjie gaan loop, gaan wandel; *HAVE a ~-over*, platloop; fluit-fluit wen; geen mededinging hê nie; *KNOW someone by his ~*, iem. aan sy loop ken; ~ *in LIFE*, werkkring; lewensloop; *all ~s of LIFE*,

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

stap, (s) (-pe), step, pace, stride, footstep; move: *met AFGEMETE ~*, with measured tread; *~ DOEN*, take steps; take action; *die EERSTE ~ doen*, take the first step; *by ELKE ~*, at every step; *op ~ GAAN*, set out; *dit GAAN op 'n ~ pie*, it is so-so; *daarmee is ons geen ~ NADER nie*, that brings us no farther; *die NODIGE ~ pe*, the necessary measures; *so OP 'n ~ pie*, so-so; fairly well; *~ VIF ~*, step by step; *'n ~ VOORUIT*, a step forward, a progressive movement; *'n ~ WAAG*, take the plunge; (w) (ge-), walk, step, go on foot, stride; move, pace, march, stalk; hike; *'n ENDJIE gaan ~*, go for a walk; *op die TREIN ~*, board the train; *~ dans*, two-step; one-step (dance).

Explanatory Dictionary

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

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

walk ● **v.** **1** move at a fairly slow pace using one's legs. **2** travel over (a route or area) on foot. **3** guide or accompany (someone) on foot. **4** take (a dog) out for exercise. ● **n.** **1** a journey on foot. **2** an unhurried rate of movement on foot. **3** a person's way of walking. **4** a path for walking.

– PHRASES **walk (all) over** informal **1** treat unfairly or thoughtlessly. **2** defeat easily. **walk off with** (or **away with**) informal **1** steal. **2** win. **walk of life** the position within society that someone holds.

– ORIGIN Old English, 'roll, wander'.

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

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

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

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

Guide to the use of the dictionary

1. Structure of entries

The *Paperback Oxford English Dictionary* is designed to be as straightforward as possible and the use of special dictionary symbols and conventions has been kept to a minimum. Those that are used are explained below.



Thesaurus

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

Saunter	Stroll
Amble	March
Stride	Pace
Hike	Toddle
Totter	

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

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

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

Textbooks

A textbook is a book that is used as a standard work for the study of a subject. We all used textbooks in school in order to study the grammar, spelling and language rules for English, Afrikaans, Sotho or Zulu, we also used textbooks to study economics, history, geography and so on.

Having a textbook for a language is a valuable reference resource, because you can refer to the textbook to solve issues such as language structure. If you are unsure how to structure a sentence in English, a textbook will help you with this.

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

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

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

Of course, you get more kinds of textbooks than language textbooks. As stated, you get textbooks about geography, history, architecture, interior decorating, garden landscaping, computer software and hardware. There are textbooks about arts and crafts, woodworking, driving, just about anything that you want to learn about.

If you look up the word textbook in a thesaurus, you will find the following list:

- ✓ Schoolbook
- ✓ Manual
- ✓ Workbook

In other words, a textbook, or manual, contains information about a subject. This means that you can use a textbook to look up information about a subject. This learner guide is an example of a textbook or manual.

How would you look up information in a textbook?

You could read the entire book and hope you get the specific information you are looking for, but there are easier ways. Textbooks are divided into chapters. Each chapter will contain information about a specific subject. The chapters can be subdivided into sections and, if the manual is comprehensive, even sub-sections.

Contents Page

The writers who compile text books always try to make it easy for us to find specific information about a certain subject. Every textbook will have a contents page, which will give the main headings of the different chapters of the textbook. You can then go to that page and look at the contents from that page on. Following is a contents page of a textbook about General Management.

Condensed contents

Part 1 Introduction

Chapter 1 Management and managers	3
Chapter 2 The evolution of management thought	25
Chapter 3 The management environment	61
Chapter 4 Forecasting and scenarios	85
Chapter 5 Management ethics and social responsibility	105

Part 2 Planning

Chapter 6 Planning	125
Chapter 7 Goals and management by objectives	147
Chapter 8 Strategic planning and implementation	169
Chapter 9 Decision-making	189
Chapter 10 Co-ordination and productivity	209

Part 3 Organising

Chapter 11 Principles of organisational design	231
Chapter 12 Organisation structures	253
Chapter 13 Delegation, authority and power	279
Chapter 14 Groups and committees	303
Chapter 15 Staffing	321

Part 4 Activating

Chapter 16 Motivation	347
Chapter 17 Leadership	387
Chapter 18 Communication	407
Chapter 19 Organisational development, conflict and creativity	429
Chapter 20 Labour relations	453

Part 5 Controlling

Chapter 21 Principles of control	481
Chapter 22 Management information	497
Chapter 23 Budget control	521
Chapter 24 Management techniques	545

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

If I need information about motivation, I will go to page 347, as indicated in the contents page. Here I will see that the chapter is further divided into sections, which are indicated by text typed in bold.

<h1>16</h1>	<p>MA DU TOIT</p> <h2>Motivation</h2>
-------------	---------------------------------------

16.1 Introduction

By planning and organisation the management determines what needs to be done by the enterprise, when and how it should be done and by whom. Management should therefore be able to make managers and personnel work together purposefully towards achieving the objectives of the enterprise.

Management should not only co-ordinate the activities of and within the enterprise, but also get the available selected personnel to do the work allocated to them. The selected plans should be brought into operation by and with the assistance of others. This means that management should be able to move people to perform or to motivate them to perform.

Because man can be very complex, the encouragement of people is certainly one of the most difficult functions of management. Management has no choice but to work through and with people. Management effectiveness and leadership remain largely dependent on the ability to motivate, influence, lead and communicate with subordinates.

16.2 Meaning of motivation

Motivation particularly concerns the "why" of human behaviour. Subordinates must be motivated to reach an acceptable level of performance, management itself should be motivated to effective performance and people should be motivated to join the enterprise (Donnelly *et al.*, 1984:308).

The word motivation is derived from the Latin *movere*, which literally means "to move". This can be regarded as the influences that urge people to make an effort (Newman *et al.*, 1985:547). Motivation is that which causes, channels and maintains human behaviour. Management should

347

Now I can page through the chapter, looking only at the headings of sections until I find the information I am looking for.

Management's time allocation 15, 16
 Manager 7
 Managerial grid 390
 Managerial levels 13, 131, 282
 Managerial roles 17
 Managerial skills 17
 Managing director 13
 Manpower needs 324
 Manpower planning 321
 components of 323
 process 322
 Manpower sources 326
 Market 78
 Market or task environment (see
 management environment)
 Market research 91
 Marketing goals 155
 Marketing management 5
 Marketing mix 5
 Marketing strategy 5
 Maslow A 45
 Maslow's hierarchy of needs 351
 Mayo 349
 McClelland D 375
 McGregor D 354
 Methods 141
 Micro-management environment (see
 management environment)
 Middle management 15, 132
 Mission (see enterprise mission)
 Motivation 10, 347

Nominal group technique 204

O
 Objectives 6, 137, 140, 149, 154, 155, 179,
 213, 314, 322
 individual 106, 156
 enterprise 106
 requirements for 150
 Opportunities 62, 63, 80, 126, 175, 178
 Organisation 231
 Organisation structure 8, 179, 231
 design 246, 249
 divisional 234
 flat structure 245
 formal 254
 functional 233
 informal 254
 mechanistic 247
 organic 247
 steep structure 245
 Organisation structures 253
 conglomerate 270
 free form 269
 functional 260
 line 255
 line and staff 258
 matrix 264
 modern 269
 project 261
 sectoral 270

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

Index

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

From the Index, under M, (shown on the next page) I can see that there are references to motivation on pages 10 as well as 347. I can therefore find information about motivation on page 10 and 347.

Instruction Manuals

When you buy a new appliance, such as a cell phone, a music centre or a washing machine, you will find an instruction manual included with the product. It can also be called a user's manual. Whatever it is called, it has a specific purpose: to help you install and use the equipment.

It is very important to read the instruction manual thoroughly. If you don't install and use the appliance properly, you can void the guarantee and your appliance will not work properly.

You are the user and you have to make sure that you understand the instruction manual. The manufacturer cannot be held responsible if you install and use the equipment incorrectly.

This also applies to medicine that has to be taken. If you go to the doctor and you get medicine that has to be taken three times a day, this means that you have to take the medicine every eight hours. If you take less than the prescribed dosage, for example you take your medicine every twelve hours, you will not feel better. If you take more, say every six or four hours, you will overdose yourself. Both situations can have serious consequences.

Going back to the instruction manual, if the manual says you must not put the electric kettle near water, you must not do this. If you place in near water, the electrical connections can get wet. At the least, the kettle will sustain damage, at the worst you can be electrocuted.

As an example, let us take a look at the instruction manual for a sandwich press.



From this example you can see that an instruction manual is also divided into sections. The sections are indicated by means of headings and the contents tell you how to install and operate your appliance.

In the example, we showed you three sections and the cover page of the manual. The three sections are:

- ✓ User instructions,
- ✓ Parts of your sandwich press and
- ✓ Operating your sandwich press.

In the user instructions section, you will find information about the installation of the appliance and how to install the appliance. Safety procedures will also be included here.

USER INSTRUCTIONS

Please read these instructions carefully and familiarise yourself with your New SUNBEAM DESIGNER SANDWICH PRESS before first use.

• POWER

• 230V ~ 50Hz 2000W

• Ensure that the voltage indicated on the identification plate corresponds with the mains voltage.

• FITTING OF 3 PIN PLUG

WARNING - THIS APPLIANCE MUST BE EARTHED

IMPORTANT: the wires in this mains lead are coloured in accordance with the following code:

Green and Yellow	- Earth
Blue	- Neutral
Brown	- Live

As the colours of the wires in the mains lead of this appliance may not correspond with the coloured markings identifying the terminals in your plug, proceed as follows:-

The wire which is coloured **green & yellow** must be connected to the terminal in the plug which is marked with the letter 'E' or the earth symbol (⏚) or coloured **green** or **green & yellow**.

The wire which is coloured **blue** must be connected to the terminal which is marked with the letter 'N' or coloured **black**.

The wire which is coloured **brown** must be connected to the terminal which is marked with the letter 'L' or coloured **red**.

PLEASE READ CAREFULLY - ALWAYS MAINTAIN SAFETY WHEN WORKING WITH ANY APPLIANCE

- Check that the mains voltage corresponds with the rating of the appliance before operating.
- Do not touch hot surfaces - Use handles or knobs.
- To protect against electric shock, do not immerse cords, plugs or appliances in water or any other liquid.
- Do not leave any appliance unattended while it is operating.
- Close supervision is necessary when any appliance is used by or near children or infirm persons.

Operating your sandwich press: here you will find the guidelines for using the sandwich press.

OPERATING YOUR SANDWICH PRESS

Note: When using the Sandwich Press for the first time, you may notice a fine smoke haze being emitted. This is caused by the heating of the New Components and there is no need for concern.

- Remove all packaging and any labels from the Sunbeam Sandwich Press before use.
- Check that the Cooking Plates are clean and free of dust. If necessary, wipe over with a damp cloth.
- Place on a flat, level surface and slide the Locking Storage Clip (5) on the left hand side of the Sandwich Press towards you. (This unlocks the Cooking Plates).
- Cooking Plates must be in the closed position for pre-heating.
- Insert the plug into the wall socket and turn the Power to the 'ON' Position. The Heating up Light will illuminate.
- Allow the Sandwich Press to pre-heat in the closed position until the Green 'READY' Light illuminates.
- During this time - Prepare your Sandwich and when ready, open the Press and place the sandwich on the Bottom Cooking Plate. Always place Sandwiches towards the Rear of the Cooking Plate.
- Close the Top Cooking Plate which, due to the Floating Hinge - will automatically adjust to the thickness of the Sandwich - ensuring even toasting.
- Toasting should take approximately 5-8 minutes. However exact toasting times will depend on types and thickness of breads and the different fillings used.
- When your Sandwich is cooked, open the lid and remove the sandwich with a plastic spatula. (Never use metal utensils as it will scratch the Non-Stick Surface).

All

instruction manuals will be divided into sections or chapters. A big instruction manual will also have a contents page and an Index.

Encyclopaedias

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

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

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

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

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

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

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

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

MOIH
HELICOPTER (aero.) 11-314b
cargo transfer experiments 18-254a
civil aviation 2-896a
air mail 18-314d
development 2-907d
landing base 1-446b
lifesaving 5-983c
military 2-544b; 10-748a
aircraft carriers 1-424c fol.
air cavalry division 7-516a
Korea 15-960a; 21-616c
marines 14-892d
medical services 15-82d
mil. transport il. 1-466N
mine sweeper 15-499c
nuclear war 1-823b
sonar in submarine detection 21-343b
Vietnam war 10-1037c; 21-616Ad
propeller 1-213a
Sikorsky 20-509a
vertical flight 1-445c
water operation 20-131b
Helicorubin 6-93Dc
Helicostyla (zool.) 20-375c
Helictis (Ferret badger) 4-934b
HELIGOLAND (Helgoland), isl., Ger. 11-316b
lighthouse 9-947a
Versailles, Treaty 22-1001c
Heligoland Bight. Battle of The 23-

5. Helicopter Armament.—One of the most important tactical developments of the war in Vietnam was the use of the helicopter in a host of different roles. The helicopter had seen some service in Korea but not with offensive armament. As a result of the Vietnam experience the arming of helicopters for offensive action against ground targets was well under way by 1970. Armament on early models included 7.62-mm. machine guns, 40-mm. grenade launchers, and 2.75-in. rockets. The U.S. Army announced in 1969 that on one type, the Cheyenne, a 40-mm. grenade launcher capable of firing at the rate of more than 400 rounds per minute was installed in the nose turret and a rapid-firing 30-mm. automatic gun was mounted in the belly turret. In addition, the Cheyenne, which had short fixed wings as well as rotors, could carry 2.75-in. rockets or wire-guided antitank missiles in its wings. Depending on the warhead used, the 2.75-in. rockets were as powerful as 105- or 155-mm. howitzers. The trend in helicopter armament in the early 1970s was definitely toward larger caliber weapons capable of firing heavier charges to greater distances.

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

Internet

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

Searching the Internet is a lot like using an Index book: you go online to a website such as Mweb or MSN and you will find a Search option somewhere on the first page, that is also called the Home page of the website. The Search option will give you space in which to enter a keyword or keywords, just like you would look in an Index. You then click on a button and the computer searches for websites that contain information about the word you typed in.

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

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

What Do We Read?

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

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

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

- ✓ instructions to play games and effect basic repairs to objects
- ✓ classroom and workplace procedures
- ✓ recipe: a list of ingredients and instructions for preparing a dish
- ✓ schedule: a plan for doing something, giving lists of intended events and times
- ✓ map: a diagram of an area showing physical features, cities, roads, etc

- ✓ warranties: a written guarantee that promises to repair or replace an article if necessary within a certain period, if certain conditions are met.
- ✓ Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text

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

Read Instructions

Games

Whenever you buy a game, it will contain instructions on how to play the game. The example below shows the instructions for a word game called Boggle.

Boggle

Parker Brothers
Hidden WORD Game

Parker Brothers, Trademark for its Hidden Word Game Equipment
© 1973, 1976, 1977 Parker Brothers, Div. of General Mills Full Group, Inc.

2 to 6 Players Ages 8 to Adult

EQUIPMENT: Sixteen letter cubes, a cube tray with dome, and a 3-minute timer. Not included, but needed by each player, are a pencil and a piece of paper.

OBJECT: To list, within 3 minutes, as many words of the highest point value as you can find among the random assortment of letters in the cube tray.

PREPARATION: Drop the letter cubes into the dome and place the yellow cube tray, grid side down, over the dome. Turn the domed tray right-side up, shake the cubes around, and move the tray until each cube falls into place in the grid. As one player removes the dome, another player starts the timer.

PLAYING: When the timer starts, each player searches the assortment of letters for words of *three letters or more*. When a player finds a word, he/she writes it down.

Words are formed from *adjoining* letters. Letters must join in the *proper sequence* to spell a word. They may join horizontally, vertically, or diagonally, to the left, right, or up-and-down. No letter cube, however, may be used more than once within a single word.

Figure 1
OILS (and OIL)

RIGHT

Figure 2
SILO

Figure 3
SOIL

Figures 1 through 3 show how words can be formed using the adjoining letters S,O,L,I.

Figures 4 and 5 show two *incorrect* spelling techniques: 1) In "SOILS" (Fig. 4) the one adjoining "s" is used twice; 2) to form "SOAR" (Fig. 5) requires skipping over the letter "r." No skipping is allowed; *letters must adjoin in sequence*.

Try your skill at finding the hidden words in the letter arrangement above. There are more than 70 words, including "molar," "prose," and "turmoil." Can you find more?

Figure 4
SOILS

WRONG

Figure 5
SOAR

TYPES OF WORDS ALLOWED: Any word (noun, adjective, adverb, etc.), plural of, form of, or tense is acceptable as long as it can be found in a standard English dictionary. Words within words are also permissible; e.g., *spare*: spa, par, are, spar, pare.

SCORING AND WINNING: When the timer runs out, everyone must stop writing. Each player in turn then reads aloud his/her list of words. Any word that appears on more than one player's list must be crossed off *all* lists, including that of the reader.

After all players have read their lists, each player scores his/her remaining words:

SCORING						
NO. OF LETTERS:	3	4	5	6	7	8 or more
POINTS:	1	1	2	3	5	11

The winner is: 1) the player whose words have earned the most points; or 2) the first to reach 50 points, 100 points, or whatever score is considered by all to be a reasonable target.

THINGS TO REMEMBER:

- Neither the cubes nor the tray may be touched while the timer is on.
- Multiple meanings of the same word do not earn multiple credit. The word "tear," for example, can mean both "rip" and "cry"; yet it may count as only one word.
- The same word found by a player in different areas of the grid may not be counted for multiple credit.
- The "Qu" cube counts as two letters.
- The letter "M" has straight sides; the letter "W" has slanted sides.
- The letter "Z" has a line under it and should not be seen as the word "IN."
- Full credit is awarded for *both* the singular and plural forms of a noun—provided that the player has listed them as separate words.
- Common words tend to be found by more than one player. Therefore, if your words are unique and unusual, they are more likely to earn you points.

We will be glad to answer questions about this game. Parker Brothers, Salem, Massachusetts 01970.

Repairing objects

To repair something you would usually need a set of instructions that tell you what to do and what tools or equipment you will need. Examples are changing a flat tyre or replacing a plug on an electrical device.

Forms

We have to read and complete forms all the time:

- ✓ to apply for a banking account
- ✓ to apply for a vehicle registration
- ✓ to apply for a driver's licence

✓ to apply for an ID book, etc.

When we complete forms, we have to read the instructions carefully so that we do not complete areas of the form that do not apply to us.

Maps

It is much easier to explain a route through using a map than giving long written instructions.

Recipes

Recipes give clear instructions on how to prepare a dish, what ingredients you need and how long the dish will take to cook or bake.

Schedules

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

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

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

Code	Title	Pages	ISBN	Version	CD?
Csac597x	Access 97 Expert User Part 1	236	1840050896	76	CD
Csac597y	Access 97 Expert User Part 2	308	1840052554	78	CD
Csac800p	Access 2000	320	1840051612	76	CD
Csac800x	Access 2000 Expert	350	1840052465	78	CD
Csol800p	MS Outlook 2000	300	1840052643	79	CD
Cspp597x	PowerPoint 97 Expert User	318	1840051086	76	CD
Cspp800p	PowerPoint 2000	300	1840050500	76	CD

Cspp800x	PowerPoint 2000 Expert	258	1840052007	74	CD
Cswd597p	Word 97 Proficient User	338	1840051167	75	CD
Cswd597x	Word 97 Expert	344	1840052198	74	CD
Cswd800p	Word 2000	342	1840050594	75	CD
Cswd800x	Word 2000 Expert	350	1840052090	74	CD
Csxl597p	Excel 97 Proficient User	298	1840051434	76	CD
Csxl597x	Excel 97 Expert	288	1840052376	74	CD
Csxl800p	Excel 2000	294	1840050691	76	CD
Csxl800x	Excel 2000 Expert	324	1840052287	74	CD
Ssiei50i	Internet Explorer 5.0	216	1840050799	74	CD
Sswn200i	MS Windows 2000	232	1840051914	74	No
Sswn500i	MS Windows 95/98	202	184005171X	75	No
Sspc500i	Basic Concepts of IT	246	1840052732	79	No
Diof200i	ECDL with MS Office 2000	762	1840052813	88	CD
Diof897i	ECDL with MS Office 97	764	1840052902	88	CD

Procedures

In the classroom or workplace, there are always procedures that have to be followed. These procedures are usually recorded in a manual that has to be read and understood so that you know what to do.

For example, the procedure below details the typical filing process:

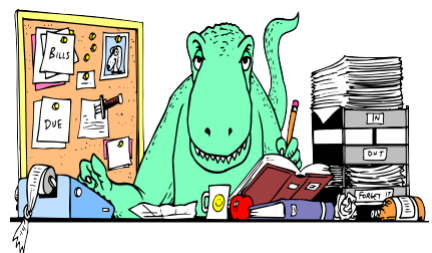
There are eight basic steps in a typical filing routine.

Collecting the items to be filed.

If this is your responsibility, ensure that you collect the filing every day.

Inspecting.

- ✓ Make sure that the items are intended for filing.
- ✓ Also ensure that confidential items do not lie around for everyone to see, they should preferably be placed in a separate folder and filed immediately.



Indexing.

- ✓ Which indexing system is used, where will the correspondence be placed?
- ✓ Allocating a file reference number to the correspondence, according to the recognized filing system used by your organization.

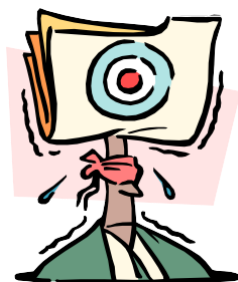
- ✓ Make very sure that you allocate the correct reference to correspondence, as a document that was indexed incorrectly can be lost for a long period of time.
- ✓ Certain files and correspondence will be confidential and only certain staff members will be allowed access to these files. Ensure that they are coded correctly and also that a notation is made on the outside of the file.

Cross referencing.

- ✓ If the correspondence refers to more than one file, use a cross-referencing system,
- ✓ or, depending on the procedure in your company, add a copy of the correspondence to the other file as well.

Sorting.

- ✓ Sort the filing in the method of classification used by your organization – alphabetical, numerical, alpha-numerical.
- ✓ Having the filing sorted in the correct order will speed up the filing process.
- ✓ There are various types of sorters that can be used to help you sort the correspondence for filing:
- ✓ Concertina file: it has 26 partitions, one for each letter of the alphabet. It is convenient for temporary sorting or storing as the file can expand when it becomes fuller.
- ✓ Pigeon hole: this is a shelf with 26 pigeon holes, one for each letter of the alphabet. It is mainly used in a mail room for sorting mail and is seldom used for general filing.
- ✓ Flap sorter, also known as an alphabetical sorter: this commonly called Long John Sorter. It is a thick cardboard strip with 26 flaps, one for each letter of the alphabet. Correspondence is sorted in the flaps before being placed in file folders.



Filing.

- ✓ File the correspondence, ensuring that you place the documents in the correct file.
- ✓ Looking for correspondence that has been misfiled is a big waste of time for you and your co-workers looking for the information.
- ✓ Ensure that you file confidential documents first
- ✓ Documents must be filed chronologically, with the most recent date on top.
- ✓ Ensure that you file the documents with their attachments and enclosures

Activity 1(8963 SO1, AC1-7)

SECTION 2: IDENTIFY MAIN IDEAS

Outcome

Identify the main ideas in different text types: textbooks, magazines, newspapers, brochures, policies, questionnaires, notices, videos.

Assessment criteria

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

- ✓ The main ideas are identified and distinguished from supporting information
- ✓ The author's purpose is identified and the identification is justified by reference to the text
- ✓ Information and/or ideas from the text are presented in a form appropriate to a learning task or activity: Summary (e.g. mind-map, point-form, sub-headings, paragraph form), paraphrase, illustrations, role-play and simulation
- ✓ Socio-cultural issues in texts are identified and explained with reference to relevant passages or extracts from the text: Idioms, slang, jargon (language specific to a trade, business or industry), proverbs

Determine The Author's Purpose

One of the reasons why we read written text is to determine the purpose of the text – why did the author write this specific article, textbook, instruction manual or whatever you are reading.

Once we have determined what we think is the purpose of the text, we have to be able to justify what we think in terms of what is written in the article, textbook, etc.

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

Present ideas from the text

Once you have determined the purpose of the text, you can present your ideas and impressions, using the following ways:

- ✓ summary: has been discussed previously
- ✓ paraphrase: has been discussed previously
- ✓ illustrations: discussed previously – you can add illustrations in the form of diagrams, charts, cartoons, photos, etc.

Role play

Role-plays: participants are presented with a situation, often a problem or an incident, to which they have to respond, by assuming a specific role.

Simulation

Simulations: mirror actual activities or conditions. This is used by airline pilots and astronauts, where the flying conditions are simulated in a flying chamber so that the pilots can get used to flying conditions without actually flying an aeroplane.

Identify socio-cultural issues

Idioms and Proverbs

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

According to the dictionary, an idiom is an expression that is natural to a specific language, while a proverb is a short saying stating a general truth or piece of advice.

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

Examples of proverbs

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

Examples of idioms

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

Jargon

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

- ✓ **A paper tiger:** when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger.

It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.

- ✓ In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment.

We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on.

- ✓ **Electrocardiograph:** monitors the heartbeat

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

Slang

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

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

- ✓ My Bra
- ✓ Howzit Broe
- ✓ Whazzup

Activity 2 (8963 SO2, AC1-4)

SECTION 3: READ/VIEW AND RESPOND TO TEXT

Outcome

Read/View and respond to texts for a variety of purposes.

Outcome Range

Textbooks, magazines, newspapers, brochures, policies, questionnaires, notices, memoranda, signed texts, agendas, application forms, documentaries, novels, photographs, diagrams, blueprints, films, official documents and any other appropriate types

Assessment criteria

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

- ✓ Different text types are categorised in terms of their intended target audience
- ✓ The purpose of the text is identified and the identification is justified by reference to the text
- ✓ Different points of view in texts are identified and observations are justified by reference to the text
- ✓ Own ideas and/or arguments are supported with a range of reasons and facts relevant to the topic of discussion
- ✓ The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group
- ✓ Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text

Reading and viewing resources

As mentioned previously, we read much more than we think we read.. In the course of a typical day we may read the following for our entertainment and pleasure:

- ✓ magazines
- ✓ newspapers
- ✓ notices: this could be a notice of a special offer in a shop, or a notice of a sport event, or a notice of any other type of entertainment
- ✓ novels: a novel is basically a long short story. The dictionary defines it as a prose story of book length about imagery people and events.

We also view or look at the following:

- ✓ photographs: in magazines, newspapers, and on notices, etc.
- ✓ documentaries: on television or in the movies, a documentary is a factual report of real events that uses film, photographs and sound recordings. The DVD of the famous 438 cricket game that the Proteas won against Australia is an example of a documentary.

At work and while studying we may be required to read the following:

- ✓ textbooks: discussed in a previous section
- ✓ brochures: a booklet containing information about a product or service
- ✓ policies: this could be an insurance policy or a workplace policy about HIV/AIDS assistance to employees
- ✓ questionnaires: a set of written questions, such as for a test or for a survey
- ✓ memoranda: a memorandum is a form of internal correspondence in a business where employees and departments communicate with each other
- ✓ agendas: a list of items to be discussed at a meeting

- ✓ application forms: discussed previously
- ✓ diagrams: discussed previously
- ✓ blueprints: a design plan or technical drawing, called a blueprint because the overall colour used to be blue. Includes architectural designs, drawings of equipment, machinery and tools
- ✓ official documents: includes all business correspondence such as reports, business letters, minutes of meetings, tender documents, government publications such as tender publications, etc.

Text Types

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

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

They use:

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

Purpose and different points of view

There are many reasons why authors write texts

- ✓ To **persuade** readers to his/her point of view: the article about the behaviour of Mr Zuma's supporters outside the court was written to persuade readers. When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
- ✓ To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
- ✓ To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain.

Just as we each have our own point of view about matters such as crime, the role of the husband and wife in a marriage, the performance of our sport teams, etc. authors also have differing points of view.

This is why it is important to read more than one article about any subject – so that you can get different views about the subject.

Own ideas

When you write text, you have the right to include your own ideas or arguments about a subject, unless it is business correspondence and you were not asked for your ideas.

When you put forward your own views on the subject, make sure that you support your ideas with a range of reasons and facts that are relevant to the topic of discussion.

For example, if you feel that Mr Zuma was treated unfairly by the press, you have to explain clearly why you feel so and you have to support your point of view with facts and justify your point of view by explaining your reasons.

Relevance of text

The text you read for your research or write to put forward your own ideas has to be about the topic that is being discussed. If you feel that Mr Zuma was treated unfairly by the press at the time of the trial where he was accused of rape, you have to stick to the subject.

Reading about truck hijackings has no relevance to the subject. On the other hand, writing about another rape case also has no relevance to the subject at hand.

When you read or write text, always evaluate the text to find out if the text has meaning to yourself and others.

Reading about slavery in Sudan might interest you, but it is possible that it will not interest your friends or co-workers at all. Members of the community you live in will probably also not be interested in the subject.

This is a silly example, but it helps to show you that when you read and write for research or your work, you have to stick to the subject and then also make sure that the content of the text will be relevant to the audience you are writing for.

Implicit and Explicit Text

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

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

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

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

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

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

Activity 3 (8963 SO3, AC1-6)

SECTION 4: LANGUAGE STRUCTURES AND FEATURES

Outcome

Identify and discuss how language structures and features may influence a reader.

Assessment criteria

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

- ✓ The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar
- ✓ Sentence structures are identified, analysed and related to purpose, audience, and text

Language Structures And Features

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

Language structures and features include

- ✓ The choice of words.
- ✓ Use of language.
- ✓ Symbols.
- ✓ Pictures.
- ✓ Tone.

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

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

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

Dealing With Bias

What Does Bias Mean? An opinion or tendency to be strongly for or against a person or thing.

We are all biased in some way or other. We feel strongly about certain subjects, such as pornography, schooling in mother language, and many other subjects.

Then there are subjects over which are biased, but do not necessarily feel too strongly about it, so we don't get all worked up about it. This could be school uniforms, what to wear to the movies, and so on.

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

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

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

Most of us have suffered from other people's biases in some way or other. I have suffered from bias because I am a woman, it was thought that I cannot do what a man can do and, further, that I should not be allowed to prove that I can do administrative and managerial work as good as my male counterparts. To me, it was not a pleasant experience.

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

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

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

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

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Humour

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

Irony and sSarcasm

Irony and sarcasm are very similar. When an author uses irony, he states one thing, while meaning the opposite. Irony can be funny, but it does not have to be.

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

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

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

Sarcasm is stating the opposite of an intended meaning especially in order to sneeringly, slyly, jest or mock a person, situation or thing. It is strongly associated with irony. Sarcasm is a particular kind of personal criticism leveled against a person or group of persons. If you were talking to one of the team players that lost the game badly, and you say to him: "Well, you guys really played well" you are being sarcastic.

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

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

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

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

Hyperbole

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

"I have told **you ten million times** that it is a bad habit to exaggerate."

Generalisations

Make a general or broad statement based on specific cases.

"Nobody from the Cape eats pap"

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

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

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

Stereotyping

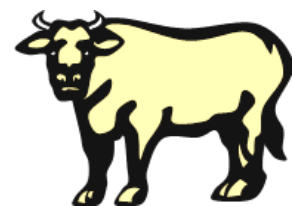
An over-simplified idea of the typical characteristics of a person or thing.

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

Figurative Expressions

A word or phrase used in a non-literal sense to add interest to speech or writing.

- ✓ Food for thought. We cannot really eat our thoughts. The expression means that it is something to think about.
- ✓ He is as strong as an ox. He is not really as strong as an ox, we only say this in order to illustrate how strong he is



Repetition

The saying of the same thing over again in different words. This is incorrect use of grammar.

We tend to get into the bad habit of using more than one word that has the same meaning, to illustrate what we are saying:

- ✓ Milk dairy
- ✓ Reverse backwards
- ✓ I will kill you dead
- ✓ They arrived one after the other in succession

- ✓ Hurry up quickly
- ✓ We smell it in our noses



There is also another use for repetition, where the writer or speaker repeats words and phrases. This is very effective to emphasise the importance of the statement. Sir Winston Churchill made very good use of repetition in his famous speeches during World War 11.

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

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

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

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

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

character – just what the British needed during wartime.

Grammar

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

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

In the section about textbooks I quoted the following example:

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

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

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

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

If I substitute the word “booty” in the first sentence with “bodies”, it would mean that the slave traders gathered the remains of dead people to take with them.

If I change the word order of the third sentence, I can change the meaning of the sentence as well:

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

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

It is easy to change the meaning of a sentence or paragraph just by changing the order of the words in the sentence or paragraph. You must always be aware of this and ensure that, when you are writing something (especially your summaries) you use grammar correctly. If you don’t you can be misunderstood and this could sometimes have serious consequences.

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

Captions

A caption is a title or brief explanation printed with an illustration or cartoon.

Captions can be added to a photo, an illustration, a cartoon, a graph or any other picture.



I can add the following captions to the above pictures, and with each different caption the meaning of the pictures change:

- ✓ My father is laughing at our neighbour, whose dogs are taking her for a walk.
- ✓ My uncle, looking at our neighbour because he likes her and wants to date her.
- ✓ Our neighbour, whose dogs have been scared off by our dog.
- ✓ The person on the left's dog has been to doggy school and knows how to behave, whereas the person on the right's dogs obviously have not been to doggy school.

I hope that in future, when you see a picture with captions, you will analyse the picture and take into consideration that captions can influence what you think.

Pictures

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

Typography

Typogrphy is the style and appearance of printed material. This has already been discussed and includes:

- ✓ The type and size of the font
- ✓ Headings, sub-headings, etc.
- ✓ Titles
- ✓ Paragraphs
- ✓ Numbers and bullets, etc.

Omissions and Silence

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

Omission is something that has been left out.

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

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

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

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

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

Silence means not saying or writing anything.

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

Sentence structures

Sentence Length

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

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

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

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

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

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

There are three basic types of sentences.

Simple Sentences

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

Compound Sentences

but, and, or

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

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

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

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

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

Complex Sentences

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

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

The clauses and the sentence must relate to the same topic if you want to create a complex sentence.

"Although it is raining, I like reading." Is a pointless sentence, since they do not share the same subject. "I have to go to the shop, even though it is raining," is a better example of a complex sentence.

Remember:

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

Activity 4 (8963 SO4, AC1-2)

SECTION 5: AUDIENCE, PURPOSE & CONTEXT

Outcome

Write/sign for a specific audience, purpose and context.

Outcome Range

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

Assessment criteria

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

- ✓ A range of appropriate texts is identified and produced in response to tasks or learning activities
- ✓ Format and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.: Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc), appropriate dress

Styles Of Writing

Written/signed forms may include narratives (folklore/short stories/novels/dramas), dialogues, sets of instructions, advertisements, editorials, brochures, manuals, agendas and minutes, diary entries, journals, lists, charts, plays, reports, journals, essays/signed narratives, poems and letters.

We have already covered some of these topics, such as reading and understanding, paraphrasing and so on. We will now move on to actual writing of text.

Narrative

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

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

Discursive

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

Reflective

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

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

Argumentative

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

A fragile home threatened by war

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

Descriptive

Describing without expressing judgement. In the following passage, the writer does not try to persuade you to buy the item, he merely states the features of the product.

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

Expository

A full description and explanation of a theory. Usually used in the media to reveal something discreditable. Any scandal that is reported in the media is written in expository style.

Transactional

Relating to a business transaction. This would usually be invoices, debit and credit notes, notes to purchase and so on.

Business correspondence

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

Electronic texts

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

Professional e-mail

- ✓ Keep it short and simple
- ✓ Don’t be over concerned about spelling, punctuation or grammar
- ✓ Use the subject line if some action is expected
- ✓ For a list of items, use bullets
- ✓ If you cannot avoid sending a long message, attach the file as an enclosure

E-mail Etiquette

- ✓ Only send carbon copies (Cc) to people who need to see the information
- ✓ Don’t send blind copies (Bcc) unless necessary
- ✓ Use the “urgent message” only if it is URGENT
- ✓ Don’t use all capital letters
- ✓ Put addresses in the “To”, “Copies”, space and always in alphabetical order by the addressee’s surname
- ✓ If your message is of great importance, urgent, confidential or could be misconstrued – do not use e-mail
- ✓ If you are feeling upset or angry rather wait to calm down before verbalizing your thoughts on e-mail

Multi-Media Presentations

A multi-media presentation is what it says: a presentation using more than one medium. In other words, you include a visual presentation on a PC, you can also use a projector or a TV and video combination, or even photos and other

visual images posted against the wall, as long as you use more than one medium. The first medium is usually paper-based in the form of a manual, a book, notes and so on. Multi-media presentations are very effective since they make use of more senses than just our eyes.

to give examples of media that can be used to enhance your communication, we used the learning environment as an example.

You should determine which media would be most effective during the delivery of learning. But, what media are available? In the table below some of the available media in open learning are provided.

Available media in open learning

Print-based	Audiovisual or technology-based
Books, pamphlets and, reports already published.	Audio cassettes, CD's.
Self-sufficient learner guides specially written.	Radio broadcasts.
Learner guides written to "wrap around" already published material.	Slides or film.
Workbooks for use along with other multimedia such as audiotape, video, computer-based programmes.	Video programmes.
Maps, charts, photographs, posters.	Television broadcasts.
Articles from newspapers, periodicals, journals.	CBT or multimedia.
Handwritten material.	Interactive video
Information published on the Inter-net.	Human interaction (at a distance)
Practical or project work	Telephone, fax, mail and e-mail communication.
Materials, equipment, specimens for practical application or experiments.	Video, telephone or computer conferencing.
Practical workplace assignments.	

Selection criteria

When selecting media there are important criteria to which it must adhere to, to be effective in the learning environment. What will follow is a list of criteria that may be useful in the media selection process.

Criteria for Media Selection	Measured against each medium.
Does it support the outcomes?	
Is it accurate and current?	
Is it aesthetically pleasing?	
Does it arouse motivation and maintain interest.	
Does it endeavour to stimulate the use of all the senses?	
Does it allow learner participation?	
Is the technical quality good?	
Does it support the overall learning experience?	

Does it relate to your learner profile?	
Have you considered using more than one medium?	

An additional table of learning media is provided. From this table select suitable media for a specific learning event that you will present in the next week.

Table of learning media

MEDIUM	USES	ADVANTAGES	DISADVANTAGES
AUDIO TAPE	Language instruction Provide factual information Guide on walking tour	Easily made, duplicated and used. Literacy not required. Very portable. Cheap	No visual stimulation. Concentration tends to wander. Limited application
CHALKBOARD WHITEBOARD	Recording information. Sketches, points for discussion and calculations	Common in training rooms. Easy to use. Relatively cheap Colours can be used.	Not permanent. Limited to small audience. Not portable. No movement Review is not possible
FLIPCHART	Same as whiteboard Brainstorming	Compact, cheap and portable. Can prepare. Review is easy.	Limited audience size. No movement Pages become tatty
OVERHEAD PROJECTOR	Similar to board and flip chart Can use Polaroid materials to show movement Build progressive visuals	Very versatile and portable. Face audience. Movement is possible. Attractive transparencies Review is easy. Cheap	Needs electricity and screen. Movement not possible without correct equipment
SLIDES AND AUDIO TAPE	Teaching factual information and procedures. Project realistic pictures and use real sounds Very versatile uses	Professional synchronised presentation. Utilise programmed instruction method. Suitable for large audience.	Needs electricity. Slides costly to duplicate. No movement. Dark room needed for large screen.
VIDEO	Brings the 'real' world to the audience. Teach processes, procedures, operation skills. Record role plays and provide feedback on practical activities	Programmed instruction format can be used. Easy to make copies. Immediate replay. Shows movement. Can be very objective. Use under normal lighting.	Complex and expensive production process. Expensive replay equipment. With a monitor the audience size is limited. Video projector suitable for large audience but very expensive
COMPUTER AIDED INSTRUCTION	Can be used for all of the above where multi media programmes are used.	Branching programmed instruction is possible creating an interactive approach. Captivating for the learners. Instant evaluation and feedback. Records can be kept.	Hardware and authoring soft wear is very expensive. Expertise and much time are needed for programme production. Can intimidate unfamiliar learners.
SIMULATORS	All of the above. Developing psychomotor skill. Practise procedures, which are complex, expensive/dangerous.	Very realistic and engrossing. Practise difficult, dangerous tasks in a safe way. Immediate evaluation and feedback	As for computer aided instruction. May instil a false sense of security in learners. Design and set up costs are very high.

	Learn to cope with crisis	provided. Develop confidence.	
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Structure your writing

One of the reasons why we read written text is to determine the purpose of the text – why did the author write this specific article, textbook, instruction manual or whatever you are reading.

Once we have determined what we think is the purpose of the text, we have to be able to justify what we think in terms of what is written in the article, textbook, etc.

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

In the same way, when you write text, you have to make sure that

You know the **purpose** for writing/signing the text

Who the **target audience** is that you are writing/signing for

That the **context** of your writing is clear in relation to the learning task or activity

There are many reasons why authors write texts

- ✓ To **persuade** readers to his/her point of view: the article in handout 1 about the behaviour of mr Zuma’s supporters outside the court was written to persuade readers. When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
- ✓ To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
- ✓ To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain.

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

- ✓ Who will you be writing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
- ✓ In which register will you be writing the text: formal or informal
- ✓ Which writing style will you use: narrative, discursive, expository, etc.
- ✓ Will you write in the first person or the third person?
- ✓ Determine the research you will do
- ✓ Organise your writing: make sure ideas and facts flow logically

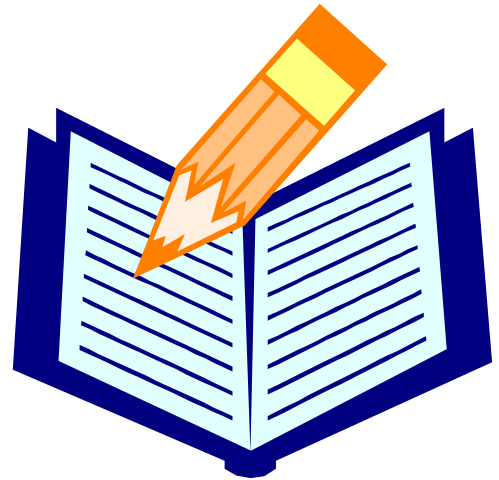


Make your writing/signing interesting

- ✓ Use numbers and bullets to separate ideas, facts and paragraphs. You will find examples of bullets and numbers in this learner guide
- ✓ Use punctuation correctly: commas, periods, etc.
- ✓ Use titles, subtitles, headings, contents and index

Use an introduction and a conclusion

- ✓ Use visual images and captions with these images
- ✓ Vary the length of your sentences
- ✓ Structure your paragraphs correctly
- ✓ If any action is required, make suggestions about the actions
- ✓ Put ideas forward
- ✓ Use appendices or addenda if required
- ✓ Use NMF's (non manual features) appropriately



Diction

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

Produce Writing/Signing That Is Appropriate

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

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

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

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

ABC TRADING · COMPANY¶

232 Second Street, Timbuktu¶
Tel: (212) 345 6789¶
Fax: (212) 345 6789¶
e-mail: someplace@somebody.com¶
www.someplace.somebody.com¶
¶

June 12, 2008¶

Attention: Miss White¶

XYZ Show Company¶
999 Fourth Avenue¶
Timbuktu¶

Dear Sir¶

DELIVERY OF 2000 PAIRS OF WINTER SHOES¶

Thank you for your order of 2000 pairs of winter shoes in various sizes and colours. The order will be delivered to your address on 14 April 2...¶

Kindly note that goods are payable on delivery.¶

Mr Smith from our office will visit your office on 16 April to ensure that everything is in order.¶

▪ Sincerely,¶

▪

YOUR NAME¶

▪ SALES MANAGER¶

▪ ¶

This is a layout of a letter done in the **formal register**. Your choice of words/signs will be formal, you will use headings and sub headings, you will use bold or italic fonts, (or NMF's to emphasise certain aspects) and so on. Can you see that this letter does not look the same as the letter to your friend? It is important to use the register that is appropriate to the audience you are writing to. If you don't, the reader can feel insulted or even refuse to take you seriously.

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

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

If you are unsure of the difference in the registers, go to a stationer that sells cards and look at birthday cards, cards about illness and death, invitations.

There will be more than one example of each and some will be more formal than others. Take note of the tone and style that is used, note the diction and the language structure. Make notes, if necessary and refer back to your notes when necessary.

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

- ✓ Reading and understanding, also called comprehension.
- ✓ Assembling facts and constructing prose (text).
- ✓ Sentence structure.
- ✓ Paragraphing.
- ✓ Assembling paragraphs.
- ✓ Making a summary
- ✓ Taking notes.
- ✓ Expanding notes.
- ✓ Paraphrasing.
- ✓ NMF's

A clear point of view

Make sure that your writing shows a clear point of view. If you confuse the reader, that person will stop reading your text. follow these rules to make sure that you clearly state your point of view

The ten golden rules of meaningful written communication

1. **Correctness:** grammar, spelling, punctuation, style, format and composition
2. **Conciseness** Brief, specific and to the point, include only what is really necessary. Don't elaborate on facts and details.
3. **Completeness** Include all the relevant information you want to share as well as what the reader wants to know
4. **Clearness** Clarity and readability – choose words carefully to eliminate any assumptions and misinterpretations.
5. **Courtesy** be considerate of the readers, respect their feelings and their rights. Test your approach by asking yourself; "Would I enjoy reading what I have written?"
6. **Simplicity** Keep writing simple, use short yet detailed sentences, avoid using too many descriptive words (adverbs and adjectives)
7. **Accuracy** Always give accurate honest information – incorrect information can cost time and money.
8. **Concreteness** be realistic, positive, appeal to the readers by keeping their background, needs, and level of understanding in mind.
9. **Personality** the readers must know that you care about their interests
10. **Sincerity** being sincere builds confidence, watch the tone of your writing, focus on expressing yourself clearly and creating a good impression.

Pointers to think of before you write

- ✓ If you are uncertain ask questions. Do not make assumptions make sure your interpretation is correct.
- ✓ Be well prepared. If you have a clear understanding of what is required of you, your feedback will be more meaningful. Know your topic or subject matter and you will command attention and respect.
- ✓ Choose your words carefully as they not only express your thoughts, they also impress the receiver. The impression your words make motivates the reaction you receive.
- ✓ Think before you write. Organise your thoughts and know what you want to say. Don't just ramble on. Develop a logical pattern when putting pen to paper.
- ✓ Use clear simple language. Select vocabulary that your audience will relate to and understand.

- ✓ Be specific in your choice of words so that your message or information can be correctly interpreted. Focus on what you want to say.
- ✓ Give complete details- address all the relevant facts and answer all the questions and give the necessary explanatory information.
- ✓ Apply the KISS rule (Keep it Short and Simple) too much unnecessary information can lead to reading boredom.
- ✓ Focus on correctness. Correct facts, correct answers, correct language usage, correct grammar, correct spelling, correct punctuation, correct format and style. Always use a dictionary.
- ✓ Be polite and considerate respect the thoughts and opinions of others even if you do not agree.
- ✓ Always try to write as you would speak. Don't make the written format too complicated.
- ✓ Avoid using slang (its cool) make sure you use appropriate jargon and subject vocabulary that is relevant.

Use critical thinking skills

Use the following critical thinking skills to help you organise your thoughts and thereby your writing:

Mind maps

Discussed in a previous session

Highlights

Discussed in a previous session

Brainstorming

This is a highly effective way of finding solutions to problems, provided you implement the process correctly. You can also use it to clarify your thinking about a topic. It involves the generation of a large number of unconventional ideas whilst eliminating the usual tendencies to criticise or prematurely reject these unusual ideas.

Brainstorming usually done in groups.

The Brainstorming Process

Selection

Select a topic for brainstorming and also select the members of the group.

The Topic

The group is given advance notice of the topic in the form of a brief description of one or two sentences. The group facilitator discusses with the group a limited amount of background information relating to the problem.

Warm-Up Session

Members are introduced to the concepts of brainstorming in a relaxed manner.

The group discussion should try to identify the barriers of creative thinking and show how they can be overcome.

The purpose of brainstorming is to generate as many ideas as possible in a short period of time. It does not matter if the ideas are silly, this is actually the purpose of brainstorming.

When using brainstorming, creative thinking is very important, as is overcoming the barriers to creative problem-solving.

The actual brainstorming process is explained, together with the four rules of brainstorming:

1. Free association: participants must state the first idea that came into their heads, no matter how silly or absurd it may seem.
2. Clarification: the person whose idea it was can elaborate on the idea, or someone else can, as one idea leads to another. No evaluation of the idea is allowed at this time.

3. Suspension of judgement: nobody is allowed to pass any comment on anyone else's ideas. This is not the purpose of brainstorming at all.
4. Speed: brainstorming should happen as quickly as possible.

Short practice-runs will demonstrate how little time it takes to produce 50 to 100 ideas. At the end of the warm-up session, the original problem is restarted in as many ways as possible. For example, the problem of reduced profit could be redefined as how to beat competitors, or how to improve marketing. All statements are written down by the leader.

It should develop in a light-hearted, easy-going atmosphere. Brainstorming is a fun thing to do and it should be so for everyone.

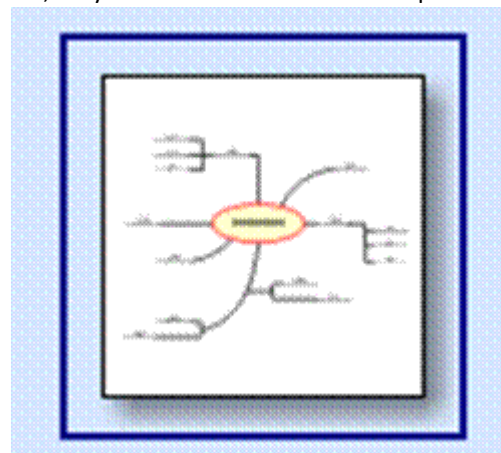
Brainstorm

The facilitator reads out the statements and calls for ideas. As they flow, they are numbered and written up on a large flipchart with a large felt-tip pen.

Each sheet is torn off when full and displayed elsewhere in the room. Freedom of expression should be encouraged. The ideas may number from 150 to 600, or more.

There should be pre-set timescale for this session.

Now the solutions can be considered for practicality and so on.



Activity 5 (8964 SO1, AC1-2)

SECTION 6: GRAMMATICAL STRUCTURES

Outcome

Use grammatical structures and writing/signing conventions to produce coherent and cohesive texts for specific contexts.

Assessment criteria

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

- ✓ Clear, well-structured sentences are used
- ✓ A variety of sentence structures, lengths and types is employed where appropriate
- ✓ Paragraph/chunks of signing conventions are constructed showing awareness of topic
- ✓ Punctuation/non-manual features (NMFs) are used appropriately
- ✓ Register is chosen to suit audience and purpose
- ✓ Link devices are used correctly to write/sign sustained pieces
- ✓ Texts are organised and structured to have a clearly defined beginning, middle and end

Register

Register refers to the type and style of written work produced by writers.

Informal Register

This kind of writing is informal. It would include letters to your friends, e-mails to friends and colleagues. It would also include internal correspondence in an organisation.

If you write a note to your facilitator about one of your assignments, this would fall under the informal register.

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

Formal Register

Letters to the head of a department or branch or head office of an organisation and also letters to clients would be more formal, therefore you will use the formal register.

If you write a letter to the head of the college the format of the letter, the grammar, words and style would be formal.

For example, if you are writing a letter to the president of our country, you will not write like this:

Howzit Thabo, my Bra

I just want to tell you that the trains are late everyday. You must do something about it or I will not vote for you again.

If the trains are late again tomorrow, I am going to set fire to it, because my boss has said that he will fire me if I am late again.

Bye

When he has a meeting in your city or town and you are addressing him personally, you can certainly talk to him like this. Writing, however, is always more formal than talking so you have to choose the correct register if you want people to take you seriously.

A letter to our president should rather be written as follows:

Dear Mr Mbeki

I live in Soweto and have to travel to the centre of Johannesburg every day. When I arrive late for work, I get into trouble.

For the past two weeks, the trains have been late every day and I have been late for work every day. My supervisor is now threatening me with disciplinary steps if the situation does not improve.

Please look into the matter from your end.

Yours faithfully

Punctuation/NMF's

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

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

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

Period

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

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

Comma

Commas are used to:

- ✓ Separate an introductory phrase from the body of the sentence: “During the discussions in parliament, it was decided that” Doing this, tells the reader that the introductory phrase is less important than the main part of the sentence. In the example, the important part of the sentence is the decision that was made, the place where it was made is not that important.
- ✓ Separate two independent clauses that are joined by a conjunction. Examples of conjunctions are: “and”, “but”, “or”, “nor”, “for”, “yet”, “so”. You will place the comma after the first independent clause and before the conjunction: “I have finished reading this book, and I am taking it back to my friend. “It is raining outside, but inside the room it is dry and warm.”
- ✓ A separable (non-restrictive) clause from the principal clause. This is when you insert an interesting clause, word or phrase into a sentence: “The water, polluted by industrial waste, is poisonous.” The clause that was inserted is interesting, but not essential to the point of the sentence. Of course, when the clause is essential to the sentence, you will not use commas.
- ✓ Separate elements in a simple series. When you quote a list or series of things in a sentence, you must separate them with a comma: “All the furniture, domestic appliances, office equipment and other business articles must be included in the inventory.” “I want to buy the red dress, yellow jersey, white slacks and black shoes.”
- ✓ Separate transitional words or phrases such as: “well”, “yes”, “no” and “finally” from the rest of the sentence. “Yes, I will make the opening speech for the debate.” “No, the blue jacket does not look good with the brown slacks.”



Ellipses

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

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

Semi-colons

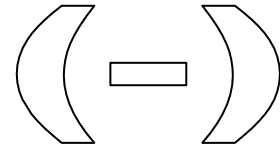
The semi-colon (;) is a stronger punctuation mark than a comma, but not as strong as a period. When you use a semi-colon, you are indicating a longer pause than a comma, but the pause is not as long that of the full stop.

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



Dash

- Use the dash sparingly. Too many dashes in a piece of writing is bad style.
- The dash shows an abrupt break in the thought or construction of a sentence: “I believe – no, I am sure – that he is responsible.”
- A dash takes the place of **to**: “January – March” or “1994 – 2004”.



Sentences

Use clear, well-structured sentences by using punctuation marks or NMF's. Also vary the length of your sentences as discussed in a previous sentence.

Paragraphs

During the previous unit standard we discussed sentences and how they should be formed. As an introduction to writing your own texts, herewith an overview about writing paragraphs and documents.

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

If the sentence does not contribute to the theme of the paragraph, it should not be included. You should also avoid adding data that is not relevant to the topic

Hints for writing good paragraphs

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



Document

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

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

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

Arranging The Paragraphs In A Logical Order

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

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another.

✓ **Cause and effect:** you can, for example, progress from the causes of war to the consequences(effect) of the civil war on ordinary people.

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

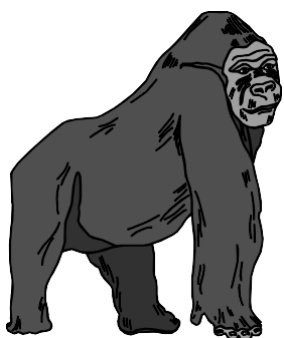
1930 - 2006

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

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

A fragile home threatened by war.

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



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

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

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

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

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

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



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

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

Organise the material

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

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information **chronologically**, using **contrast** or **cause and effect**.

Sifting for relevance

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

Keep only the information that is **relevant** to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, any information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should throw it away or put it to one side in case you need it in the future.

Validity and reliability

Now you have to check your information for **validity and reliability**. The obvious way of doing this is to **check your facts with more than one source**:

- check more than one manual,
- talk to more than one expert,
- visit more than one website, to ensure that your facts are correct.

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

Recording

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

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

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

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

When you are checking your document, check the following:

- ✓ Your use of grammar.
- ✓ Diction.
- ✓ The sentence and paragraph structure.

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

Ensure that your ideas and topics **flow logically** from one to the other in the sentences as well as the paragraphs.

Identify and remove inappropriate or potentially offensive language.

Be on the lookout specifically for jargon and technical language. Don't use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a reader who is not familiar with it. The reader will lose interest and stop reading. I am sure you have stopped reading an article or document because of excessive use of jargon and technical language.

Beware of using offensive language with regards to gender, rank, family, sports and wealth

You might find a sexist joke funny, the other party might not. Do not make fun of a person's gender or rank. Also, do not refer to "that old woman", she might be someone's mother. Do not call your boss the "Big Chief", call him by his proper rank.

Activity 6 (8964 SO 2, AC 1-7)

SECTION 7: ADAPT LANGUAGE

Outcome

Adapt language to suit context

Outcome Range

Socio-cultural, inclusivity, human rights, technical/workplace, environmental contexts

Assessment criteria

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

- ✓ Inappropriate language is identified and adapted: Excessive use of jargon, insensitive choice of words/signs, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth) offensive or incorrect register
- ✓ Complex wording/signing of ideas is simplified where necessary

When you write, make sure that you adapt the language to suit the context you are writing for. Contexts include:

- ✓ Socio-cultural: refer to the section about socio-cultural language
- ✓ inclusivity: include everything expected or required of your text. In other words, state the opinion of more than one person or expert, include all the facts that are needed to make a decision, etc.
- ✓ human rights: refer to the section about bias
- ✓ technical/workplace: refer to the section about jargon and words used in specific workplaces
- ✓ environmental contexts: bear in mind the environment of the people you are writing for, e.g. is it business correspondence, are you writing to a friend, etc.

Identify inappropriate language and remove this language from your text. For example, do not include jargon when writing for the general public, avoid bias and make sure that you use the correct register.

Where you have to use complex words, make sure that you explain them.

Activity 7 (8964 SO3, AC 1-2)

SECTION 8: EDIT WRITING

Outcome

Draft and edit own writing

Assessment criteria

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

- ✓ Planning, drafting, editing and redrafting improve the suitability of the intended purpose and audience
- ✓ Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.
- ✓ Major grammatical errors are identified and changes improve structure and readability/viewability of text
- ✓ Spelling/handshape, punctuation/non-manual features (NMFs), register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content
- ✓ Points of view, where expressed, are supported with a simple range of reasons and facts
- ✓ Sources used in writing/signing are acknowledged and accurately recorded in format appropriate to the task or learning activity

Redrafting

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

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

When you are checking your document, check the following:

- ✓ Your use of grammar.
- ✓ Diction
- ✓ Spelling/handshape
- ✓ The sentence and paragraph structure.

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

Ensure that your ideas and topics flow logically from one to the other in the sentences as well as the paragraphs.

Identify and remove inappropriate or potentially offensive language/signs. Be on the lookout specifically for jargon and technical language. Don't use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a reader who is not familiar with it.

The reader will lose interest and stop reading. I am sure you have stopped reading an article or document because of excessive use of jargon and technical language.

Beware of using offensive language with regards to gender, rank, family, sports, wealth and obfuscation.

You might find a sexist joke funny, the other party might not. Do not make fun of a person's gender or rank. Also, do not refer to "that old woman", she might be someone's mother. Do not call your boss the "Big Chief" call him by his proper rank.

Obfuscation means to make unclear or hard to understand. "I will horizontalise your perpendicularity" actually means that I will knock you over. Perpendicular means upright and horizontal means parallel to the ground. When you write something, do not make it more difficult than it has to be.

While you are redrafting your piece, experiment with the layout: use titles, headings, colour and so on. This way you can see what the finished product will look like. Add pictures, captions and visual effects at the appropriate places.

Visualise what it will look like. Move them around until you are happy with the result – all the graphics, for example, should not be on the same side of the page. Vary their positions from the left to the centre to the right and so on.

Bibliography

Make sure that you acknowledge sources that were used in composing your texts. A bibliography is a record of the resources and sources you used during your research. Follow the following format when quoting the sources of your information:

- ✓ Author surname and initials
- ✓ The year it was published
- ✓ The title of the book
- ✓ Where it was published
- ✓ The name of the publisher

When you quote the author directly, you have to add the following to your text where you use the quote: (Sayles & Chandler, 1971:185)

Sayles & Chandler are the authors

1971 is the year the book was published

185 is the page number where the quote appears

Then, of course, you have to add the details of book to the bibliography.

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

Activity 8 (8964 SO4, AC 1-6)

UNIT STANDARDS 8962 & 8967

Unit standard 8962

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Maintain and adapt oral communication

SAQA US ID	UNIT STANDARD TITLE			
8962	Maintain and adapt oral communication			
ORIGINATOR		ORIGINATING PROVIDER		
SGB GET/FET Language and Communication				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"		2004-10-13	2006-02-09	SAQA 0356/04
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2007-02-09		2010-02-09		

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

This unit standard is replaced by:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status

119454	Maintain and adapt oral/signed communication	Level 2	NQF Level 02	5	Complete
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PURPOSE OF THE UNIT STANDARD

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

Learners credited with this unit standard are able to:

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

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

Learners can:

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

UNIT STANDARD RANGE

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

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION 4

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

ASSESSMENT CRITERION 5

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

ASSESSMENT CRITERION 6

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

ASSESSMENT CRITERION 7

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

SPECIFIC OUTCOME 2

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION 4

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

SPECIFIC OUTCOME 3

Shape or decode meaning of unfamiliar vocabulary or constructions.

OUTCOME NOTES

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 3

3. Meaning in speaking is supported by the appropriate use of a variety of sentence

structures, the pause, intonation, pace and stress.

SPECIFIC OUTCOME 4

Organise and present information in a focused and coherent manner.

OUTCOME RANGE

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

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

2. Style and register suit purpose and audience.

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 4

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

ASSESSMENT CRITERION 5

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 6

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

SPECIFIC OUTCOME 5

Identify and explain how speakers influence audiences.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION 3

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

ASSESSMENT CRITERION RANGE

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

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

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

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

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

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

Learners can understand and explain that languages have certain features and

conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

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

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

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

UNIT STANDARD CCFO WORKING

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

UNIT STANDARD CCFO ORGANISING

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

UNIT STANDARD CCFO COLLECTING

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

UNIT STANDARD CCFO COMMUNICATING

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

UNIT STANDARD CCFO DEMONSTRATING

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

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of self by engaging with texts that stimulate

awareness and development of life skills and the learning process.

Unit standard 8967

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
8967	Use language and communication in occupational learning programmes			
ORIGINATOR		ORIGINATING PROVIDER		
SGB GET/FET Language and Communication				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"		2007-10-13	2010-02-09	SAQA 0356/04
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2011-02-09		2014-02-09		

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

This unit standard is replaced by:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
119460	Use language and communication in	Level 2	NQF Level	5	Complete

	occupational learning programmes		02		
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PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programmes refer.

Learners credited with this standard are able to:

- ☐ find and use suitable learning resources
- ☐ use learning strategies
- ☐ manage occupational learning programme materials
- ☐ plan and gather relevant information for use in a given context
- ☐ function in a team
- ☐ reflect on how characteristics of the workplace and occupational context affect learning

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

UNIT STANDARD RANGE

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Find and use suitable learning resources.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Relevant learning resources are identified.

ASSESSMENT CRITERION RANGE

Resource centres, dictionaries, internet, other learners.

ASSESSMENT CRITERION 2

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

SPECIFIC OUTCOME 2

Use learning strategies.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

1. Information is summarised for learning purposes.

ASSESSMENT CRITERION 2

2. Specific techniques are selected and applied appropriately.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 3

3. Relevant questions are asked.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 4

4. Texts are read for detail.

ASSESSMENT CRITERION 5

5. Spoken input is listened to for detail.

ASSESSMENT CRITERION 6

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

ASSESSMENT CRITERION RANGE

Facilitators, other learners, colleagues.

SPECIFIC OUTCOME 3

Manage occupational learning materials.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

1. Occupational learning materials are well organised.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION RANGE

Index, contents page, or glossaries are used effectively.

ASSESSMENT CRITERION 3

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

SPECIFIC OUTCOME 4

Plan and gather relevant information for a given context.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

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

ASSESSMENT CRITERION 2

2. Information gathering steps are planned and sequenced appropriately.

ASSESSMENT CRITERION 3

3. Information gathering techniques are applied.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 4

4. Information is sifted for relevance.

ASSESSMENT CRITERION 5

5. Information is classified, categorised and sorted.

ASSESSMENT CRITERION 6

6. Conclusions are presented in the appropriate format.

SPECIFIC OUTCOME 5

Function in a team.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Active participation happens in group learning situations.

ASSESSMENT CRITERION RANGE

Discussions, activities, workshops.

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 3

3. Conflict management and negotiating techniques are practised.

ASSESSMENT CRITERION 4

4. Teamwork results in meaningful products or outcomes.

SPECIFIC OUTCOME 6

Reflect on how characteristics of the workplace and occupational context affect

learning.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION RANGE

Workplace/occupational focus:

Services, manufacturing, financial, educational.

Organisation type:

Government, parastatal, heavy/light industry, large organisation, small business.

ASSESSMENT CRITERION 2

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

ASSESSMENT CRITERION RANGE

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

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

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

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

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

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

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

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

UNIT STANDARD CCFO WORKING

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

UNIT STANDARD CCFO ORGANISING

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

UNIT STANDARD CCFO COLLECTING

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

UNIT STANDARD CCFO COMMUNICATING

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

UNIT STANDARD CCFO SCIENCE

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

UNIT STANDARD CCFO DEMONSTRATING

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

UNIT STANDARD CCFO CONTRIBUTING

Explore education and career opportunities.

SECTION 1: SPEAKING AND LISTENING STRATEGIES

Outcome

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

Assessment criteria

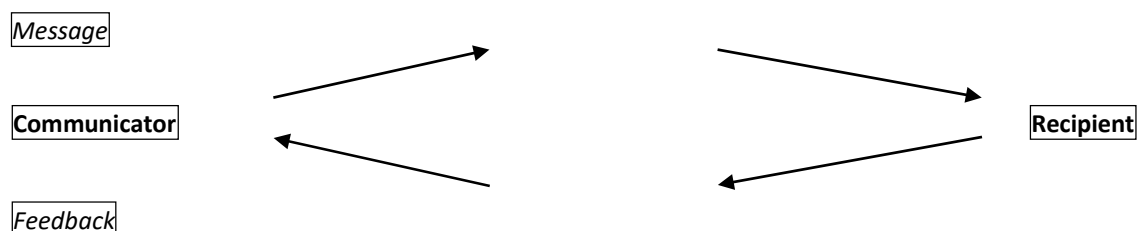
On completion of this section you will be able to ensure that:

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

DEFINITION OF COMMUNICATION

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

The Communication Process



Communication is the interaction between at least two people, the communicator and the recipient. There can, however, be more than one recipient, like an audience listening to a speech or watching a movie.

The Communicator

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

Message

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

The Recipient

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

Feedback

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

Activity 1

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

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

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

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

Was this an effective communication?

What did you learn from this exercise?

--

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

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

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

Dos' And Don'ts On Listening/Viewing

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

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

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

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

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

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

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

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

Active Listening

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

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



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

What Makes A Good Listener?

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

- ✓ "Yes"
- ✓ "I understand"
- ✓ "And then what"

- ✓ “Tell me more”
- ✓ “If I understand you correctly...”

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

Use questions

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

The typical questions to ask are:

WHAT

- **What** were your duties?
- **What** did you do then?
- **What** subjects did you take?
- **What** happened then?
- **What** sort of...?

WHEN

- **When** was that.....?
- **When** did that happen .. ?
- **When** did you go .. ?
- **When** did you decide. ?
- **When** did the company

WHY

- **Why** was that ..?
- **Why** did you choose.. ?
- **Why** do you think that ..?
- **Why** did you do.. ?
- **Why** did they.. ?

WHERE

Where was that.. ?

Where did you go next.. ?

Where were you when.. ?

Where did you go.. ?

Where do you think. ?

WHICH

Which school was that ..?

Which course did you.. ?

Which were your best. ?

Which department was.. ?

Which was that...?

HOW

How did that come about. ?

How do you think that...?

How much did that...?

How did you get...?

How was that...?

Guidelines when asking questions:

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

Sustain Interaction

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

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

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

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

Environment

Have a non-threatening atmosphere.

Help people feel physically and mentally comfortable and relaxed.

Guidelines when asking questions:

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

6. Word your questions in a descriptive manner. Being descriptive, it is much less likely to cause animosity as you are being specific and non-judgmental.

Clarify your thinking:

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

Obtain favourable attention:

- ✓ Have the receiver's full attention to ensure you achieve your communication objectives.
- ✓ Ensure the receiver's desire to understand the message.

Make it simple and specific:

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

Make effective use of feedback:

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

Use "you" appeal:

- ✓ Use "you" and "your". Ignore the words "I" and "my".
- ✓ Express your message from the receiver's viewpoint.
- ✓ Phrase the message in terms of his/her interest.

Note social climate and specific situation:

- ✓ Timing must be appropriate.
- ✓ Physical setting must be considered.

Speak in a way that conveys meaning

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

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

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

- ✓ The **tone** is the sound of your voice, e.g. bright or deep, and expresses your feeling or mood. A bright tone will indicate feelings of excitement, joy, etc. while a deep tone will indicate feelings of placidity or sorrow. So when you are addressing a serious subject, you will use a deeper tone of voice, while a lighter tone of voice is appropriate for a more light hearted subject. In SASL the tone of voice is represented by non manual features (NMF's)

- ✓ **Pitch** is determined by the tension on your vocal cords, i.e. how high or low your voice sounds. Generally you will speak at a high pitch when excited and at a lower pitch when relaxed. In SASL the pitch is represented by non manual features (NMF's)

✓ The **pace** or speed at which you speak/sign can also influence your audience. When you are telling/signing someone that you have won the Lotto you will talk much faster than when you are telling/signing him that you cannot attend a major sporting event.

You need to adapt the **volume** of your voice to the environment and the audience, as well as the subject you are communicating. Factors such as:

- ✓ being indoors or outdoors,
- ✓ number of listeners in a room,
- ✓ the size of the room,
- ✓ background noise and
- ✓ availability of amplification will determine the volume at which you speak.



The **volume/sign size** of your voice can also indicate whether you are excited or relaxed, angry or friendly. When you are saying/ signing something important, you will increase the volume of your voice/sign size in order to stress the importance of the point you are making.

Pause is a useful technique to stress important points in your presentation. When you pause for a couple of seconds just after making an important point, the audience knows that what you have said is important.

Using **keywords/signs** is another technique to stress important points. In every presentation, not everything you say will be equally important. Some points will be main points and others will be extra information to explain what you are saying/ signing. You will use the main points to identify keywords/signs in your presentation. When you get to the keywords you will **stress** them by adjusting the tone, pitch, volume and pace of your voice. This will give the audience the cue that the keywords and the point you made are important. In SASL you will use NMF's and sign size to stress the important points

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

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

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

Repetition

Repetition is when the speaker repeats words and phrases. This is very effective to emphasise the importance of the statement. Sir Winston Churchill made very good use of repetition in his famous speeches during World War II.

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

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

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

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

Extract The Main Idea

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

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

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

Recognise evidence and arguments

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

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

Sustained interaction

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

Adapt own speech

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

Consider tone as well as content:

Watch your tone of voice.

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

Always plant mental pictures as goal images:

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

Talk only in positive terms:

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

Impress, repeat, associate, to get retention:

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

Deliver the message with sufficient emphasis and conviction.
Repeat when necessary.
Have patience.

Offer and earn liking and respect:

Show liking for the receiver.
Respect the receiver’s viewpoint.
Conduct yourself in a way that earns you his liking and respect.

Nullify barriers to transmission and reception:

Identify, nullify, and overcome any other barriers to communication

Barriers To Effective Communication

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

Poor interpersonal skills

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

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

Tip You cannot listen while you are talking. In order for you to listen, you have to keep quiet and pay attention.

Failure to identify the needs of the receiver

This happens when you listen to only part of what the person is saying and then start jumping to conclusions instead of listening to the speaker until he has stopped talking.

Only then can you come to conclusions, which you have to check with the client anyway, by repeating the issue as you understand it to the client.

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

Different cultural backgrounds

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

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

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

Lack of intercultural understanding

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

Messages with too much/little information

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

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

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

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

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

Use of insensitive or abusive language by the sender or receiver

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

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

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

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

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

Effective verbal communication

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

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

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

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

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

Activity 2 (8962 SO1, AC 1-7)

SECTION 2: ADAPT SPEECH/SIGNING

Outcome

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

Assessment criteria

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

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

Facial Expression, Gesture And Inflection

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

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

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

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

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

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

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

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

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

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

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

Non-Verbal Signs And Signals

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

Movement

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

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

Gesture



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

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

These substitutions for language are very clear in their meaning.

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

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

Cultural Influence

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

Response or feedback

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

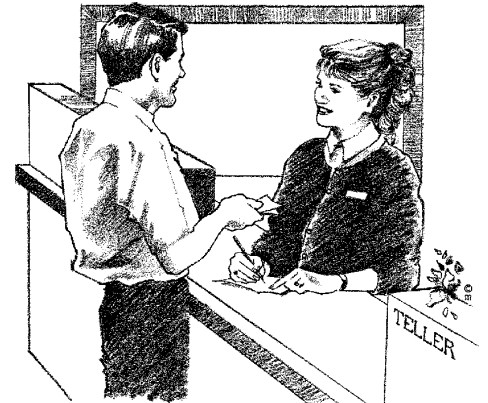
One must never assume that one has been understood by others until some action has been taken as a result of what one has said/signed. This action need not be affirmative to assure that communication has occurred. All that is necessary is some reassurance that the receiver of the stimuli has thought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

Eye Contact

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

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

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



Body Language

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

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

Empathy

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

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

In Summary

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

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

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

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

Nonverbal Messages

You can use your own body language to enhance your verbal message in the following ways;-

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

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

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

Nonverbal behaviour functions to **regulate** the flow of verbal interaction. Slight hand movements, eye contact, tone of voice, nodding of the head and other nonverbal behaviour tells the recipient to talk, repeat a statement, hurry up or finish the conversation.

For example, the chairperson at a meeting uses eye contact or hand gestures instead of words to indicate who's turn it is to speak.

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

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

Appropriate and inappropriate forms of politeness

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

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

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

Express own ideas and opinions

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

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

Activity 3 (8962 SO2, AC1-4)

SECTION 3: LANGUAGE STRUCTURES

Outcome

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

Assessment criteria

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

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

Identify New Or Borrowed Words/Signs

Borrowed words

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

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

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

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

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

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

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

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

New words

also known as neologisms: A new word or expression

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

- Surf the web

- Internet
- World Wide Web
- e-mail

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

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

Idioms and Proverbs

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

According to the dictionary, an idiom is an expression that is natural to a specific language, while a proverb is a short saying stating a general truth or piece of advice.

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

Examples of proverbs

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

Examples of idioms

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

Jargon or Technical language

The terminology used in a field or understood by a trade, profession or group of people e.g. in metal -working, the term "pig" means a mould for casting metal.

It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries

- ✓ Lawyers and Information Technology specialists use a lot of technical terms. In the case of lawyers, the technical language is called legalese. Doctors, electricians and plumbers also use technical terms.
- ✓ Plumbers talk about male and female couplings, nipples, etc.
- ✓ IT people talk about RAM, Gigabytes, WiFi, etc.
- ✓ A paper tiger: when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger.
- ✓ It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.
- ✓ In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment.

We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on.

Can you think of more examples?

Slang

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

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

- ✓ My Bra
- ✓ Howzit Broe
- ✓ Whazzup

Acronym

A word formed from the first letter of other words

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

Construct meaning from contextual clues

Contextual Clues

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

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

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

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

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

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

Scathing means: harshly critical

Word-Attack Skills

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

Visualise

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

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

Ask and answer questions

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

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

Retell and summarise

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

- ✓ Make a note of the main ideas or events.
- ✓ Review the information or story. Note main ideas or events and the details that support them.
- ✓ Retell or summarise the text. Focus on the important points and support them with relevant details.

- ✓ Refer to the speaker/signer to check the retelling or summary.

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

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

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

Individual words

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

Homonyms and homophones

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

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

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

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

Synonyms and antonyms

Synonyms are different words that have the same meaning.

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

- ✓ Pay
- ✓ Earnings
- ✓ Interest
- ✓ Proceeds
- ✓ profits

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

The antonyms for income are:

- ✓ expenditure
- ✓ expenses

Etymology and derivatives

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

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

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

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

Compound words

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

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

Roots

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

Prefixes and suffixes

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

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

Support meaning in speaking/signing

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

Sentence Length

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

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

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

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

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

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

There are three basic types of sentences.

Simple Sentences

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

Compound Sentences

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

but, and, or

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

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

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

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

Complex Sentences

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

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

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

Remember:

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

Activity 4 (8962 SO3, AC1-3)

SECTION 4: ORGANISE AND PRESENT INFORMATION

Outcome

Organise and present information in a focused and coherent manner

Outcome Range

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

Assessment criteria

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

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

Organise Your Information

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

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information **chronologically**, using **contrast** or **cause and effect**.

Sifting for relevance

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

Keep only the information that is **relevant** to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, any information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should throw it away or put it to one side in case you need it in the future.

Validity and reliability

Now you have to check your information for **validity and reliability**. The obvious way of doing this is to **check your facts with more than one source**:

- ✓ check more than one manual,
- ✓ talk to more than one expert,

- ✓ visit more than one website, to ensure that your facts are correct.

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

Recording

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes. Read through your draft and make any changes you think are necessary.

When you are checking your document, check the following:

- ✓ Your use of grammar.
- ✓ Diction.
- ✓ The sentence and paragraph structure.

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

Ensure that your ideas and topics **flow logically** from one to the other in the sentences as well as the paragraphs.

Identify and remove inappropriate or potentially offensive language.

Be on the lookout specifically for jargon and technical language. Don't use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a listener/viewer who is not familiar with it. The listener/viewer will lose interest and stop listening/viewing.

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

Beware of using offensive language with regards to gender, rank, family, sports and wealth

You might find a sexist joke funny, the other party might not. Do not make fun of a person's gender or rank. Also, do not refer to "that old woman", she might be someone's mother. Do not call your boss the "Big Chief", call him by his proper rank.

Arranging The Paragraphs In A Logical Order

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

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

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

1930 - 2007

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

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

A fragile home threatened by war.

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

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

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

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

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

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

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

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

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

Register

Register refers to the type and style of communication..

Informal Register

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

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

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

Formal Register

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



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

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

Sources of Information

Dictionaries

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

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

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

There are various kinds of dictionaries available:

Bilingual Dictionary

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

Explanatory Dictionary

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

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

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

Thesaurus

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

Saunter	Stroll
Amble	March
Stride	Pace
Hike	Toddle
Totter	

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

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

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

Textbooks

A textbook is a book that is used as a standard work for the study of a subject. We all used textbooks in school in order to study the grammar, spelling and language rules for English, Afrikaans, Sotho or Zulu, we also used textbooks to study economics, history, geography and so on.

Having a textbook for a language is a valuable reference resource, because you can refer to the textbook to solve issues such as language structure. If you are unsure how to structure a sentence in English, a textbook will help you with this.

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

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

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

Of course, you get more kinds of textbooks than language textbooks. As stated, you get textbooks about geography, history, architecture, interior decorating, garden landscaping, computer software and hardware. There are textbooks about arts and crafts, woodworking, driving, just about anything that you want to learn about.

If you look up the word textbook in a thesaurus, you will find the following list:

- ✓ Schoolbook
- ✓ Manual
- ✓ Workbook

In other words, a textbook, or manual, contains information about a subject. This means that you can use a textbook to look up information about a subject. This learner guide is an example of a textbook or manual.

Encyclopaedias

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

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

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

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

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

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

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

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

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

Internet

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

Searching the Internet is a lot like using an Index book: you go online to a website such as Mweb or MSN and you will find a Search option somewhere on the first page, that is also called the Home page of the website. The Search option will give you space in which to enter a keyword or keywords, just like you would look in an Index. You then click on a button and the computer searches for websites that contain information about the word you typed in.

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

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

Atlas

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

Videos

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

Libraries

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

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

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

Schedules

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

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

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

Code	Title	Pages	ISBN	Version	CD?

Csac597x	Access 97 Expert User Part 1	236	1840050896	76	CD
Csac597y	Access 97 Expert User Part 2	308	1840052554	78	CD
Csac800p	Access 2000	320	1840051612	76	CD
Csac800x	Access 2000 Expert	350	1840052465	78	CD
Csol800p	MS Outlook 2000	300	1840052643	79	CD
Cspp597x	PowerPoint 97 Expert User	318	1840051086	76	CD
Cspp800p	PowerPoint 2000	300	1840050500	76	CD
Cspp800x	PowerPoint 2000 Expert	258	1840052007	74	CD
Cswd597p	Word 97 Proficient User	338	1840051167	75	CD
Cswd597x	Word 97 Expert	344	1840052198	74	CD
Cswd800p	Word 2000	342	1840050594	75	CD
Cswd800x	Word 2000 Expert	350	1840052090	74	CD
Csxl597p	Excel 97 Proficient User	298	1840051434	76	CD
Csxl597x	Excel 97 Expert	288	1840052376	74	CD
Csxl800p	Excel 2000	294	1840050691	76	CD
Csxl800x	Excel 2000 Expert	324	1840052287	74	CD
Ssiei50i	Internet Explorer 5.0	216	1840050799	74	CD
Sswn200i	MS Windows 2000	232	1840051914	74	No
Sswn500i	MS Windows 95/98	202	184005171X	75	No
Sspc500i	Basic Concepts of IT	246	1840052732	79	No
Diolf200i	ECDL with MS Office 2000	762	1840052813	88	CD
Diolf897i	ECDL with MS Office 97	764	1840052902	88	CD

Official documents

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

Files

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

Archive

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

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

Journal

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

Museum

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

Directory

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

Summaries

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

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

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

What happened? Where did it happen? Who fled? Why did Abuk not flee with her children?

“During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.”

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph.

Everything else is supporting information:

- ✓ The villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman’s name is supporting information, as well as the ages of her children.
- ✓ The last sentence is also supporting information.

The **purpose** of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don’t put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it.

We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A **summary** can take many forms:

- ✓ As per the example above, which is called paraphrasing. Paraphrasing is when you rewrite something using different words.
- ✓ You can summarise in point form
- ✓ When you are summarising a big piece of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces

Point Form

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

The villagers heard gunfire and fled.

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

Mind-map

A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions, not only from top to bottom, but also from left to right.

With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

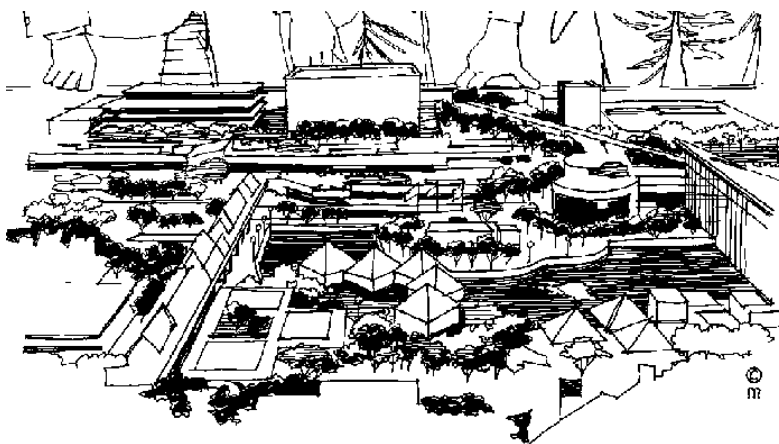
A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.

Visual Aids

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

- ✓ **Cue cards:** these are smaller than posters and contain only one visual cue. If you are doing a presentation to children about the importance of brushing teeth, you might have a cue card with a tooth, one with a toothbrush and one with toothpaste. You will show these to the audience at the appropriate place during your presentation. At the end of the presentation, you would summarise and at the appropriate place show the cue card without saying anything, encouraging the audience to name the object. You would show the card with the tooth, for example and maybe ask the audience: "Every morning you must brush your ..." and then wait for the audience to supply the missing word.
- ✓ **Posters:** we have all seen posters of music stars, movies, videos and so on. A poster that you design for a presentation does not have to be as elaborate as one of these but if you plan it correctly it can have just as much impact.
- ✓ **Models,** etc. We have all seen models of trains, cars, houses, large buildings and so on. These are very effective visual aids and you should use them whenever appropriate and when you can get hold of one.



Handouts And Multimedia

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



Multi-media visual aids include:

- ✓ **Flipcharts.** You can use the flipchart to make notes during your presentation, much as your facilitator does during the lesson, or you can write out your flipchart sheets beforehand and put them up at the appropriate time.
- ✓ **Whiteboard:** same use as a flipchart, however you have to rub out what you have written as soon as you want to write something new.
- ✓ **Overhead projector.** You have to prepare the slides beforehand and show them at the appropriate time in your presentation. Your facilitator makes use of this visual aid during class.
- ✓ **Data projector.** It works like an overhead projector, but is connected to a computer and displays visual aids that you have prepared on the computer beforehand.
- ✓ **Slide shows.** These are prepared on a computerised presentation programme and can be shown on individual computers or through a data projector. You can, of course, also use photographic slides in a slide projector, although this method has become somewhat outdated.
- ✓ **Video presentations.** These are video clips or training videos prepared especially for the purpose of your presentation.

Prepared and unprepared talks

Effective Speaking

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

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

Then comes the consideration of the occasion and the mood.

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

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

By an impromptu address

ie. without any preparation.

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

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

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

Giving an ex tempore address.

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

Committing the whole piece to memory

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

Reading aloud from a script

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

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

Preparation of Talks

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

Preparing a speech

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

These can be enumerated as follows:

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

Leave time for questions.

In preparing your speech, you will have to decide exactly how you will write your notes, and this is a matter of personal preference. Some speakers write their main headings and pertinent brief information on small cards, one card to a heading. The usual size for such cards is 5'1 x 3'11 and they should be written on one side only. They are easy to carry and easy to use. However, as they are separate, loose records, they can be dropped and become out of order, or individual cards can be mislaid or lost. Such events do not encourage a good speech. Other speakers use sheets of paper, often A4 size, and these can be stapled together to avoid mixing up the sheets or losing any.

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

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

The Introduction

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

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

Attention

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

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

Goodwill

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

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

Orientation

Although it is extremely important in the introduction to gain attention and establish goodwill, you must also orient the audience to the subject. Give some background information on the topic; never assume that everyone is

completely familiar with or knows the same amount of information. Unless the audience starts with a common understanding or background, some of the things said later will be meaningless. Definition of technical terms or special jargon used in the speech, background about events that resulted in the invitation to speak, and reference to the timeliness or urgency of the situation are good methods of orientating the audience.

Specific Purpose

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

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

The Body

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

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

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

Unity

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

Coherence

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

Emphasis

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

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

This method is called emphasis

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

The Conclusion

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

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

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

Activity 5 (8962 SO4, AC1-6)

SECTION 5: HOW TO INFLUENCE THE AUDIENCE

Outcome

Identify and explain how speakers/signers influence audience

Outcome Range

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

Assessment criteria

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

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

Impact On The Audience

People who communicate orally use

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

In order to influence their audience.

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

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

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

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

Dealing With Bias

What Does Bias Mean? An opinion or tendency to be strongly for or against a person or thing.

We are all biased in some way or other. We feel strongly about certain subjects, such as pornography, schooling in mother language, and many other subjects.

Then there are subjects over which are biased, but do not necessarily feel too strongly about it, so we don't get all worked up about it. This could be school uniforms, what to wear to the movies, and so on.

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

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

Whenever you prepare a speech, you have to bear in mind that you yourself are biased and also that the author is also probably biased. You must always be able to determine the bias in yourself and the author.

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

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

Humour

In the dictionary, humour is stated as being: "the quality of being amusing".

Jokes are humorous, so can text in an article be humorous or even a novel (long story) or parts of a novel.

Irony and sSarcasm

Irony and sarcasm are very similar.

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

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

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

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

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

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

It is strongly associated with irony. Sarcasm is a particular kind of personal criticism leveled against a person or group of persons. If you were talking to one of the team players that lost the game badly, and you say to him: "Well, you guys really played well" you are being sarcastic.

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

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

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

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

Purpose Of Communicating

Narrative

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

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

Discursive

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

Reflective

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

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

Argumentative

A set of reasons given in support of something.

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

A fragile home threatened by war

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

Descriptive

Describing without expressing judgement.

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

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

Expository

A full description and explanation of a theory.

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

Transactional

Relating to a business transaction.

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

Business correspondence

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

Electronic texts

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

Multi-Media Presentations

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

Techniques of communication

Repetition

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

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

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

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

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

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



Rhetorical questions

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

- ✓ Why must so many of our nation’s people live in poverty?
- ✓ Why does the government not do anything to relieve the poverty?
- ✓ Why does the government not do more to create jobs?

- ✓ Why do big business not become more involved in the fight against poverty?

Use of first person for inclusion

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

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

Omissions Or Inclusion

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

Omission is something that has been left out.

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

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

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

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

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

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

Activity 6 (8962 SO5, AC1-3)

SECTION 6: LEARNING RESOURCES

Outcome

Find and use available learning resources

Assessment criteria

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

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

Learning Resources

Text Books

A textbook is a book that is used as a standard work for the study of a subject. We all used textbooks in school in order to study the grammar, spelling and language rules for English, Afrikaans, Sotho or Zulu, we also used textbooks to study economics, history, geography and so on.

Having a textbook for a language is a valuable reference resource, because you can refer to the textbook to solve issues

Of course, you get more kinds of textbooks than language textbooks. As stated, you get textbooks about geography, history, architecture, interior decorating, garden landscaping, computer software and hardware. There are textbooks about arts and crafts, woodworking, driving, just about anything that you want to learn about.

If you look up the word textbook in a thesaurus, you will find the following list:

- ✓ Schoolbook
- ✓ Manual
- ✓ Workbook

In other words, a textbook, or manual, contains information about a subject. This means that you can use a textbook to look up information about a subject. This learner guide is an example of a textbook or manual.

Using Textbooks To Collect Information

You could read the entire book and hope you get the specific information you are looking for, but there are easier ways.

Textbooks are divided into chapters. Each chapter will contain information about a specific subject. The chapters can be subdivided into sections and, if the manual is comprehensive, even sub-sections.

Contents Page

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

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

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

If I need information about motivation, I will go to page 347, as indicated in the contents page. Here I will see that the chapter is further divided into sections, which are indicated by text typed in bold.

Now I can page through the chapter, looking only at the headings of sections until I find the information I am looking for.

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

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

Index

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

From the Index, under M, (shown on the next page) I can see that there are references to motivation on pages 10 as well as 347. I can therefore find information about motivation on page 10 and 347.

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Motivation

16.1 Introduction

By planning and organisation the management determines what needs to be done by the enterprise, when and how it should be done and by whom. Management should therefore be able to make managers and personnel work together purposefully towards achieving the objectives of the enterprise.

Management should not only co-ordinate the activities of and within the enterprise, but also get the available selected personnel to do the work allocated to them. The selected plans should be brought into operation by and with the assistance of others. This means that management should be able to move people to perform or to motivate them to perform.

Because man can be very complex, the encouragement of people is certainly one of the most difficult functions of management. Management has no choice but to work through and with people. Management effectiveness and leadership remain largely dependent on the ability to motivate, influence, lead and communicate with subordinates.

16.2 Meaning of motivation

Motivation particularly concerns the “why” of human behaviour. Subordinates must be motivated to reach an acceptable level of performance, management itself should be motivated to effective performance and people should be motivated to join the enterprise (Donnelly *et al.*, 1984:308).

The word motivation is derived from the Latin *movere*, which literally means “to move”. This can be regarded as the influences that urge people to make an effort (Newman *et al.*, 1985:547). Motivation is that which causes, channels and maintains human behaviour. Management should

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Internet

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

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

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

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

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

Some websites you can use:

www.howstuffworks.com

www.answers.com

Magazines and Newspapers

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

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

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

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

Resource centres

Libraries

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

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

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

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

Archive

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

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

Museum

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

Other People

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

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

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

Videos

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

Dictionaries

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

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

There are various kinds of dictionaries available:

Bilingual Dictionary

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

walk, (n) wāndeling; stap, pas, gang; wandelplek, laan, loopplek; weiveld; wandel; werkkring; sfeer; gebied; wandelpad, promenade; wyk; rondte; stand, posisie; *AT a ~*, op 'n stap; *GO for a ~*, 'n entjie gaan loop, gaan wandel; *HAVE a ~-over*, platloop; fluit-fluit wen; geen mededinging hê nie; *KNOW someone by his ~*, iem. aan sy loop ken; ~ *in LIFE*, werkkring; lewensloop; *all ~s of LIFE*,

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

stap, (s) (-pe), step, pace, stride, footstep; move: *me* *AFGEMETE ~*, with measured tread; ~ *DOEN*, take steps; take action; *die EERSTE ~ doen*, take the first step; *by ELKE ~*, at every step; *op ~ GAAN*, set out; *dit GAAN op 'n ~ pie*, it is so-so; *daarmee is ons geen ~ NADER nie*, that brings us no farther; *die NODIGE ~pe*, the necessary measures; *so OP 'n ~ pie*, so-so; fairly well; ~ *VIF ~*, step by step; 'n ~ *VOORUIT*, a step forward; a progressive movement; 'n ~ *WAAG*, take the plunge; (w) (ge-), walk, step, go on foot, stride; move, pace, march, stalk; hike; 'n *ENDJIE gaan ~*, go for a walk; *op die TREIN ~*, board the train; ~ *dans*, two-step; one-step (dance).

Explanatory Dictionary

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

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

walk ●v. **1** move at a fairly slow pace using one's legs. **2** travel over (a route or area) on foot. **3** guide or accompany (someone) on foot. **4** take (a dog) out for exercise. ●n. **1** a journey on foot. **2** an unhurried rate of movement on foot. **3** a person's way of walking. **4** a path for walking.
 – PHRASES **walk (all) over** informal **1** treat unfairly or thoughtlessly. **2** defeat easily. **walk off with** (or **away with**) informal **1** steal. **2** win. **walk of life** the position within society that someone holds.
 – ORIGIN Old English, 'roll, wander'.

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

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

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

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

Guide to the use of the dictionary

1. Structure of entries

The *Paperback Oxford English Dictionary* is designed to be as straightforward as possible and the use of special dictionary symbols and conventions has been kept to a minimum. Those that are used are explained below.

Headword	<p>bathe /bayth/ ● v. (bathes, bathing, bathed) 1 wash by immersing one's body in water. 2 Brit. take a swim. 3 soak or wipe gently with liquid to clean or soothe. ● n. a swim. – DERIVATIVES bather n. – ORIGIN Old English.</p>	Verb inflections
● Introduces new part of speech		Label (showing regional distribution)
Pronunciation (for selected words)	<p>apogee /ap-uh-jee/ ● n. 1 Astron. the point in the orbit of the moon or a satellite at which it is furthest from the earth. 2 the highest point: <i>his creative activity reached its apogee in 1910.</i> – ORIGIN from Greek <i>apogaiōn diastēma</i>, 'distance away from earth'.</p>	Subject label
Sense number		Example of use (taken from real evidence)

Thesaurus

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

Saunter	Stroll
Amble	March
Stride	Pace
Hike	Toddle
Totter	

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

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

Use learning resources effectively

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

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

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information **chronologically**, using **contrast** or **cause and effect**.

Sifting for relevance

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

Keep only the information that is **relevant** to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, any information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should throw it away or put it to one side in case you need it in the future.

Validity and reliability

Now you have to check your information for **validity and reliability**. The obvious way of doing this is to **check your facts with more than one source**:

- check more than one manual,
- talk to more than one expert,
- visit more than one website, to ensure that your facts are correct.

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

Acknowledgement Of Resource

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

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

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

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

- ✓ Author surname and initials
- ✓ The year it was published
- ✓ The title of the book
- ✓ Where it was published

- ✓ The name of the publisher

When you quote the author directly, you have to add the following to your text where you use the quote: (Sayles & Chandler, 1971:185)

- ✓ Sayles & Chandler are the authors
- ✓ 1971 is the year the book was published
- ✓ 185 is the page number where the quote appears

Then, of course, you have to add the details of book to the bibliography.

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Activity 7 (8967 SO1, AC1-2)

SECTION 7: LEARNING STRATEGIES

Outcome

Use learning strategies

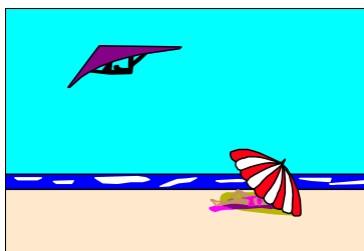
Assessment criteria

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

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

How You Remember

Association



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

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

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

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

The Three Stages Of Memory

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

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

The Three Kinds Of Memory

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

Verbal

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

Visual

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

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

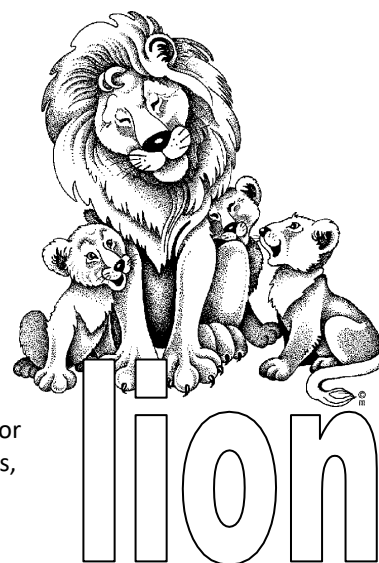
Kinaesthetic

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

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

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

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



The Three Stages Of Remembering

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

Register

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

Storing

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

Recall (recall, recognise)

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

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

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

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



Memorising Techniques

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

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

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

Structures To Remember

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

Sequence

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

Exercise

Write down some examples

Categorise the information

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

Exercise

Write down some examples

Visualise similar things

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

Exercise

Write down some examples

Associations

Numbers

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

Think of 1 as a pen,

2 as a swan

3 as a double chin

4 as a sailboat

5 as a fish hook

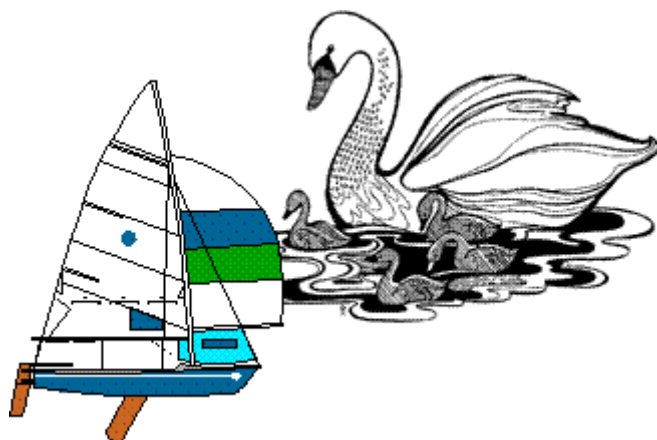
6 as a golf club

7 as a precipice

8 as an hourglass

9 as a pipe

10 as a bat and ball



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

To use the association technique for a verbal memory:

- 1 bun
- 2 shoe
- 3 knee
- 4 floor
- 5 dive

- 6 sticks
- 7 heaven
- 8 gate
- 9 pine
- 10 hen

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

Rhythm And Rhyme

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

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

Exercise

In a group, write down some examples

Abbreviations

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

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

Exercise

Write down some examples:

Do You Know The Following Study Method?

- ✓ **Overview** – quickly scan the chapter to give you a general idea of the contents

- ✓ **Questions** – ask yourself general questions about the chapter
- ✓ **Read** – now read the chapter with the view to summarising it
- ✓ **Summary** – make a brief and to the point summary, preferably using mind maps. Your summary should not take longer than 5 to 10 minutes for each hour's worth of studying. Do not write down whole sentences, use keywords that will help you to remember the facts.
- ✓ **Memorise** – memorise the summary
- ✓ **Revise** – test your knowledge through revision

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

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

Note: *If it's not working for you, change it!*

The Process Of Learning

The learning process works as follows:

- ✓ Summarise by means of mind maps
- ✓ Determine how much time you have to memorise and how much work there is per mind map
- ✓ Set a time limit per mind map
- ✓ Memorise
- ✓ Break
- ✓ Revise
- ✓ Memorise new work

Skimming

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

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

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

Scanning

Look at quickly in order to find a particular piece of information. This is different from skimming: when you skim, you look for the main points of the reading material, when you scan you look for information that is important to you. This information may not be included in the main points.

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

Summaries

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

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author's purpose.

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

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

What happened? **Where** did it happen? **Who** fled? **Why** did Abuk not flee with her children?

During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph. Everything else is supporting information: the villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman's name is supporting information, as well as the ages of her children. The last sentence is also supporting information.

The purpose of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don't put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it. We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A summary can take many forms:

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

Highlighting And Underlining



While you are reading text you are always looking for the main points. You can make notes of the main points while reading, or you can **highlight** them. Highlighting can be done by making a note in the margin of the book, by underlining the relevant passages or you can use a highlighting pen.

If the book is your property or belongs to your organisation, feel free to highlight important points. When the book belongs to someone else or a library, please don't use the highlighting technique – make photo copies of the pages you require and highlight important points on these.

You can also use **various coloured highlighters** to distinguish between different main points or headings and sub headings. How you use the different colours is up to you, as long as there is method and order in the way you use colour.

You can, for example, highlight all the points relating to one topic in blue, all the points relating to another topic in yellow and so on. Or you can highlight all the main points, irrespective of topic, in blue, all the supporting information in yellow.

Feel free to experiment but make sure that you have your system worked out before you start using your highlighter.

Taking Notes

As mentioned, while you are scanning or skimming or reading a piece of text, always look for the main points and key words. Key words are words that you have to remember. When you are summarising, taking notes or drawing a mind map, for the purpose of studying, you do not have to write down full sentences. Writing down the only the main points and key words will help you to recall the entire idea when you have to.

Of course, if you summarise this way, you have to understand what you are reading. If you do not understand, main points and key words will not help you to recall the facts or the main ideas of the text.

Ask And Answer Questions

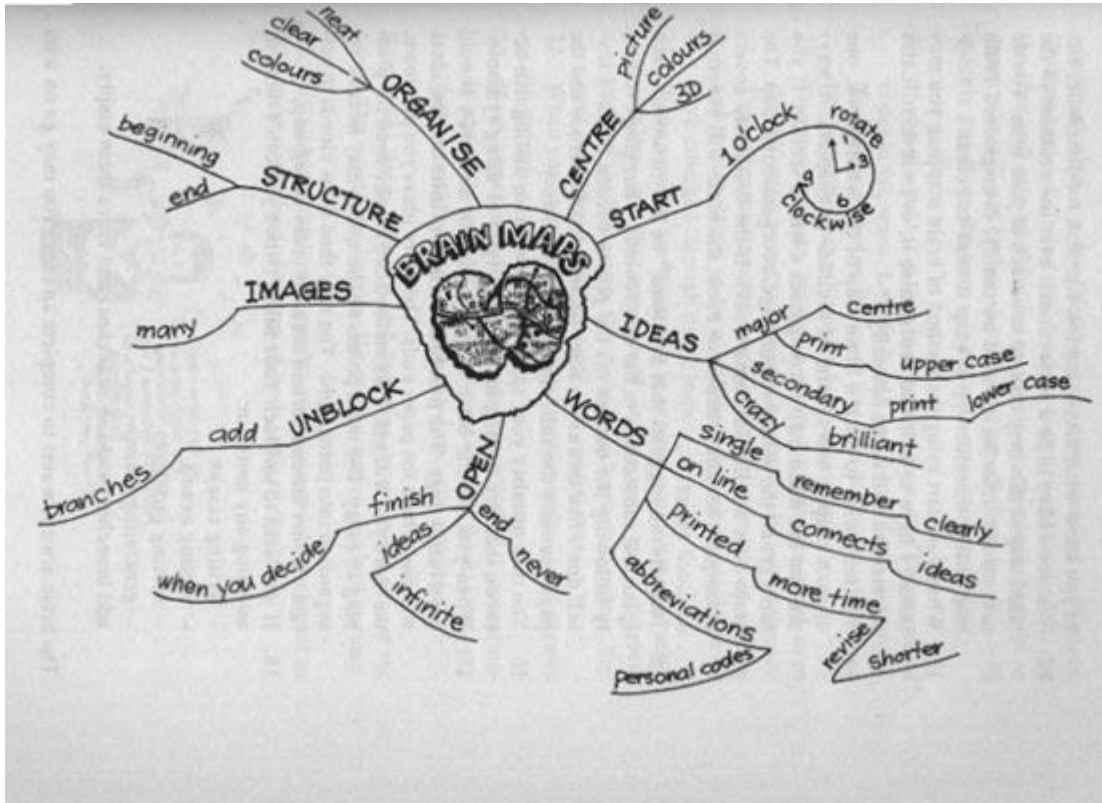
Using this technique will help you to recognise when you are confused and it encourages active learning.

- ✓ Before reading, think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.
- ✓ While reading, pause and write down any questions. Be sure to write down questions if you are confused.
- ✓ Look for the answers while reading. Pause and write down the answers.
- ✓ Were all your questions answered? Could the answers come from other sources?
- ✓ While you are taking notes, make sure that you understand what is being said.
- ✓ If there are words you don't understand, look up their meaning in a dictionary
- ✓ Always make sure that your information is accurate. You will do this by checking more than one source: e.g., not only a website but a text book as well.



Mind-map

A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.



A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions, not only from top to bottom, but also from left to right.

With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

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

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.

Key words

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

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

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

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

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

Ask relevant questions

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

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

WHAT

- **What** were your duties?
- **What** did you do then?
- **What** subjects did you take?
- **What** happened then?
- **What** sort of...?

WHEN

- **When** was that.....?
- **When** did that happen .. ?
- **When** did you go .. ?
- **When** did you decide. ?
- **When** did the company

WHY

- **Why** was that .. ?
- **Why** did you choose.. ?
- **Why** do you think that. ?
- **Why** did you do.. ?
- **Why** did they.. ?

WHERE

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

WHICH

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

HOW

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

- ✓ **How** was that...?

What Do We Read?

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

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

We also read the following in order to familiarise ourselves with the instructions and directions given:

- ✓ instructions to play games and effect basic repairs to objects
- ✓ classroom and workplace procedures
- ✓ recipe: a list of ingredients and instructions for preparing a dish
- ✓ schedule: a plan for doing something, giving lists of intended events and times
- ✓ map: a diagram of an area showing physical features, cities, roads, etc
- ✓ warranties: a written guarantee that promises to repair or replace an article if necessary within a certain period, if certain conditions are met.
- ✓ Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text

Each of the above serves a different purpose, but all of them influence how we read and look at things.

When you read for study purposes, make sure that you read or view the text for detail. It is very important that your notes and summaries contain the correct information. If necessary, check your notes against the source.

Listen for detail

When you are attending a workshop or a seminar, make sure that you listen actively for detail. make notes and ask questions if necessary.

Refer to the section about active listening and communication skills for hints on improving your listening skills. Start practicing these skills immediately as you will need them.

Peer And Self-Assessment

It is always a good thing to check your notes, summaries, mind maps and understanding of the work.

You can do a self-assessment by reading through the main text again and comparing your notes to what you understand from the main text.

Then compare your notes and understanding to the notes and understanding of your colleagues and fellow students. When you find points that you do not agree on, you then go through the main text together, ask questions and make notes in order to clarify your understanding.

If you still do not agree, go to the facilitator or another colleague or fellow student. Carry on in this way until you all agree about what the content of the text is. Use all the strategies you have learnt to clarify the meaning of text.

Communicating With Others

Studying and the learning process do not have to be an individual activity. In fact, if you do it alone, without consulting your facilitator, colleagues and fellow students, you are making it hard on yourself.

There is always a collective knowledge in a group, where the total knowledge in the group is more than the knowledge of individuals: you might know something about computers that the other group members do not know, while some other members of the group may have more knowledge about Labour Law, etc.

Talk to your facilitator, your colleagues and your fellow students if you do not understand a subject.

In the same way, you must be willing to share the knowledge you have with the group. In the end, everyone benefits from working in a group.

Activity 8 (8967 SO2, AC1-6)

SECTION 8: PLAN AND GATHER INFORMATION

Outcome

Plan and gather relevant information for a given context and purpose

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Information gathering steps are planned and sequenced appropriately
- ✓ Information gathering techniques are applied: Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources
- ✓ Information is sifted for relevance
- ✓ Information is classified, categorized and sorted
- ✓ Scope of information gathered is appropriate for given context and purpose
- ✓ Conclusions are presented in the appropriate format

Sources of Information

Before you start writing your document, you have to plan what you are going to write. First, you are going to define the topic and then you have to gather information about the topic.

Information can be gathered from:	In the case of business correspondence, you will find information in:
Libraries	Minutes of meetings.
Encyclopaedias	Correspondence with clients and suppliers.
Manuals	Operations and procedures manuals
Magazines	Internal correspondence between departments, branches and regions.
Newspapers	Correspondence between management and their departments.
Interviews with experts	
Internet	

When doing research about a topic it is important that you gather as much information about a subject as possible. The more information you have, the better. Of course, the information and data must be relevant to the topic that you are going to write about.

Interviews (asking people questions)

These may be structured or unstructured. Tools used include:-

- ✓ Questionnaires: draw up a form containing questions relevant to the subject
- ✓ Discussions: this includes discussions in teams, study groups, etc.

Preparing for an interview

The key to a successful interview is good preparation. If you take time to prepare for the interview you will find that you will confidently be able to participate in the interview even if you are nervous. You will instinctively know how to respond to the questions put to you and you will have a good interview.

- ✓ Do some research and find out as much as possible about the subject and the person you are interviewing.
- ✓ It is a good idea to make a list of all the questions you want to ask.
- ✓ Make a list of question you think you may be asked. How would you answer them?

Observation

Observing someone whilst he/she is carrying out the work or doing something – watching what is being done.

Questions to ask include:

- ✓ What is being done and how is it done?
- ✓ Does it conform to the official policies and procedures?
- ✓ What deviations are taking place?

Organise The Material

Once you have gathered information, the material you have collected has to be organised.

Sorting and categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information chronologically, using contrast or cause and effect.

You can use cause and effect, and contrast to help you arrange your paragraphs in a logical way.

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another. Refer back to the introduction of the article about the gorillas: you can contrast the concern of conservationists who were worried about the gorillas, with the views of humanists who were more concerned about the people being killed.
- ✓ **Cause and effect:** referring back to the same text, you can progress from the causes of the war to the consequences(effect) of the civil war on ordinary people.

If you are writing about something that happens over a period of time, you can arrange your paragraphs chronologically: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

Sifting for relevance

Once you have classified the information and data, you have to sift through it for relevance. You should keep only the information that is relevant to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, all information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should discard it.

Validity and reliability

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source:

- ✓ check more than one manual,

- ✓ talk to more than one person,
- ✓ visit more than one website,

to ensure that your facts are correct.

Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all your sources state the same basic fact, you can be reasonably sure that the fact is correct.

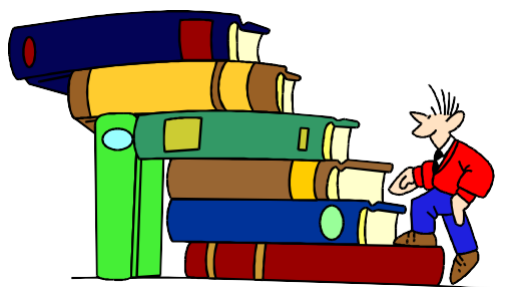
Recording

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes.

Any arguments used in your document must be supported by sound reasons and facts. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Now you are ready to draft a copy of the final document.

Before you start writing/signing your text you have to plan what you are going to write



- ✓ Who will you be writing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
- ✓ In which register will you be writing the text: formal or informal
- ✓ Which writing style will you use: narrative, discursive, expository, etc.
- ✓ Will you write in the first person or the third person?
- ✓ Determine the research you will do
- ✓ Organise your writing: make sure ideas and facts flow logically

Make your writing/signing interesting

- ✓ Use numbers and bullets to separate ideas, facts and paragraphs. You will find examples of bullets and numbers in this learner guide
- ✓ Use punctuation correctly: commas, periods, etc.
- ✓ Use titles, subtitles, headings, contents and index
- ✓ Use an introduction and a conclusion
- ✓ Use visual images and captions with these images
- ✓ Vary the length of your sentences
- ✓ Structure your paragraphs correctly
- ✓ If any action is required, make suggestions about the actions
- ✓ Put ideas forward
- ✓ Use appendices or addenda if required
- ✓ Use NMF's (non manual features) appropriately

Diction

- ✓ Choose words or signs that are familiar and easy to understand
- ✓ Make sure that you are using the correct words or signs
- ✓ Do not use technical language, legalisms, etc. when writing/signing for the general public. When it is a business document, use of technical terms and jargon will be acceptable
- ✓ Do not use slang or write in dialect unless you are writing to entertain

Document

When you are writing a document, it should be about a specific topic or theme. The text you are writing will usually consist of **more than one paragraph**, each with its own topic but relating to the main topic of the document.

Your piece of writing should start with an **introduction** of the theme of the document. Your first paragraph would therefore be the introductory paragraph. Keep your introductory paragraph short, relevant, and introduce the theme of the document. The introductory paragraph must get the **attention of the reader**.

Your paragraphs must follow each other in a logical way, from point A to point B to point C. The last sentence of the previous paragraph should lead to the next paragraph. One thought should be connected to the next thought in a logical way. Do not jump around from one topic to another without giving the reader some clues about your purpose.

Arranging The Paragraphs In A Logical Order

You can use cause and effect and contrast to help you arrange your paragraphs in a logical way.

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another.
- ✓ **Cause and effect:** you can, for example, progress from the causes of war to the consequences(effect) of the civil war on ordinary people.

1930 - 2006

If you are writing about something that happens over a period of time, you can arrange your paragraphs **chronologically**: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

Any arguments used in your document must be **supported by sound reasons and facts**. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Ensure that you **state your point of view clearly**. Remember other people also have to understand your point of view.

If you want your writing to be clear, you have to ensure that you give the reader **all the information** he/she requires to understand your reasoning.

“They said it is going to rain today.” This is a terrible sentence. Who are “they”, where did they get their information from, where is it going to rain, where do they live – do they even live in the same area as you and I?

Always check your facts for correctness before you commit them to writing. Readers are very critical and will never forgive you if you get your facts wrong. Anything you write in future will be viewed with suspicion

“The Weather Bureau predicts that there is an 80% chance of rain in Gauteng today.” Now you have stated the source of your fact, you have backed your statement with an estimate of the possibility of rain and you have also made it clear where it will rain. If it doesn't rain, your readers cannot be angry with you, since you only reported what the Weather Bureau predicted.



At the end of your document, you have to come to a **conclusion**, where you connect all the facts that you stated previously. State your conclusion or recommendation clearly and make sure that it is based on the facts you stated. The conclusion can be:

- ✓ A short **summary** of the main points of your document.
- ✓ A **direct-approach** conclusion where you show the reader how the message relates to him/her.

✓ **Plan of action** conclusion where you answer the question of what should be done about the matters discussed in the body of your document.

Activity 9 (8967 SO4, AC1-6)

SECTION 9: TEAMWORK

Outcome

Function in a team

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Active participation happens in group learning situations: Discussions, activities, workshops
- ✓ Responsibilities in the team are taken up and group work conventions are applied in learning situations: Turn taking, rotation of roles: conducting, chairing, recording, and reporting
- ✓ Negotiating techniques are practised
- ✓ Teamwork results in meaningful products or outcomes: Reaching consensus, completing tasks

Team Members

When you are working in a team each team member has to commit to the following in order to ensure the team functions effectively:

- ✓ Commit to work together in a team, commit to the goals and purposes of a team, find your place in the team so that you can also feel you belong.
- ✓ Ensure that all team members are travelling in the same direction – working towards the same goals and purposes.
- ✓ Take turns doing the hard jobs, it will benefit the team in the long run and therefore also benefit individual team members.
- ✓ Encourage, support and praise each other.
- ✓ Stand by each other and help each other in times of need.
- ✓ Team members have to take responsibility for their own jobs as well as the achievement of the goal or purpose of the team. Members support each other so that the objectives and goals can be met by the entire team.
- ✓ There should also be a culture of respect for each other and this is the responsibility of the entire team.

If team members commit to the above it means that they will actively participate in

- ✓ Meetings
- ✓ Site visits
- ✓ Excursions
- ✓ Discussions
- ✓ Activities
- ✓ workshops

Participating in group activities means that you also take part in discussions by saying your say, agreeing or disagreeing with someone. It also means that at times you keep quiet and listen to what someone else is saying, without interrupting that person. You can have your say when that person has finished talking.

In effective teams, the roles of the team members are also rotated. Of course, specialist roles are not included, but the following roles should be rotated among the team members:

- ✓ Chairman of meetings: each member should get an opportunity to preside as chairman of a meeting

- ✓ Secretary: each team member should take a turn in arranging the agenda, taking the minutes and circulating the minutes of a meeting
- ✓ Mentor: each team member should be a mentor for one other team member. A mentor is a trusted advisor who helps to develop the professional and personal skills of another team member.
- ✓ Coach: the job of coaching other team members or newcomers to the team should be shared equally amongst team members
- ✓ Team leader: this is not always possible, but if it can be done, each team member should be the team leader of the team for a period of, say, two weeks or a month
- ✓ Reporting: each team member should get an opportunity to report to management about the progress of the team

The Role Of The Team Leader

What can you, as team leader (when your turn comes), do in order to promote the effectiveness of the team?

- ✓ Be tolerant towards the team members, and promote and demonstrate this attitude of tolerance
- ✓ Acknowledge your own faults and shortcomings. If team members have an insight into the mistakes of the team leader, they will be more inclined to confide their own mistakes to their leader.
- ✓ Create a learning culture and not a knowing culture. The result of any exercise or task should be a learning result
- ✓ Give credit and show appreciation for all contributions.
- ✓ Stop taking decisions on behalf of team members. Involve the team in the decision making process.
- ✓ Accept decisions made by team members.
- ✓ Encourage differences of opinion.
- ✓ Be consistent. Do not say one thing and do something else.
- ✓ Trust your team members and encourage them to trust each other. It is important to note that when team members agree that trust is important, they invariably win. Teams that try to ignore the issue of trust rarely work. Trust is like customer relations. It takes a long time to achieve but it can be destroyed in a few seconds. Trust cannot be imposed and it only comes through experience some say. **Definition of Trust:** TRUST IS THE BELIEF THAT WORDS WILL BE TRANSLATED INTO ACTION AND THAT OTHERS WILL TAKE YOUR INTEREST INTO ACCOUNT
- ✓ Support your team members and encourage them to support each other. Support and trust go together for without the one the other cannot exist. Both can best be achieved where individual members do not feel they have to protect their territory or function, and feel able to talk straight to other team members. With trust people can talk freely about their fears and problems and receive from others the help which they need to be more effective.
- ✓ Do not avoid conflict, address the problem. Conflict and avoidance in the name of support is like building relationships on sand. People working together must sense that their shortcomings or mistakes will be accepted along with their strengths and weaknesses, if a healthy supportive climate is to exist.

Purpose Of A Team

All teams have a purpose: the purpose of a sport team is to win, the purpose of a team in the workplace could be to finish a product at a certain time or any other work related purpose and the purpose of a study group is to give support to all the members so that all will pass the test or exam.

If all teams have a purpose, it stands to reason that all teams also have goals and objectives that have to be met in a certain way at a certain time.

All the team members have to work together towards achieving the goals and objectives of the team. If one team member is not doing his/her bit, it affects the entire team.

It means, therefore, that all team members have to identify with the goals and objectives of the team, agree with them and work together in order to achieve them.

Negotiation

Preparation

The first step in the bargaining process is to prepare. Follow these steps:

Gathering Information

You have to be clear about ideas and views held by others and you must also identify the position of others before beginning to negotiate. You also have to clarify where a common ground can exist).

Find out what they think and where they stand so that you can find a point where you all agree. Always make sure that you are well prepared so that you are not caught off guard.



Define goals

- ✓ What do you want to achieve?
- ✓ Which issues are not negotiable?
- ✓ Which issues are negotiable

Clarify the issues

In most conflict situations realistic negotiators are interested only in the most relevant circumstances. A broad understanding of the background is important, particularly a knowledge of any previous attempts at negotiation.. However, getting bogged down in arguments about history is usually a waste of time. Your main need is to understand the mood and the aspirations of the individuals that you will be talking with so that the common interests and common hopes can be put in the foreground.

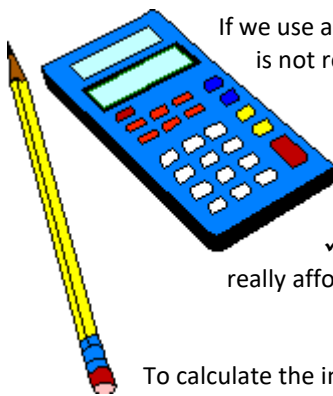
As a negotiator one of your prime responsibilities will be to present your group's perception of the conflict. Discussion may occur at formal meetings round a negotiating table or in a street-corner cafe, but whatever the surroundings, your objective is always the same.

You want to put your case across in such a way that your opponents cannot fail to understand more clearly than before the needs and aspirations of your group. Their reactions cannot be predicted but it is your task to give them the clearest possible picture to start with.

Compromise/resolution

You have to determine what is vital for the success of the organisation and keep these points in mind when going into negotiation. However you should also remain realistic and think about both the ideal agreement or conclusion and the worst possible settlement which might have to be accepted.

At this stage you should also consider the disadvantages of each party to each bargaining position.



If we use a wage increase example, what happens to the business and the employees if an agreement is not reached and the employees go on strike:

- ✓ The business has a shortage of skilled workers and has to employ workers who are not trained in the company's procedures. The business will lose money while the matter is sent for mediation or arbitration. This is not ideal, if an agreement can be reached with just little effort.
- ✓ The employees will not be paid for the entire period they are on strike. Can they really afford to do that for a mere 1% or 2% extra on their wages?

To calculate the impact on the employees, let us take a salary of R5000 per month. The offer on the table has gone up from 6% to 8%. The union, on behalf of employees, is demanding 10%. A 10% increase on R5000 would be R500 per month, or about R22,73 per day. If the union accepts the offer of 8%, the increase would be R400 per month, or about R18,18 per day.

If the employees go on strike for a period of two weeks, they will lose R5400 per month, or R245,45 per day, of which R18,18 per day would be the value of their increase, in order to gain R4,55 per day – the difference between a 10% increase and an 8% increase.

If the strike lasts for fourteen days, the worker will have lost R3436,30. How long must he now work to make up this loss if he gets an increase of 10%? He lost R3436,30 in order to gain R4,55 per day, so R3436,3 divided by R4,55 means that he must now work for 755 days to make up the loss. This is a period of more than two years.

So, the question remains, was it worth it? should the workers not have settled for the 8% increase?

There would also be a cost to the business as production will be lower, there is negative publicity which impacts on the name of the business and there is a loss of faith between management and employees. In the end, taking a hard-line view means that everyone loses.

Always consider the disadvantages of not reaching a compromise as disadvantages impact negatively on both parties.

Building Understanding

Once the negotiation process has started, you have to build understanding between yourself and the other party. You can do the following to ensure that you build understanding:

- ✓ Communicate main points effectively by paraphrasing, summarising, etc
- ✓ Listening to the other party
- ✓ Ask questions
- ✓ When the discussion is becoming heated, consider adjourning the discussion for a body break, tea break, etc.
- ✓ Testing arguments and positions: you have to test the other side's arguments and bargaining positions.

Remember that negotiation is a process of giving and taking until a mutual agreement is reached.

When preparing your proposal, keep these guidelines in mind:

- ✓ Know what you want to say and what you do not want to say
- ✓ Use words that tell what is on your mind in such a way that the listener will get the same picture
- ✓ Provide actual examples to make your point
- ✓ Separate what you think (assumptions and opinions) from what you know (facts)
- ✓ Encourage feedback. Check for understanding
- ✓ Keep the talk centred on the main problem, not side issues
- ✓ Try to make the other person feel good, and important

Bargaining

The



bargaining process usually includes:



- ✓ Getting and making concessions. Here you will refer back to your bargaining objectives. From these you will know which concessions you can make and which objectives are really not negotiable.
- ✓ Breaking deadlock: at times during the negotiation process it could look like agreement cannot be reached. There are strategies for trying to break this deadlock.
- ✓ Moving towards agreements: once the concessions have been made and given and deadlocks have been broken, the parties will start moving towards agreements on the issues at hand.

Closing

When closing negotiations, do the following:

✓ If an agreement has been reached, summarise the agreement points and get commitment from both parties to uphold the agreements. Ideally, these agreements should be put on paper and signed by both parties.



✓ If an agreement has been reached but the negotiators have to go back to their organisation or members to confirm, set a follow up date to finalise the proceedings.

✓ If an agreement has not been reached, both parties have to agree on the next step: set a new meeting to discuss issues that have not been resolved, maybe using a facilitator, mediation or arbitration

✓ Walking out of the negotiation procedure is also a way of ending negotiations, but this is a very negative step.

✓ Strikes and legal proceedings should really be a last resort, once all the other options have been tried and no agreement was reached.



➤ Activity 10 (8967 SO5, AC1-4)

SECTION 10: WORKPLACE CHARACTERISTICS

Outcome

Reflect on how characteristics of the workplace and occupational context affect learning

Outcome Range

Environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction.

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Sector and organisation type is identified: Sector/occupational focus: Services, manufacturing, financial, educational etc Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
- ✓ Features of the occupational environment are described and discussed
- ✓ Ways in which these features affect learning processes and/or application of learning are described and discussed

The characteristics of a workplace varies according to the industry in which the organisation is:

You will find that the workplace of a services organisation, a manufacturing organisation, a financial organisation and an educational organisation will differ in terms of availability of resources and interaction between learners and colleagues or employees and clients:

- ✓ Technological resources: such as computers, machinery and equipment
- ✓ Communication strategies and resources: how the employees and different departments communicate with each other, as well as how the organisation communicates with the world outside the organisation
- ✓ Multilingual needs regarding the interaction between clients and employees as well as between employees in the organisation: how languages differ in the organisation as well as between the organisation and the rest of the world.
- ✓ Environmental features: the conditions in which the organisation functions will also influence occupational learning. For instance, a small business in Kathy or some remote place will not have the same facilities that a large organisation in the same location will have. Also, business in urban areas (cities) are closer to resource centres such as libraries, etc.

The workplace of different types of organisation will also differ:

- ✓ Government: the workplace of government organisations differ vastly from those in private enterprise.
- ✓ Parastatal: a semi-government organisation such as Telkom
- ✓ Heavy industry: mining, car manufacturers and so on
- ✓ Light industry: providers of packaging materials,
- ✓ Large organisation: such as De Beers, Putco bus company, etc
- ✓ Small business: such as a hairdresser, taxi service and so on.

Activity 11 (8967 SO6, AC1-3)

SECTION 11: OCCUPATIONAL LEARNING MATERIALS

Outcome

Occupational learning materials are organised for efficient use

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Occupational learning materials are organized for efficient use: Videos, texts, handouts, textbooks, charts, maps, plans, and diagrams
- ✓ Layout and presentation of learning materials is understood and used effectively: Index, contents page or glossaries are used effectively
- ✓ Technical language/ terminology is engaged with, and clarification sought if needed

Occupational Learning Materials

There are many types of learning materials available:

- ✓ Training videos and DVD's
- ✓ Text books
- ✓ Charts
- ✓ Maps
- ✓ Plans
- ✓ Diagrams
- ✓ Handouts
- ✓ Internet

Layout of learning material

When you start gathering information about subjects for research or for studying purposes, you will find that the layout of learning materials is very similar. You will find an Index, a contents page and a glossary in most learning sources.

The Index and Contents Page were discussed in a previous section. Refer to this section for information on how to use them.

Glossary

A glossary is usually found at the back of a text book. It is a list of words, usually unusual words, that are used in the manual, with an explanation of their meanings.

An example of a glossary can be found on the next page. When you find an unfamiliar word while working through the text book, you can refer to the glossary to find out the meaning of the word, if it is stated there.

Term	Definition
Address Book	A list of names and email addresses.
Appointment	A reminder to do something on a particular date at a particular time (and optionally in a particular place).
Archiving	Removing old items from Outlook folders by either deleting them or storing them in a compressed file.
Attachment	A file sent by email.
AutoSignature	An Outlook tool for inserting text into a message. An AutoSignature can be a line or block of text and can be added to all new messages by default.
Bcc	Blind Carbon Copy - sending a copy of a message to another recipient without other Bcc recipients knowing.
Calendar	The diary component of Outlook.
Categories	A tool for grouping related items together.

Technical language and terminology (Jargon)

Words or expressions that are used by a specific trade, business or industry.

- ✓ **A paper tiger:** when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger.
- ✓ It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.
- ✓ In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment.

We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on.

- ✓ **Electrocardiograph:** monitors the heartbeat
- ✓ **Government fiscal matters:** to do with the governments budget and how they spend the money that we pay in taxes.
- ✓ The **metallurgist** in charge is Karis Allen, 35, a specialist in fractions and corrosion: a metallurgist is a person who specialises in studying metals, fractions and corrosion in this instance means how metal, such as steel, breaks and corrodes

When you come across technical language and terms in your learning resource, you will have to make an effort to find out what the word means. You can use dictionaries, thesauruses or even the Internet to find out what the word means.

A Filing System

This material has to be stored in a safe place and a record of everything must be kept, so a filing system for the learning materials is necessary. A good filing system has certain essential features:

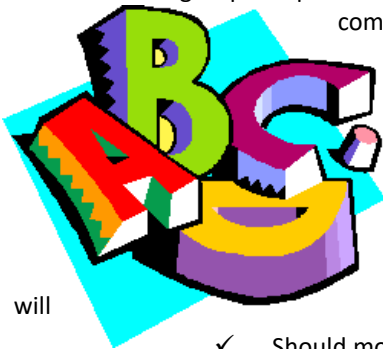
1. Simplicity	2. Appropriate classification
3. Accessibility	4. Selection of suitable equipment
5. Safety in terms of minimizing loss	6. Safety in terms of avoiding damage by fire,

	water, dust
7. Safety in terms of maintaining confidentiality	8. Compactness – using space efficiently
9. Elasticity – it must be able to expand if required	10. Speed of retrieval
11. Trained staff	12. Economical in terms of time, cost of equipment and accessories
13. Sufficient cross-referencing	14. An “out” guide or “tracer” system should be incorporated
15. Thinning out should be performed on a regular basis	16. Daily filing

Methods Of Classification

Alphabetical Order

- ✓ items are grouped alphabetically. The file for Mahotsi would be placed before that for Ndengwe, because m comes before n. Baker would be placed before Barker, as bak comes before bark



will

- ✓ Should more than one client have the same name, their files would be arranged in order of initials: Mahotsi, C would be placed before Mahotsi T

- ✓ Short before long: if all the other letters in a name are the same, you arrange the shorter name in front of the longer: Cole will be placed before Coleman.

- ✓ Prefixes before surnames, such as de der le van von O, etc are considered part of the name: du Plessis will be placed alphabetically with D and not P, so van der Merwe be placed with V.

- ✓ Should more than one client have the same name and initials, a number could be added after the initials: Mahotsi T1 would be followed by Mahotsi T2

- ✓ Impersonal names, such as company names are placed in the order they are written: Gilbert Enterprises will be filed with G and Tiger Brands with T.

- ✓ Official or descriptive names: the most important word is the first filing unit: The Hotel Shelly will be filed as Hotel (The) Shelly and City of Durban will be filed as Durban City (of).

Numerical Order

- ✓ A number is allocated to each item, regardless of surname and initials. This is how banks file our records.

- ✓ Files are then arranged numerically

- ✓ As it is not possible to remember each client’s number, a separate card index is kept to record clients’ personal details and file numbers

- ✓ New clients receive the very next number after the last allocated number. The new file is placed last in the drawer.



Alpha-numeric filing

- ✓ This consists of a combination of alphabetical and numerical filing systems
- ✓ Files are placed alphabetically, but not strictly so
- ✓ Each file is labelled with the client's name and a number, e.g.. J Maxwell could be M5. The next file could be B Mason, with the number M6

mom031z

- ✓ You will find this form of numbering used for example for spare parts of cars or motorbikes
- ✓ A separate index system is used to record files and this will be arranged alphabetically.

Then there must be a form of control over the "lending" of the material by individuals, so that the material can be traced if someone else needs it.

Selecting a classification system

Occupational learning materials will usually be sorted according to subject, with cross-references to the authors, publishers and date of publishing.

If you have access to a computer, draw up a database of learning materials, so that items can be searched for according to subject, author, publisher, etc.

Lending of Learning Materials

- ✓ Ensure that the "out" cards are completed and signed for before handing over the files.
- ✓ It will also be your responsibility to ensure that the item is returned. Follow up on outstanding items on a weekly or daily basis, depending on the procedure in your organization.
- ✓ When the item is returned, remember to sign it in again.

OUT CARD			
NAME OR SUBJECT	DATE	TAKEN BY	DATE RETURNED AND INITIALS
Smith James	15/05/05	NDP	31/05/05 NDP
Tiger Brands	15/05/05	BJP	26/05/05BJP
ABC Trading Co	26/05/05	ISN	

Activity 12 (8967 SO3, AC1-3)