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**FURTHER EDUCATION AND TRAINING CERTIFICATE:
INFORMATION TECHNOLOGY: TECHNICAL SUPPORT
ID 78964 LEVEL 4 – 163 CREDITS**

**LEARNER GUIDE
SAQA:119462
ENGAGE IN SUSTAINED ORAL/SIGNED COMMUNICATION
AND EVALUATE SPOKEN/SIGNED TEXTS**

Learner Information:

Details	Please Complete this Section
Name & Surname:	
Organisation:	
Unit/Dept:	
Facilitator Name:	
Date Started:	
Date of Completion:	

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Key to Icons

The following icons may be used in this Learner Guide to indicate specific functions:

 Books	This icon means that other books are available for further information on a particular topic/subject.
 References	This icon refers to any examples, handouts, checklists, etc...
 Important	This icon represents important information related to a specific topic or section of the guide.
 Activities	This icon helps you to be prepared for the learning to follow or assist you to demonstrate understanding of module content. Shows transference of knowledge and skill.
 Exercises	This icon represents any exercise to be completed on a specific topic at home by you or in a group.
 Tasks/Projects	An important aspect of the assessment process is proof of competence. This can be achieved by observation or a portfolio of evidence should be submitted in this regard.
 Workplace Activities	An important aspect of learning is through workplace experience. Activities with this icon can only be completed once a LEARNER is in the workplace
 Tips	This icon indicates practical tips you can adopt in the future.
 Notes	This icon represents important notes you must remember as part of the learning process.

Learner Guide Introduction

About the Learner Guide...	This Learner Guide provides a comprehensive overview of the ENGAGE IN SUSTAINED ORAL/SIGNED COMMUNICATION AND EVALUATE SPOKEN/SIGNED TEXTS, and forms part of a series of Learner Guides that have been developed for FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: TECHNICAL SUPPORT ID 78964 LEVEL 4 – 163 CREDITS. The series of Learner Guides are conceptualized in modular's format and developed for FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: TECHNICAL SUPPORT ID 78964 LEVEL 4 – 163 CREDITS. They are designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks. Learners are required to attend training workshops as a group or as specified by their organization. These workshops are presented in modules, and conducted by a qualified facilitator.
Purpose	The purpose of this Learner Guide is to provide learners with the necessary knowledge related TO ENGAGE IN SUSTAINED ORAL/SIGNED COMMUNICATION AND EVALUATE SPOKEN/SIGNED TEXTS
Outcomes	At the end of this module, you will be able to: • Respond critically yet sensitively as a listener/audience. • Analyse own responses to spoken/signed texts and adjust as required. • Use strategies to be an effective speaker/signer in sustained oral/signed interactions. • Evaluate spoken/signed discourse.
Assessment Criteria	The only way to establish whether a learner is competent and has accomplished the Learning Outcomes is through an assessment process. Assessment involves collecting and interpreting evidence about the learner's ability to perform a task.

	This guide may include assessments in the form of activities, assignments, tasks or projects, as well as workplace practical tasks. Learners are required to perform tasks on the job to collect enough and appropriate evidence for their portfolio of evidence, proof signed by their supervisor that the tasks were performed successfully.
To qualify	To qualify and receive credits towards the learning program, a registered assessor will conduct an evaluation and assessment of the learner's portfolio of evidence and competency
Range of Learning	This describes the situation and circumstance in which competence must be demonstrated and the parameters in which learners operate
Responsibility	The responsibility of learning rest with the learner, so: • Be proactive and ask questions, • Seek assistance and help from your facilitators, if required.

Learning Unit 1 ENGAGE IN SUSTAINED ORAL COMMUNICATION AND EVALUATE SPOKEN TEXTS

UNIT STANDARD NUMBER	:	119462
LEVEL ON THE NQF	:	4
CREDITS	:	5
FIELD	:	Communication Studies and Language
SUB FIELD	:	Language

PURPOSE:

Learners at this level are aware of their audiences and purposes for communication. They listen effectively and critically. They are able to identify or adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say/sign. They speak/sign fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and language conventions in their spoken/signed communications.

LEARNING ASSUMED TO BE IN PLACE:

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 Revised National Curriculum Statements and unit standards up to NQF level 2.

SESSION 1.

RESPOND CRITICALLY YET SENSITIVELY AS A LISTENER/AUDIENCE

Learning Outcomes

- Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding. (SO1 AC1).
- Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction. (SO1 AC2).
- Characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response. (SO1 AC3).
- The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction. (SO1 AC4).

1 Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.

Effective responses for healthy communication are those perceived as being empathetic, caring, warm and thoughtful. The eight responses listed are in the order of most effective to least effective. Remember, however, that each of these responses could be effective depending on the context in which it was used.

1. Understanding

An understanding response is most likely to create a climate where honest, frank communication can occur. It is a feeling--oriented response which conveys sensitivity and understanding. Strong negative feelings can become a barrier to communication ; this response can diminish those feelings. Understanding is empathy, or accurately tuning in to what the other person is feeling at the time. It implies listening beyond the words and reflecting the feelings.

By focusing on others' feelings you are recognizing them as individuals, persons worthy of your concern. This type of response can reduce hostile feelings in normal persons. It can also be used with persons when they are over-emotional, crying or fearful, to get beyond those feelings or reactions. Understanding or empathy can repair a damaged relationship.

2. Clarification

The clarification response indicates your intent to comprehend what the other is saying or to identify the most significant feelings that are emerging. It indicates that what others are saying is important, and you are checking it out to ensure your perceptions. This can be done in several ways: echoing the last few words spoken, summarizing the points that seem most relevant or paraphrasing. A response of this nature can be followed profitably by a period of silence. This gives the others a chance to draw thoughts together or to correct your impression. Clarification responses reinforce your desire to see from the other's point of view.

This response is useful in reducing hostility. It not only encourages the others to explain more fully, but also serves to focus the discussion, especially when followed by silence on your part. It gives the others a chance to draw their thoughts together and to take responsibility for coming up with their own ideas. Another use for clarification responses is to stall for time to think of a more appropriate response.

3. Self-disclosure

Self-disclosure shows your attempts to give others insight into who you are. It is sharing something about yourself that relates directly to the conversation: your personal beliefs,

attitudes, values or an event from your past. Self-disclosure can reduce anxiety by reassuring others that they are not alone in their feelings or fears.

Self-disclosure is useful in connecting with another person who has similar problems or life concerns. In peer support groups this lets newcomers know that they have come to the right place, that there are people here who have experienced similar problems. Over use of this response is not helpful because it focuses attention on the wrong person. It can be viewed as an attention-getting device. Use sparingly for the best effect.

4. Questioning

Like it sounds, the question response seeks to elicit information. It allows others to develop a point. Open questions focus on the others' general situation, thoughts, reactions and feelings. They tend to promote communication. Closed questions focus on specific facts or aspects of the others situation, generally evoking "yes" or "no" answers.

Open questions are recommended for exploring a broad topic. Closed questions can be interspersed to get to specific facts or can be used to cut off long, irrelevant explanations. In either case, listening to the answer, both what is said and what is left unsaid, is vital to the questioning process. Caution is needed with questions beginning with "why." They pressure the other for an explanation and can cause resentment. "Why" questions can seem to express disapproval, being perceived as a cut-down or criticism.

5. Information giving

Information giving involves relating facts in an objective manner without judgment or evaluation. It leaves the other person free to accept or reject the facts. It allows the other to take responsibility for using the information. This response is useful in giving both positive and negative feedback (confrontation). The others relate only to what has actually occurred and the effect that this has had. Words such as "always," "never," "should," "ought," are only used in setting limits. (The facts about what must or must not

be done, time frames and limitations.)

6. Reassurance

Reassurance responses reduce anxiety, diffuse intense feelings and express confidence. They provide a pat on the back, but imply that certain feelings or thoughts should be dismissed as being ``normal" or ``common." This response does not foster a relationship, because it tends to discount people's problems. Cliches fall into this category.

Reassurance is often used by people who come upon a situation that is out of their realm of experience; they don't know what to do or say, and they may be embarrassed.

This response could be reworded into an understanding, clarifying or information-giving response and be more effective. Used as an expression of sympathy in conjunction with other responses can be helpful. For example, instead of ``You will manage," substitute ``You have handled this situation before. Relax and use your best judgment. Do what you feel is right for you" (information giving) and ``I have confidence in you" (reassurance).

7. Analytical

The intent of the analytical response is to analyze, explain or interpret the other person's behavior and feelings. It goes beyond whatever the other has said to explain or connect ideas and events. Unlike clarification, this response adds something from your own thoughts, feelings and values. It implies that you are wise, you know more than the other person. Under most circumstances the analytical response leads to resentment in others.

The analytical response is more appropriate for therapists where there is an ongoing counseling relationship and where the patient needs to become aware of certain behavior or reaction patterns. Even then it sometimes works better to use an information-giving response. Interpretation is a poor response to use in confronting a person with behavior of which you disapprove.

8. Advice Giving

Advice giving is usually unproductive. It implies that you are in a position to know the reasons for the other person's problems, and what she ought, must or should do about them. You are, thus, judging the goodness, appropriateness, effectiveness or correctness of the other's actions. Others are being measured by your personal value system and are found somehow lacking. This is a process of blaming others for their own problems.

Telling people what to do takes away their responsibility for decisions and problem-solving. Advice often arouses resistance and resentment, even when there is outward compliance. Giving advice, even when requested can, foster dependency. Reword advice into an information-giving response or a question.

How Can Empathy be Conveyed?

Responding in a healthy manner means conveying understanding, referred to as empathy. One effective technique used to convey empathy is reflection, which acts as a mirror to provide feedback. It conveys understanding to both the emotional content of what is said and the environmental components (events having an impact on the emotions expressed). Being in tune with others provides valuable feedback, which is useful in improving the effectiveness of your communication. When others see that what they say and feel is important enough to be listened to, a warm, respectful kindred feeling evolves. This affinity contributes to unity in the relationship and increases task abilities and motivation. Also, since you become more sensitive to the others' needs you can respond accordingly. Reflection of empathy means responding with intense interest using different words to convey the original meaning.

Tips for responding to others to create a supportive relationship:

1. Respond in a way that focuses attention on the issues and concerns. Clarify inconsistencies and gather facts quickly and unobtrusively.

* Let the other person know that you are listening and following what is being said. Give an occasional "Yes, I see," or "Uh--huh."

* Probe with open-ended statements to gain more information. Use "Tell me more

about ...", ``Let's talk about that," or ``I'm wondering about ..." Responding in this manner is usually more effective than using specific who, what, when, where, and why questions.

- * Ask for clarification. For example, ``I'm having trouble understanding what you're saying. Is it that ...?" or ``Could you go over that again, please?"
- * Use understandable words. Listen to the vocabulary of the other person to get a clue to their level of understanding.
- * Try not to preach, blame or be demanding.
- * Try to avoid straying from the topic.
- * Show understanding and sincerity in your responses, so the other person will feel comfortable discussing additional information.
- * Try not to talk excessively about yourself. Keep self-disclosure to a minimum.
- * Give responses appropriate for the age, sex and emotional state of the other person.
- * Avoid responses that put you on the defensive. ``I'm sorry, I really didn't mean that," is a bad approach.
- * Be comfortable with silence. Don't feel that silence needs to be filled with talk. Don't do all the talking.
- * * If you become tangential (straying from the topic) try to refocus the discussion.
- * Use responsive body language by making eye contact and leaning forward

2 Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.

Part of the task of any group leader is to solve problems. And when it comes to managing personality conflicts amongst group members, it may seem like you're more a referee than a manager.

Conflicts within groups occur for a number of reasons. They could come from personality clashes, poor communication and misunderstandings, or anger for legitimate reasons, such as a member not doing his or her work or taking credit for things he or she didn't do.

Regardless of the cause of the conflict, if you are dealing with some level of group conflict, it is important that you resolve it for a number of reasons. Conflicts or problems that are left unchecked can result in unproductivity in groups

When working to solve interoffice conflicts, there are a number of ways you can address the conflict, including:

1. **Collaboration.** With this solution, those who are in conflict with each other work together to come up with a solution that benefits both parties.
2. **Compromise.** With a compromise, the individuals both give a little in order to reach an agreement that both are satisfied with.

Other ways to address conflict include avoiding or ignoring the situation completely, which can lead to a blow up and increased frustration, or competing with each other to get what you want. These are not constructive ways to handle conflict within the office and could compromise your work performance and maybe even your job.

The following are some tips for resolving group conflict.

1. Approach the individual in person, privately. Don't confront someone where everyone can hear or when there are other people present. In addition, don't take the easy way out and send an email or leave a note. This looks cowardly and is unproductive as well.
2. State the cause of the problem. This is important to make sure everyone is on the same page because one person may think the problem lies elsewhere, or could be upset about something completely different.
Make sure the person knows why it is a problem. Chances are, the person doesn't even know they have done anything, or they don't know how it affects you.
3. Focus on the issue at hand. If your discussion gets heated, avoid bringing up past issues or those that don't have anything to do with the problem. Stick to the problem at hand.
4. Be aware of your wording. Be careful not to make such statements as "You always," and other "you" statements that sound like personal attacks. Instead, try to make statements that reflect your feelings and how you are affected.

5. Be friendly. Often, a person will not even know there is a problem and will gladly stop what they are doing if you approach them professionally and in a non confrontational manner. For example, if you say, "I'm having trouble concentrating with your music, would you mind turning it down?" sounds much better than, "Your music is always so loud and it's giving me a headache."

Personality conflicts are inevitable in most office environments. Bringing different personalities, tastes, and opinions together is bound to result in some type of clash sooner or later. However, by being professional and understanding, you can resolve inter office conflicts by practicing some of the above tips and suggestions.

3 Characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.

When making an oral presentation it is important to maintain the audience's interest at all times. One's presentation style and tone should be able to achieve this. It is important to:

- I. Speak clearly. Don't shout or whisper - judge the acoustics of the room.
- II. Don't rush, or talk deliberately slowly. Be natural - although not conversational.
- III. Deliberately pause at key points - this has the effect of emphasising the importance of a particular point you are making.
- IV. Avoid jokes - always disastrous unless you are a natural expert

To make the presentation interesting, change your delivery, but not too obviously, e.g.:

- speed
- pitch of voice

4 The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

When one is listening to spoken text one has to deal with a variety of situations, types of input, and listening purposes. This helps to clarify understanding and remove bias

Critical Listening Strategies

These are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *met-cognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

SESSION 2.

ANALYSE OWN RESPONSES TO SPOKEN/SIGNED TEXTS AND ADJUST AS REQUIRED.

Learning Outcomes

- Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly. (SO2 AC1).
- When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction. (SO2 AC2).
- Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction. (SO2 AC3).

- 1 Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.

When responding to spoken texts, it is helpful to consider three types of response. However, when actually responding, it is likely that one will combine elements of more than one response type, or even using elements of all three techniques. Even so, it is beneficial in the beginning to have writers separate the techniques and learn the fundamentals of each one.

Any type or combination of responses should be supported by details, examples, facts, and evidence. This support can take the form of personal experience, evidence from the primary text, or evidence from other texts. Also, the response should focus on making a single, overall main point.

7. **Agree/Disagree Response**

This form of response is not merely the listener's opinion. In crafting this response, one might find that he/she disagrees with some of the speaker's points, but agree with others. In that case, their response will be a combination of agreeing and disagreeing. Whether they agree or disagree, or some combination of both, the writer must support their response with details, examples, facts, and evidence. Again, this support can take the form of personal experience, evidence from the primary text, or evidence from other texts.

7. **Interpretive/Reflective Response**

In this type of response, one focuses on a key idea from the spoken text, explaining and/or exploring it further. They also might reflect on their own experiences, attitudes, or observations in relation to the ideas of the text. The listener might use their response to consider how the speaker's ideas might be interpreted by other listeners, how the ideas might be applied, or how they might be misunderstood

7. **Analytic Response**

This sort of response analyzes key elements of the text, such as the purpose, the audience, the thesis and main ideas, the argument, the organization and focus, the evidence, and the style. For example, how clear is the main idea? What sort of evidence is used to support the speaker's thesis and is it effective? Is the argument organized and logical? How are elements such as the speaker's style, tone, and voice working? This type of response looks at the essay in terms of the effectiveness of specific elements, whether they are working or not. Part of the listener's response might include suggestions for how the speaker could have made the spoken text more effective.

2 When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.

In any discussion, there are many different facets of communication. Depending upon the nature of the discussion, there may be physical aspects and more importantly, mental connections. Communication is one of the most important parts of any group

discussion. Alas, with communication, comes opposing vies/disagreement. Although some people feel as though disagreements are all bad, a good argument can help each other see different points of view. Unfortunately, most people don't know how to argue properly and turn it into a spiteful and hateful episode. If your group discussions are to be healthy ones, you need to be a good arguer so that your view points are put forward and accepted by fellow members. Here are some tips to help you become just that.

1. Soft & Steady

When debating you should never raise your voice. You should remain calm at all times. The louder you talk, the louder your opponent talks – and the end result is a yelling match. And of course, it goes without saying that you should definitely not resort to violence. You can even try to talk quieter than normal – as this can draw people in to you and it can make you appear wise. An argument is not won by the person with the loudest voice, it is won by the person with the most compelling arguments.

2. Get your opponent on your side

It is a good idea to try to get your opponent on your side by making statements that you know he agrees with – this puts you in the strong position in the debate. You don't even need to use a fact relating to your debate – you could, for example, in a debate about the existence of God state “I am sure you agree with me when I say that petrol is overpriced”. As soon as your opponent agrees, you have won a psychological battle. You are no longer the opponent – you are a comrade. This technique is so effective it is used by telemarketers all the time.

3. Don't Attack

It is not a good idea to blatantly tell your opponent that he is wrong – instead you should show that he is wrong through good counter-arguments. Telling a person they are wrong merely annoys them and does nothing for your argument as (at least until you can prove it), it is a subjective comment. Be humble in the debate and show good will – not only will it make you look good if you win, it will show that you are a worthy opponent even if you lose.

4. “Don't Play Dirty”

Never resort to name calling – even if your opponent does. You must attack your opponent's argument – not their person. As soon as you begin to criticize your opponent, it becomes obvious that you have run out of ways to defend your view. These types of insults (ad hominem) are a sure way to lose a debate. You should be pleased if your opponent resorts to this feeble attempt to escape the real debate as it means you are close to victory.

5. Define the Fundamentals

When arguing, both parties need to agree on fundamental “truths” to begin with – if you don't, there can be no debate. What is the point of arguing that the Bible was written by God, when your opponent doesn't even believe in God? First you should debate the existence of God. If you both agree that He exists, you can then debate the smaller points. If your opponent convinces you that God can not exist, there is little point in arguing about the authorship of the Bible.

6. Stick to the Subject

When a person is beginning to lose an argument, it is quite common to see them try to divert the topic at hand to another – thereby hoping you will not notice their weakness and will get entangled in a whole new debate. When this happens, don't fall for it. Return to the original topic immediately. Do not give any time to other topics (no matter how tempting it may be) until you have completed the first.

7. Ask Questions

This is the “socratic method”. When your opponent states a “fact” – probe deeper in to the fact with questions that are designed to expose its flaws – these are usually “tell me more” type questions: “can you give me an example?”, “Another way of looking at this is ..., does this seem reasonable?”. These questions will invariably lead your opponent to the truth – and if they are honest, they will concede. Unfortunately this is not always the case – I have seen frustrated people depart the debate in anger because they believe you are “trying to trick” them. But don't worry – this is a win if it happens.

8. Be Silent

After making a strong argument, let your opponent do all the talking – especially if he lacks the facts to oppose you. He will bluster and fumble – giving you a variety of new

weapons with which to attack him. This may not lead to him conceding defeat – but it may lead to him walking away from the debate – a clear victory for you. Many an argument has been won by not arguing at all! As an aside, this is an excellent method for getting your own way – make your request, and when it is declined remain silent. This usually makes the other person so nervous (as no one likes silence) that they may give in just to get out of an uncomfortable situation.

9. Know your Facts

Do not state that something is “true” unless you absolutely know it is – be prepared to prove it if necessary. It is incredibly annoying to debate a topic with a person who is simply making up their argument on the fly. You wouldn't like it if people did it to you – so don't do it to others. Only engage in a debate that you know you can win based on facts.

10. Know When you are beat

If you have all the facts to back you up, you should be able to win your argument if your opponent is honest. But there will always be times when your opponent gets the better of you and they corner you. When this happens, be a gentleman and concede the win. You should always be graceful in defeat. Nothing is worse than a person who argues simply for the sake of it and absolutely will not give in – no matter how obvious their loss.

3 Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

Our voice is a tool, and used effectively, is one of the most powerful in our toolbox. Just as important as what we say, however, is how we say it – the tone of our voice is part of that.

Intonation

Intonation is the way that the sender's pitch of voice rises and falls when speaking. For example, it shows the interpreter whether the speaker expresses his or her message in the form of a question or statement. In the first case, the voice rises at the end of the phrase or the sentence and in the second case, it falls. At the same time, intonation indicates the end of an entity of information, which – in written communication – is shown by means of a comma, semicolon, point, exclamation mark or question mark. Another function of intonation is to lay emphasis on a particular word or idea, a detail that the interpreter must not fail to be aware of.

Tone of voice

The tone of voice is a means by which the speaker implies his or her attitude to the message. It is also a means by which he seeks a reaction from the hearer. In a political debate, for instance, the tone of voice is likely to be rousing, whereas on television the daily news is communicated in a more factual tone. Other examples of tone of voice are: aggressive, critical, nervous, disappointed, monotonous, friendly, enthusiastic, vivid, persuasive, etc.

SESSION 3.

USE STRATEGIES TO BE AN EFFECTIVE SPEAKER/SIGNER IN SUSTAINED ORAL/SIGNED INTERACTIONS.

Learning Outcomes

- Planning of content and presentation techniques is evident in formal communications. (SO3 AC1).
- The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately. (SO3 AC2).
- The influence of rhetorical devices is analysed and used for effect on an audience. (SO3 AC3).

1 Planning of content and presentation techniques is evident in formal communications.

Formal communications can take place in a range of settings: the small group classroom, the workplace, as a section of a large lecture, in a one-to-one tutorial, in a team meeting. Presentations take different forms, from read-out mini-lecture to an improvised explanation or elaboration of a series of key points, to a question-and-answer session, to an audience-activity workshop, or a blend of all of these. The format may be flexible or fixed. Whenever you need to deliver a presentation, however, there are a number of basic facets that you will need to make sure you consider.

- When planning the presentation's content, consider your audience.
- Are there different expectations (for example, are there lay people, technical experts)?
- What will members of the audience want, need, or expect to learn from you?
- Think about how to make the most effective use of the time you have available, planning your work so that it runs to schedule, and having a strategy to monitor your progress as you talk.
- Also, work on your delivery, and ways of engaging your audience. What ways of

providing and responding to information are appropriate in your context?

There is a lot to learn about presenting well; it is certainly a skill that demands practice and reflection. But the resources found via the sign will help you to develop it.

2 The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.

Nonverbal Communication. Nonverbal communication refers to an exchange of information without the exchange of spoken words (facial expressions, body language, etc.). Non-verbal cues have great impact on audiences and should be used appropriately. Below are some of the cues:

1. Facial Expression

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

2. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate number amounts. Other gestures are arbitrary and related to culture

3. Paralingutics

Paralingutics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

4. Body language and posture

Posture and movement can also convey a great deal of information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

5. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. Eye Gaze

Looking, staring, and blinking can also be important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions, including hostility, interest, and attraction.

7. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how the deprivation of touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction.

8. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can invoke different moods. Appearance can also alter physiological reactions, judgment, and interpretations.

3 The influence of rhetorical devices is analysed and used for effect on an audience.

Rhetorical devices are an effective way of conveying ideas to the audience. In both speech and writing, rhetorical devices can be used to generate interest in an audience, highlight certain ideas, improve the flow of words, or otherwise direct attention to a specific idea. Commonly used rhetorical devices include alliteration, allusion, parallelism, simile, metaphor, and personification.

Rhetorical device	Meaning
Allusion	a reference, sometimes indirect, to a person, place, theory etc. which the reader is assumed to have some knowledge of. e.g. a Biblical allusion with which the reader is assumed to be familiar.
Analogy:	a parallel case with one or more points of resemblance. This is often used by writers to help the reader to understand a complex or abstract point
Emotive language	language deliberately designed to arouse the emotions. (often to be found in tabloid newspapers) e.g. murderers described as "beasts" or people who might have unusual views on something being described as "raving lunatics" etc.
Metaphor:	a comparison but this time one thing becomes another in every sense, except the literal. There is no "like" or "as" acting as links. e.g. The man was a mountain. The wind was a knife, cutting through outer garments to attack the defenceless body.
Rhetorical Question:	This is a literary device used to indicate a question to which no answer is expected: the answer is implied in the question. e.g. Is there such a thing as evil in the human child?
Simile:	a literary device whereby two things or actions are compared to each other, linked by the words "as" or "like". e.g. The litter drifted round the playground like tattered butterflies lost in flight.
Tone:	this is the emotional feel of the passage, the unspoken voice of the writer. e.g. amused, mocking, angry, indignant, sympathetic, approving, cynical, scathing, indifferent. (N.B. a

	tone can also be neutral, as in an informative passage where the writer is not conveying any particular point of view)
Slang:	a more extreme form of colloquialism of a racy, offensive or abusive nature. e.g.referring to the police as "pigs".
Register:	This is a technical term for words, phrases or sentence structures which are associated with a particular group of writers or professionals. e.g.legal, medical, pop musical, computer magazine, specialised instruction manuals etc. These will all use a particular type of specialised language or jargon which is peculiar to their genre.

SESSION 4.

EVALUATE SPOKEN/SIGNED DISCOURSE

Learning Outcomes

- Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction. (SO3 AC1).
- Values, attitudes and assumptions in discourse are identified and their influence on the interaction described. (SO3 AC2).
- Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight. (SO3 AC3).
- The impact (eg clarity of purpose, speaker's/signer's capability) is described, explained and judged. (SO3 AC4).

1 Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction.

Point of view (POV) is the unique perspective given by the narrator in a piece of fiction or nonfiction. Listener senses the world of the spoken text, hears characters and perceives the behaviors of characters and the action through the narrator's point of view. The POV directly influences how the listener experiences the message. One can best identify and best understand POV by doing the following:

1. **Understand first person:** First person is told from the "I" perspective. This POV places the audience in the speaker's head and with the speaker's voice. A first-person narrative does not have to be from the protagonist's POV. The audience will not know other characters' true thoughts and feelings unless other characters express them in dialog, or their behavior gives them away. However, the first-person speakers can misperceive or not completely understand the actions of other characters. The speaker will also have certain biases and values that will color how she sees the world and those around her. This makes all first-person speakers somewhat unreliable; an unreliable speaker is not credible, and the audience has to judge what is and isn't true

2. **Understand third-person limited:** This point of view uses the pronoun "he" or "she," based upon the focus character. Third person limited is similar to first person, but it is not as intimate. While the audience is in the first-person narrator's head, they are distanced somewhat from the third-person limited speaker. It's like the audience is looking over the speaker's shoulder or walking behind them. Like first person, third-person limited gives the audience the focus character's perceptions on events, thoughts and feelings. This point of view can also provide a somewhat unreliable narrator. It is possible to tell a story from multiple third-person limited POVs. The story can shift from character to character to reveal what is going on in the story and how the characters are responding to events.

3. **Understand third-person objective:** Third-person objective is like third-person limited, but it does not give the audience any of the characters' internal thoughts.

4. **Understand third-person omniscient:** This point of view uses a "godlike" speaker. The speaker is aware of all characters' thoughts and feelings and action in the story. The omniscient speaker may follow one character around and give the perspectives of characters he encounters or it may follow several characters. Third-person omniscient is not as popular as it used to be.

5. **Understand second person:** Seen as more experimental, second person uses the pronoun "you" and has the effect of placing the reader in the story. The "Choose Your Own Adventure" series, "Bright Lights, Big City" and "If upon a winter's night a traveler" all use second person. Some audience see second-person narration as gimmicky. But if you're a speaker thinking about using this POV, consider why it is the most appropriate point of view for the story.

2 Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.

Values

These make up our belief system. Values are beliefs that guide our behaviour. However, they are socially constructed and devised to allow society to operate with the least amount of conflict. **VALUES** define what we accept as good, right or acceptable. We

may have our own personally thought-out and constructed values but many of the values we accept are socially or culturally constructed. Authors can shape reader's values and so can speakers. These groups can change audience's perception of values.

Society develops a value system or a set of values and conveys these to us through publications for examples.

Attitudes

Attitudes are how values are manifested in our actions and thoughts to others. **ATTITUDES** are our feelings towards certain idea or issues. Attitudes dictate how we react in concrete situations. Authors reveal certain attitudes within their texts whether these texts be fiction or non-fiction, print or non-print. As readers or viewers, we need to be aware that texts position us to accept certain attitudes so that we can either accept or reject these attitudes.

Remember to distinguish between :

- the reader's attitudes and values;
- the author's attitudes and values;
- or the attitudes and values revealed within the text (which may be different to the author's values and attitudes in satire for example).

3 Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.

Speakers and writers sometimes are faced with writing or speaking on controversial issues that will course public outcry. Speakers and writers tend to use fictional characters and satire when dealing with such subjects. Good authors will bring out and tackle the issue using evading tactics so that they are not pin pointed as custodians of the thought. They aim to evade responsibility.

4 The impact (eg clarity of purpose, speaker's/signer's capability) is described, explained and judged.

A common obstacle that many people who speak face is being able to speak clearly. This is more of an issue for those who speak infrequently as opposed to those who speak regularly – those in the former category are often unaware of the issue.

You can have a well written speech, practice it until you know it cold and then deliver it with confidence. But if your audience can't understand what you're saying, it'll have minimal impact. You've probably seen speakers like this. So what are some of the things that can interfere with the clarity of your speech and what can you do about it? Let's start with some of the reasons an audience doesn't understand your talk:

- You're speaking too softly or too fast.
- You're using language that the audience doesn't understand.
- You have a thick or heavy accent.
- English is not your first language.
- Your grammar usage or pronunciation is unusual.
- Your ideas are presented in a confusing or hard to follow manner.

There are many other reasons, but these are the most common. Again, many of us are unaware of these issues so I highly recommend recording one of your presentations so you can get a more realistic view of your presentation abilities. A video recording is best because you can also evaluate the visual aspects of your presentation style, but audio is adequate for improving your speech clarity. If you have friends that will provide you with honest feedback, you can ask them about your clarity when you speak. Another great option is a Toastmasters club – just make sure you don't choose a club that only gives softball evaluations.

Once you know what the issues you need to work on are, you can start addressing them. So here are some ways that you can improve your clarity.

Watch your voice:

Do you speak too fast or too slow? Are you speaking loud enough or into the microphone so people can hear you? More often than not, people tend to speak faster when presenting to a group – this is often caused by nervous energy. If you

catch yourself speaking too fast, practice slowing down. A recorder (again, audio is all you need) can help you see if you're improving. If you're one of that rare breed that speaks too slow, practice your talk at varying speeds to see if there's any improvement. Regardless of your pace, make sure that you sound natural.

Speaking too softly is a common problem as is not speaking directly into the microphone. There's nothing wrong with asking people in the back of the room if they can hear you – in fact, I recommend this. It allows you to adjust your volume at the beginning. However, many speakers tend to dip their volume in the middle of their talks, so periodically checking with your audience can help you (just don't ask them every few minutes if they can hear you).

Watch your language:

Are you using words, terms or acronyms that the audience is not familiar with? Are you mispronouncing words? One of the biggest mistakes that people make in all forms of communication is to use language that others may not understand. Some people do it to show off their powerful vocabulary while others are completely oblivious of the issue.

Try to use words that are appropriate for your audience. A college educated audience can tolerate your verbal artistry more so than an audience made up of folks who barely graduated from high school. Likewise, if your audience is made up of people in the same industry, then it's okay to use technical terms from that industry. Otherwise, you may want to explain acronyms, jargon and technical terms to help those members of the audience that may not be familiar with them.

Mispronunciation and word misuse are common problems that can negatively impact your speech. Some people get really hung up on them and will find you less credible if you mix up affect and effect or pronounce the word "produce" as "per-deuce." There are several audio programs out there to help you improve your vocabulary. Many of which also will help you with pronunciation and grammar.

Improve your English:

In a prior article, I went into detail about how people can succeed at public speaking when English is not their primary language. In general, you want to get feedback from others who are native English speakers as to what parts of your speaking need attention. Many people have problems with certain sounds such as

“b”, “ch” or “k” so practicing these sounds can definitely help. There's nothing wrong with adults using the same techniques that children use to learn to speak English.

Organize your speech:

When you jump around from idea to idea, it's difficult for people to follow you. Putting in the effort upfront when you're creating your speech will improve its overall clarity. Make sure that thoughts and ideas flow neatly and naturally. If a point, thought or fact doesn't fit in with the rest of your talk, leave it out. Many speakers make the mistake of trying to interject a funny quote or story into their speech that just doesn't fit and all it does is make the speech less comprehensive.

Take the time to create an outline and only include the things that fit with your topic in your speech. Make sure your transitions are smooth or use pauses to move from one thought to another.

So there are a number of things that you can do to improve the clarity of your speech and improve your audience's retention. Figure out what you need to improve and experiment with some of these solutions. Read your audience to see whether or not they're following you. If they're not, take some of these actions to fix the situation.