

Engage in sustained oral/signed communication and evaluate spoken/signed texts

119462

Purpose of this Unit Standard

Competence at this level will enable learners to participate effectively in oral/signed communication in most situations.

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.

Learners credited with this unit standard are 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

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 3 unit standard entitled Accommodate audience and context needs in oral/signed communication.

Outcomes

- SO1: Respond critically yet sensitively as a listener/audience.
 SO2: Analyse own responses to spoken/signed texts and adjust as required.
 SO3: Use strategies to be an effective speaker/signer in sustained oral/signed interactions.
 SO4: Evaluate spoken/signed discourse.

SAQA US ID	NQF LEVEL	CREDITS	US TITLE
119462	4	5	Engage in sustained oral/signed communication and evaluate spoken/signed texts

Duration: 2-days

Interpersonal

Content

Respond critically yet sensitively as a listener/audience.

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

Analyse own responses to spoken/signed texts and adjust as required.

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

Use strategies to be an effective speaker/signer in sustained oral/signed interactions.

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

Evaluate spoken/signed discourse.

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