

WELL SKILLS CHECK

Oral communication
& learning skills





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Oral communication & learning skills

Instructions for the Interviewer

- The Oral Communication and Learning Skills Check is combined and conducted as an interview.
- The interview should take approximately 15 minutes. There are 3 tasks and each should take about 5 minutes.
- The interviewer can repeat the questions as needed and /or use alternative language to help the candidate understand the questions.
- The interviewer can demonstrate possible answers/responses to encourage the candidate and assist them with understanding.
- The first task “Responding to Learning Questions” will be assessed both for Learning Skills and as part of Oral Communication Skills.
- The candidate can be considered to be successfully operating at the highest level with the majority of ticks in the grids below each section.
- If the candidate does not achieve Level 1, then they are considered to be operating at Pre-Level 1.

Note

If a candidate's oral communication skills are very low this is likely to affect their perceived levels for learning skills. That is, they may have much higher learning skills than observed but lack the language skills to express this.

Learning skills check

NAME: _____

Task 1: Responding to Learning Questions

The interviewer says to the candidate:

Every day we learn new skills at home and at work. I am going to ask you some questions about the way you learn.

The interviewer asks the following questions and can prompt candidate if required.

1. Can you tell me about something that you learned recently?
2. How did you learn it?
3. What helps you to learn new things?
4. What other things would you like to learn?
5. What steps could you take to learn something you've mentioned?

Task 1: Learning Answers / Responses

| Level 1 | | Level 2 | | Level 3 | |
|---|--------------------------|--|--------------------------|---|--------------------------|
| Can nominate a new learned skill Q1 | <input type="checkbox"/> | Shows awareness of learning strengths Q3 | <input type="checkbox"/> | Is aware of learning outcomes and is seeking new challenges Q5 | <input type="checkbox"/> |
| Has limited range of learning strategies Q2 | <input type="checkbox"/> | Identifies areas for further learning Q4 | <input type="checkbox"/> | Discusses strategies for future learning with identified steps Q5 | <input type="checkbox"/> |

Task 1 : Oral Communication Answers / Responses

| Task 1 | Level 1 | | Level 2 | | Level 3 | |
|--|--|--------------------------|---|--------------------------|--|--------------------------|
| Responding to Learning Questions | Understands simple questions | <input type="checkbox"/> | Responds to questions to maintain a conversation | <input type="checkbox"/> | Listens to relevant information to further a conversation | <input type="checkbox"/> |
| | Gives basic answers in short simple sentences | <input type="checkbox"/> | Expands on answers with some detail | <input type="checkbox"/> | Gives detailed extended responses | <input type="checkbox"/> |
| Example topic: Learning to use a computer | Example <i>I learned to use a computer</i> | | Example <i>I learned to use a computer program at work called Power Point</i> | | Example <i>I learned to use a new software package called Excel. Learning this will help me at work as I want to get a promotion</i> | |

Oral communication skills check

Task 2: Informal discussion

This task is to set up a dialogue (or two way conversation) between the candidate and the interviewer. The interviewer can talk on a topic first to demonstrate and promote discussion and questioning from the candidate. Some prompts to help with the discussion may include: Why do you like it? Where do you do it? Who do you do it with?

The interviewer says to the candidate:

Let's talk about something you enjoy. We could talk about

- Work or study
- Family or friends
- Interests, hobbies or favourite things

What would you like to talk about? I will ask some questions about your topic as we go along and you should talk for about 1-2 minutes.

Task 2 : Oral communication Answer / Responses

| Task 2 | Level 1 | | Level 2 | | Level 3 | |
|---|--|--------------------------|---|--------------------------|---|--------------------------|
| Informal Discussion | Brief explanation; Limited use of language | <input type="checkbox"/> | Provides information relevant to the topic with familiar vocabulary | <input type="checkbox"/> | Provides comprehensive information with some specialised vocabulary | <input type="checkbox"/> |
| Example topic: <i>My garden</i> | Example <i>I like to spend time in my garden</i> | | Example <i>I grow vegetables in my garden and I give them to my family and friends.</i> | | Example <i>My garden is more than a hobby; I am also studying horticulture at TAFE and I want to make a career out of it.</i> | |

Oral communication skills check

Task 3 : Giving an Opinion

The interviewer can prompt and question the candidate to promote a debate. The candidate can have several minutes to plan and write notes to assist their response.

The interviewer says to the candidate:

Tell me your opinion about an issue that concerns you or your community or you can use one of the suggested topics. I would like you to talk for 2-3 minutes. You can think about your answers first and write down any notes you may want to use.

Here are some suggested topics:

- How technology is changing in your work place
- The cost of childcare
- The role of Aged Care workers
- Understaffing in hospitals
- Youth unemployment
- Access to employment for people with disabilities

Task 3 : Oral Communication Answer / Responses

| Task 3 | Level 1 | | Level 2 | | Level 3 | |
|---|--|--------------------------|--|--------------------------|---|--------------------------|
| Expressing an opinion | Limited or no opinion | <input type="checkbox"/> | States opinion and expands on topic | <input type="checkbox"/> | States opinion convincingly and suggests strategies for improvement | <input type="checkbox"/> |
| Example topic: <i>The role of Aged Care workers</i> | Example <i>I work in Aged Care. It's a good job.</i> | | Example <i>My job in Aged Care is important because my clients need lots of help everyday.</i> | | Example <i>Aged care workers are an important part of the community. There should be more government support to train more aged care workers.</i> | |