



**Australian Government**

# **SITXLAN2114 Conduct basic oral communication in a language other than English (Malay)**

**Release 1**

## **SITXLAN2114 Conduct basic oral communication in a language other than English (Malay)**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities. There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

## Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

|             |              |
|-------------|--------------|
| SITXLAN2101 | (Arabic)     |
| SITXLAN2102 | (Indonesian) |
| SITXLAN2103 | (Cantonese)  |
| SITXLAN2104 | (Dutch)      |
| SITXLAN2105 | (Finnish)    |
| SITXLAN2106 | (French)     |
| SITXLAN2107 | (German)     |
| SITXLAN2108 | (Greek)      |
| SITXLAN2109 | (Hindi)      |
| SITXLAN2110 | (Hungarian)  |
| SITXLAN2111 | (Italian)    |
| SITXLAN2112 | (Japanese)   |
| SITXLAN2113 | (Korean)     |
| SITXLAN2114 | (Malay)      |
| SITXLAN2115 | (Mandarin)   |
| SITXLAN2116 | (Polish)     |
| SITXLAN2117 | (Portuguese) |
| SITXLAN2118 | (Russian)    |
| SITXLAN2119 | (Serbian)    |
| SITXLAN2120 | (Spanish)    |

|             |                                   |
|-------------|-----------------------------------|
| SITXLAN2121 | (Swedish)                         |
| SITXLAN2122 | (Swiss German)                    |
| SITXLAN2123 | (Taiwanese)                       |
| SITXLAN2124 | (Thai)                            |
| SITXLAN2125 | (Turkish)                         |
| SITXLAN2126 | (Croatian)                        |
| SITXLAN2127 | (Bosnian)                         |
| SITXLAN2128 | (Australian Indigenous languages) |
| SITXLAN2129 | (AUSLAN)                          |

## **Licensing/Regulatory Information**

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## **Pre-Requisites**

Not applicable.

## **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |                                                                                          |                                                                                                                                                        |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Initiate communication.                                                               | 1.1 Identify language needed to conduct <b><i>basic communication</i></b> .                                                                            |
|                                                                                          | 1.2 Recognise and observe social and cultural conventions of the language speaker.                                                                     |
| 2. Communicate in a language other than English to support routine workplace activities. | 2.1 Use appropriate simple and commonly used <b><i>courtesy expressions</i></b> , including those for greeting, farewelling, apologising and thanking. |
|                                                                                          | 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language.             |
|                                                                                          | 2.3 Understand and use routinely required key words, short phrases and gestures.                                                                       |
|                                                                                          | 2.4 Identify and use appropriate <b><i>resources</i></b> and seek assistance from those with suitable language skills.                                 |
|                                                                                          | 2.5 Use <b><i>visual techniques</i></b> to enhance or replace oral communication.                                                                      |

## **Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

### **Required skills**

- communication skills in a language other than English to:
  - support courteous and positive interactions
  - use and understand key words, phrases, short expressions and numbers.

### **Required knowledge**

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct basic workplace communication in a language other than English:
  - listen to requests and comments
  - provide general assistance
  - provide very simple directions
- gesture in a socially and culturally appropriate manner.

#### Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - language mats
  - signs
  - industry materials, such as menus, timetables and brochures written in languages other than English.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### **Guidance information for assessment**

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Basic communication*** may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.
- Did you have a good trip?
- Do you need another towel?
- Good morning

***Courtesy expressions*** (formulaic language) may include:

**Resources** may include:

- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don't understand. Do you speak English?
- This way please.
- dictionaries
- international signage, such as 'No Smoking' signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

**Visual techniques** may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

## **Unit Sector(s)**

Cross-Sector

## **Competency Field**

Languages other than English