

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme for Diploma in Secondary Education

SELF STUDY MODULE

COMMUNICATION SKILLS

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INTRODUCTION

Communication is the central theme in any activity involving more than one person. The process of teaching and learning like many other activities require high level of communication skills. Nevertheless, the ability to communicate effectively is one of the most challenging and difficult endeavors in the teaching and learning process in secondary schools.

The dilemma is that in Tanzania Kiswahili is the medium of instruction in primary schools and a National language. But English is the medium of instruction in secondary schools. As a result students who join secondary education find it difficult to switch from Kiswahili to English. It therefore becomes difficult for them to cope with secondary school teaching and learning. Similarly, teachers have no enough exposure to communication skills.

This module, therefore, is meant to equip secondary school teachers with knowledge of communication skills so that they can help their students learn with minimal problems.

This module has been divided into seven units. The first unit is an overview of the concept of communication skills and the barriers to communication. The next unit covers reference skills which include the use of library and internet services in gathering information. The third unit presents the skills of preparing and making oral presentations. Reading skills cover the fourth unit of the module. The fifth unit presents the writing skills. The concept of vocabulary is discussed in the sixth unit. The last unit deals with the structure of language used in communication.

Each unit consists of a number of activities in the form of exercises, library research and projects. Such activities are meant to help you recall and put into practice various theoretical components of communication skills learnt in the college.

It is our hope that you will be able to do all the activities so as to improve your communication skills in your teaching profession on the one hand and prepare yourself for the final examinations on the other.

HOW TO USE THE MODULE

Note that this module is meant to assist you in your teaching in secondary schools and help you to revise the theories of communication which you have learnt at the college. Thus, the following are some guidelines to help you use this module effectively and efficiently.

- Thoroughly, go through each unit in this module
- Revise your notes and other related materials about communication skills that you have learnt.
- Consult libraries and colleagues for more materials and knowledge.
- Take time to watch, read and listen to different media programs and learn how people communicate
- Always Read the module when you plan for a lesson to identify communication skills that are likely to be used during your lesson
- After every lesson you must sit down and review your teaching so as to identify communication problems which emerged and find ways of eliminating them in the subsequent lessons
- Be faithful in making your self- evaluation
- Where possible invite a colleague to your lessons so as to get feedback from others.
- Do all activities given in this module
- Keep all the necessary records in your diaries and portfolio
- All assignments kept in the diaries and portfolios should be submitted to the subject tutor (communication skills tutor) immediately after the fieldwork for assessment

**TOPIC ONE:
THE CONCEPT OF COMMUNICATION**

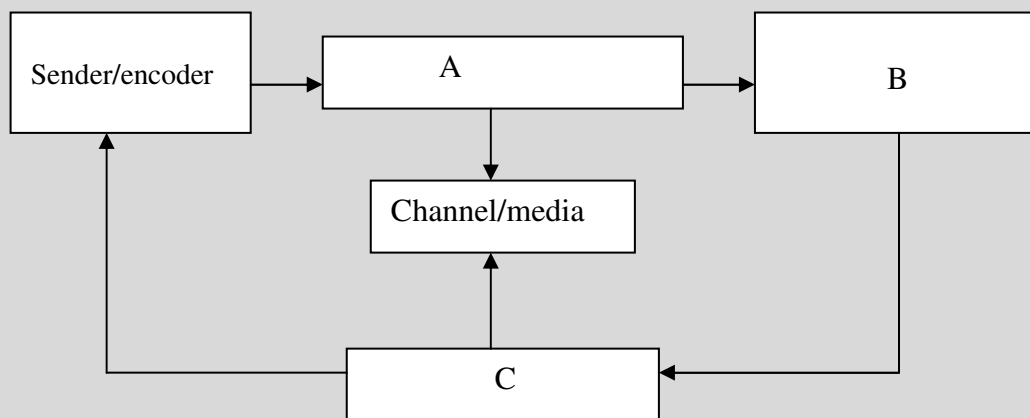
1. COMMUNICATION SKILLS THEORY

This unit is intended to remind you of the concept of communication, components of communication skills and their importance in teaching in secondary schools in Tanzania where English is the medium of instruction. In addition, the unit will enable you to revise the work you did at the college on the features of effective communication, barriers to effective communication and how to overcome such barriers. It is important to keep in mind that communication is effected in any language and that it can be verbal or non verbal.

COMPETENCE: After going through this topic you will have developed ability to demonstrate effective use of communication skills in the learning and teaching process in particular and in your life in general.

ACTIVITIES

- (i) Complete the diagram below by filling in the missing elements of communication



- ii) Identify the kinds of communication in your school
iii) Asses the effectiveness of the kinds of communication you have identified in (ii) above

2. BARRIERS TO COMMUNICATION

In this sub-topic you will explore more about barriers to communication. You are expected to answer questions such as “What are the barriers of communication?” What are the causes of such barriers? and “How such barriers can be eliminated to allow effective communication to take place?”

ACTIVITY

i) Identify the barriers to communication in your school and suggest ways to remove such barriers in the teaching and learning process.

SELF-EVALUATION

Reflect on the way the knowledge of communication skills has improved or affected your teaching. Have you managed to teach better and react to students’ problems/ behaviours in a more positive manner?
(Write your experience in your diary).

TOPIC TWO: REFERENCE SKILLS

This unit is meant to help you make references. It includes how to use a dictionary and encyclopedia, searching information from library, using different media or channels and internet.

COMPETENCE: This topic will help you develop the following:

Ability to use study skills to gather information

2.1. LIBRARY SKILLS

Imagine how frustrating it would be if you had to walk up and down the stacks in a library looking for a book that might- or might not –be anywhere on the shelves! To make life easier, libraries use cataloging systems to keep track of what is available and arrange books according to their content.

This section will help you search for information in any library. After studying this section you should be able to use author, subject and electronic catalogue systems in searching for information in the library. In addition, you will be able to identify problems experienced in searching for information in the library and be able to find ways to solve such plights.

2.2. INTERNET

This section is meant to equip you with the necessary skills required in using the internet to search information. It will help you to log in (open), read and exit correctly. This will enable you access the most up- to -date information available in the internet.

ACTIVITIES

- i) How do you cite the sources found in the internet for reference purposes? Give one example.
- ii) What problems have you encountered in accessing information of your interest in the internet?
- iii) How have you solved the problems?

SELF-EVALUATION

- i) How has the knowledge of internet affected the way you teach?
- ii) The internet has brought more good than bad to the youth in Tanzania. Discuss giving reasons to support your opinions. Write down your arguments and keep it in your portfolio.

TOPIC THREE: MAKING ORAL PRESENTATION

This unit focuses on developing speaking and listening skills. It is meant to help you identify forms of oral presentation, work out guidelines, organize ideas and finally do the oral presentation.

COMPETENCE: This topic will help you develop the following:

Ability to make effective oral presentation

A. PREPARATION OF ORAL SPEECH

This part will help you to remind yourself of the meaning and forms of oral presentation, guide you to prepare for oral presentation and the organizational skills required for oral presentation.

ACTIVITIES:

- i) Conduct a survey in your school and make a list of forms of oral presentations carried out by teachers and students
- ii) Compare oral presentations made by teachers and students with poor communication skills to those made by teachers and students with good mastery of communication skills
- iii) Prepare an outline of a speech to present to your students bidding them farewell after your teaching practice

B. MAKING ORAL PRESENTATION

In this sub-topic you are expected to make an oral presentation that complies with the features and techniques of making effective oral presentation.

ACTIVITIES

- i) Reflect on the types of oral speeches you have heard in your school. Which ones were more effective and what made them effective.
- ii) How can you help your students to make effective oral presentation?

SELF-EVALUATION

- i) Assess the organization of your lesson and the way you presented it to students. Do you think your oral presentation was effective enough to make your lesson clear? Why?
- ii) How is the skill of oral presentation helping you in the process of teaching in secondary school?

TOPIC FOUR: READING SKILLS

This unit will help you retrieve your knowledge of reading skills you have covered with your tutor at the college. By performing the tasks given under this unit you will not only be able to pass your final examinations but also apply the skills in your every day life.

COMPETENCES

This topic will enable you develop the following:

- i) Ability to interpret and answer tests and examination questions appropriately
- ii) Ability to use reading skills to gather the right information from a written material

ACTIVITIES

- i) What reading style do you apply when you want to get general information from a written material?
- ii) What reading style do you apply when you are looking for specific information from a written material?
- iii) When and how are you going to use skimming and scanning reading skills in the process of teaching and learning in your school?
- iv) Suppose you are looking for job opportunities advertised in the newspapers. What reading skill are you going to use in order to get such information?
- v) Assume you are in the examination room and examination papers are on your table. What reading skill are you going to apply to go through the papers?
- vi) Three hours are left for you to start the examination. What reading skill are you going to use in revising your notes?
- vii) Describe the situations under which you apply intensive and extensive reading skills in the teaching and learning process.
- viii) What strategies are you going to use in order to promote the culture of reading among your students?

TOPIC FIVE: WRITING SKILLS

This unit is intended to help you revise the use of writing skills for effective communication. It includes skills such as punctuation, letter writing, writing curriculum vitae, writing reports, essay writing and note-taking.

COMPETENCE: This topic will enable you develop the following:
Ability to write good essays, letters, curriculum vitae, reports, and using punctuation marks appropriately.

ACTIVITIES

- i) Study the two texts below and describe how punctuation has affected the meaning of the texts:

Text 1.

John lowered the torch down the hole they all waited without speaking John looked down well said Hamis the boys a fool theres nothing there said John they did not leave their treasure here oh well said the professor we have to look elsewhere John was unhappy he felt foolish don't worry Fatuma you tried to help the professor went off to look at his plans ands John walked up to the mountain side I wonder where they hid the treasure he thought to himself

TEXT 2.

John lowered the torch down the hole. They all waited without speaking. John looked down, "well," said Hamis. "The boy's a fool. There's nothing there," said John. They didn't leave their treasures here. "Oh, well," said the professor, "we have to look elsewhere". John was unhappy: He felt foolish. "Don't worry", said Fatuma, 'you tried to help the professor went off to look at his plans and John walked up the mountain side. "I wonder where they hid the treasure' he thought to himself.

- ii) Write a letter to your principal requesting for teaching materials that are not available in your school
- iii) Write a letter to your friend telling him the challenges you are facing in your teaching process
- iv) Using the chronological style write your own CV and keep it in your portfolio.
- v) Write a duty report following the format of your school and keep it in your portfolio
- vi) Write an essay on a subject of your choice. Include all features of a good essay. Keep the essay in your portfolio.
- vii) Identify with examples the two styles of note-taking and indicate which one you find more effective for your students to use when revising for final examination. Give reasons for your choice.

SELF-EVALUATION

- i) Reflect on the five skills you have done in this unit. Which ones are more useful to you as a teacher? Why?
- ii) Explain how your skill of writing curriculum vitae is going to help you in your daily life
- iii) Describe the extent to which you have helped your students to take and make notes

TOPIC SIX: VOCABULARY

The purpose of this section is to remind you about the appropriate use of vocabulary. It includes ways to use vocabulary depending on the context and how vocabulary can be combined to form new words.

COMPETENCE: You will develop ability to use language vocabulary correctly and appropriately.

ACTIVITIES

- i) Describe situations and places where you would expect to hear the following expressions:
 - a) Hey, John, take this disturbing guy to the cello.
 - b) Have you brought your stool for examination?
 - c) Honorable....., the defendant is here but the complainant has not yet arrived.
 - d) Oh, hallelujah! I have seen the light!
- ii) Suppose you are a Christian and you have been invited as a guest of honor during graduation ceremony in an Islamic school. Prepare a short speech that you are going to give to suit that situation.
- iii) Identify five ways of forming new words and give two examples for each.

SELF-EVALUATION

- i) In your teaching, what vocabulary has been difficult to use and make students fail to understand your lesson? What strategies are you going to use to overcome the situation?
- ii) To what extent have you assisted your students to use language appropriately in and outside the classroom?

TOPIC SEVEN: STRUCTURE

This unit is meant to help you revise your knowledge of structure of English and how best you can communicate clearly. It reminds you of how to express events happening at different times.

COMPETENCES: This topic will help you develop the following:

- i) Ability to construct sentences of various forms correctly
- ii) Ability to use tenses appropriately

ACTIVITIES

- i) Construct one sentence as an example to describe:
 - a) An action that happens always
 - b) An action that is happening now
 - c) An action that is going to happen sometimes later
 - d) An action that happened sometimes ago
 - e) An action that has happened just a few minutes ago
- ii) Ask your students to tell you their brief life history. Note the way they express themselves and assist them to formulate correct sentences

SELF-EVALUATION

- i) Were the activities set up for students to practice the use of various tenses helpful enough to make your students understand the tenses? How?
- ii) What problems did the students face in making sentences? How are you going to solve them in the subsequent lessons?
- iii) Are your students able to speak and write correct grammatical sentences? Give reasons to support your answer.