

**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY
TANZANIA INSTITUTE OF EDUCATION**



**THREE YEAR DIPLOMA IN TEACHER
EDUCATION SYLLABUS FOR
COMMUNICATION SKILLS**

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DECLARATION

The syllabus for Communication Skills is approved for use in Tanzanian teachers' colleges for Three Year Diploma in Teacher Education Science and Business studies programme.

Approved by.....

Signature.....

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Introduction

This Communication Skills syllabus is prepared for the Three Year Diploma in Teacher Education-Science and Business Studies programme . It aims at enhancing the student teacher's communicative competency in the English language. Specifically, the subject seeks to develop the student teacher's English language communication skills, which include speaking skills, listening skills, reading skills and writing skills. Other aspects of language such as grammar, structure, and vocabulary are strategically integrated into these four language skills. Accordingly, the tutor is expected to use the recommended teaching and learning strategies, assessment techniques and tools as well as learning resources. The tutor can also use other teaching and learning strategies and resources that are relevant to a particular topic.

Objectives of education in Tanzania

The objectives of the Communication Skills syllabus are drawn from the general aims and objectives of education in Tanzania and teacher education. The objectives of teacher education are to:

- a) guide and promote development and improvement of personalities of Tanzanians and of their human resources for effective utilization of such resources in bringing about human development;
- b) promote the acquisition and appreciation of Tanzanian culture, customs and traditions;
- c) promote the acquisition and appreciation of literacy, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the improvement of the conditions of individuals and the society;
- d) develop and promote self-confidence, inquisitive minds, understanding and respect for human dignity and human rights as well as readiness to work hard for self-advancement and national improvement;
- e) enable and expand the scope of acquisition, improvement, and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and economy;
- f) enable every citizen to understand and uphold the fundamentals of the National Constitution as well as enshrined human and civil rights, obligations, and responsibilities;

- g) promote love for work, self and wage employment, and improved performance in the production and service sectors;
- h) inculcate principles of national ethics and integrity, national and international cooperation, peace and justice through studying, understanding and adhering to the provisions of the National Constitution and other international basic charters; and
- i) enable a rational use, management and conservation of the environment.

Objectives of teacher education

The objectives of teacher education are to:

- a) facilitate student teachers acquisition of theories and principles of education, psychology, guidance and counselling;
- b) enable student teachers develop pedagogical skills, creativity and innovation;
- c) promote an understanding of the foundation of the school curriculum;
- d) sharpen student teachers' knowledge, skills, and creativity hence competencies in the subjects taught in schools;
- e) develop student teachers skills in and techniques for conducting assessment, evaluation, and action research;
- f) enable student teachers to acquire the organizational, managerial and leadership skills needed to run schools; and
- g) promote gender balance in teacher education.

Subject description

The Communication Skills subject is essential for facilitating effective teaching and learning of science and business studies subjects. It covers the conceptual understanding of communication skills, such as speaking, listening, reading and writing skills. It also covers English grammar, structure and vocabulary. The mode of delivery is communicative in order to expose student teachers to diverse communicative settings and increase maximum participation during teaching and learning. This subject is expected to be covered within 84 hours, in the third year of study; that is equivalent to two periods per week.

Goals of the subject

The goals of this subject are to:

- a) enhance the student teacher's ability to learn effectively through the medium of instruction;
- b) enable the student teacher to seek, deliver, and manage information while undertaking his/her educational studies at college or work; and
- c) enable the student teacher to interact effectively during the teaching and learning process.

Objectives of the subject

This subject should enable the student teacher to:

- a) conceptualize the communication process;
- b) express his/her ideas, feeling, thoughts and attitudes appropriately;
- c) understand spoken ideas, feelings, thoughts and attitudes of others effectively
- d) read, comprehend, and analyse written texts;
- e) write texts in appropriate formats and styles;
- f) make grammatically and pragmatically acceptable oral and written texts; and
- g) use the library and other sources of information effectively.

Competencies in the subject

Upon the successful completion of this subject, the student teacher should have the ability to:

- a) interpret written and spoken discourse;
- b) make effective oral presentations;
- c) take notes from oral presentations;
- d) write good essays, letters, CVs, minutes, memos and reports;
- e) produce acceptable grammatical and appropriate English constructions; and
- f) use study skills to gather information.

Organization of the syllabus

This syllabus is organized into topics. Each topic contains an introduction, the general objective, specific objectives, teaching and learning strategies, teaching and learning activities, teaching and learning resources as well as assessment procedures/tools.

Topic/sub-topic

This part describes what is dealt with in the subject. The table below presents the topics and their proposed time.

Table 1. Proposed topics and teaching time

Topics	Proposed Time in Hours
The conceptual understanding of communication	9
Speaking skills	6
Listening skills	6
Reading skills	16
Writing skills	29
Sources of information	18

Specific objectives

This part includes statements that describe results in terms of knowledge, attitude, skills, aspiration, and behaviour that student teachers are expected to achieve and perform after learning the Communication Skills subject.

Teaching and learning activities/strategies

The syllabus proposes some teaching and learning activities for the sub-topics included. However, tutors can use their knowledge of pedagogy to teach the courses more effectively.

Teaching and learning resources

This part describes resources for teaching and learning. The tutor is expected to constantly seek information from various sources in order to master the subject. A list of reference materials may be periodically recommended by the Ministry of Education, Science and Technology (MoEST).

Assessment activities/tools

This part describes assessment activities/ tools to be used in teaching, learning and assessment. Assessment procedures shall include formative assessments (i.e., classroom/college based assessment practices) and the summative assessment (i.e., the final national examination).

Formative assessments will be conducted at the college level and will entail classroom assessment practices and college based tests. Some formative assessment marks will be submitted to the National Examinations Council of Tanzania (NECTA) as Continuous Assessment (CA), and they will carry 50% of the final grade in the national assessment. The summative assessment is conducted at national level by NECTA, and it carries the remaining 50% of the final grade. The table below illustrates these in more detail.

Table 2. Assessment measures and the distribution of marks

	Type of Assessment	Assessment Measures	Frequency	Weight %
	Formative	Written tests	2	10
		Oral test	1	5
		Seminar presentation	1	5
		Written report/project	1	10
		Terminal examination	1	20
	Summative	Final national examination	1	50
Total Marks				100

TOPIC ONE

1.0 The Conceptual Understanding of Communication

1.1 Introduction

This topic enables the student teacher to develop a conceptual understanding of communication as a complex process which involves various linguistic and cultural elements. The topic encompasses the concept of communication, forms and types of communication, as well as barriers to communication. The purposes is to help the student teacher to acquire communication skills/competencies, such as the ability to communicate effectively. It also helps the student teacher to assess the communication setting in relation to the participants, message contents and channels. Moreover, it helps the student teacher to use the skills to communicate in the teaching and learning process, and in their daily life in general.

1.2 The concept of communication

This area contains the following topics: communication processes, forms and types of communications, and barriers to communication.

Estimated time: 2 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning of communication;
- b) describe the elements of communication;
- c) ask and answer questions in the simple present tense; and
- d) use conditional clauses correctly in communication.

Teaching and learning activities/strategies

- a) Using brainstorming questions on explaining the meaning of communication
- b) Engaging student teachers in activities that express their real life experiences and activities
- c) Role-playing to engage student teachers in using conditional clauses (i.e., type 1, 2 & 3) and their structure

- d) Questioning (i.e., using the *what, why, where, who, when* and *how* questions) to engage student teachers in describing the elements of communication
- e) Conducting group discussions and presentations on the use of the simple present tense

Teaching and learning resources

- a) Realia – telephones, letters, pictures/photos/signs
- b) Models of communication

Assessment procedures/tools

- a) Written tasks on the meaning and elements of communication
- b) Observation, checklists for observing, monitoring and assessing group discussions and presentations
- c) Portfolios for student teachers to record and reflect on their learning activities and tasks

1.3 Forms and types of communication

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) familiarize with forms and types of communication;
- b) select an appropriate form of communication;
- c) use forms of communication in appropriate settings;
- d) decipher meanings from facial, kinesthetic, body language, and other non verbal cues; and
- e) use Wh-questions with passive structures.

Teaching and learning activities/strategies

- a) Demonstrating how to use verbal and non-verbal forms of communication
- b) Using questions to guide student teachers through identifying different forms of verbal and non-verbal communication
- c) Devising activities for the student teachers to write and use different forms of verbal communication correctly
- d) Organizing group discussions and presentations to analyse different types of communication
- e) Demonstrating and practising the use of Wh-questions with correct passive structures
- f) Brainstorming on forms and types of communication

Teaching and learning resources

- a) Models of verbal and non-verbal forms of communication
- b) Charts for non-verbal forms of communication, such as road signs

Assessment procedures/tools

- a) Written tests on the forms and types of communication
- b) Anecdotal record for recording activity based assignments
- c) Observation checklists for recording, monitoring and assessing group discussions and presentations

1.4 Barriers to communication

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) familiarize with different types of communication barriers;
- b) develop awareness of language-related barriers in learning science and business studies;
- c) develop skills in overcoming communication barriers; and
- d) use concession clauses, such as *although*, *inspite of*, *despite*, and *nevertheless*.

Teaching and learning activities/strategies

- a) Discussing, simulating and demonstrating different communication barriers
- b) Discussing and presenting measures to overcome barriers to effective communication
- c) Using *what, who, where, when, why* and *how* questions to expose the student teacher to language-related barriers to learning science and business studies subjects
- d) Using questions to contextualize the use of concession clauses, such as *although, inspite of, despite, and nevertheless*

Teaching and learning resources

- a) Literature sources including books, the internet, recorded material and other library resources
- b) Realia, such as telephone, letters, pictures/photos, and signs
- c) Models of communication
- d) Charts showing barriers to communication

Assessment procedures/tools

- a) Written tasks on assessing barriers to communication
- b) Oral presentations on assessing effective communication
- c) Brainstorming questions and other questioning strategies (i.e., *who, when, where, what, why* and *how* questions) to assess student teachers' understanding of measures to overcome communication barriers
- d) Anecdotal records for recording activity-based assignments
- e) Observation checklists for recording and monitoring group discussions and presentations

TOPIC TWO

2.0 Speaking Skills

2.1 Introduction

This topic enables the student teacher to develop communicative competence in speaking and in using the English language as the medium of instruction both at teachers' colleges and at secondary schools.

The ability to speak a language is important since most communication is done orally. This is particularly true of classroom communication. The student teacher should be able to speak English language correctly and effectively in order to express his/her ideas, thoughts, and opinions in a manner that he/she can be understood by others. The student teacher also needs to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary. Moreover, he/she should observe the social and cultural rules that apply to each communication setting.

2.2 Pronunciation and fluency

Estimated time: 2 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) pronounce English words correctly;
- b) develop an understanding of the relationship between English orthography and pronunciation;
- c) speak fluently with proper English intonation;
- d) use articles properly in spoken and written English discourse by focusing on the simple present tense; and
- e) ask and answer questions in the simple past tense with a focus on the correct verb forms.

Teaching and learning activities/strategies

- a) Introducing minimal pairs to demonstrate proper pronunciation of purposefully selected English words
- b) Using brainstorming questions on the use of articles in spoken and written English discourses

- c) Using dialogues for practising to pronounce words
- d) Using questions to guide the student teacher through developing awareness of sound-spelling correspondence
- e) Demonstrating and imitating to pronounce English verbs
- f) Using role play tasks on pronouncing English words focusing on proper stress placement
- g) Contextualizing the use of definite and indefinite articles
- h) Using information gap activities based on the simple present tense, focusing on subject-verb agreement

Teaching and learning resources

- a) Dictionaries
- b) Tables and charts
- c) Recorded spoken texts
- d) The media
- e) Newspapers/journals

Assessment procedures/tools

- a) Oral/speaking and listening assessments of pronunciation and intonation
- b) Practical sessions for assessing student teachers' ability to pronounce words and use proper intonations
- c) Anecdotal records for recording dialogues and role play activities for reflective purposes
- d) Observation checklists for recording and monitoring dialogues, demonstrations, discussions and presentations

2.3 Oral presentation

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) organize ideas for oral presentation;
- b) write a variety of texts for oral presentation;
- c) use the simple past tense focusing on regular-irregular verb forms;
- d) use the present perfect tense focusing on regular-irregular verb forms; and
- e) use the past perfect tense focusing on regular-irregular verb forms.

Teaching and learning activities/strategies

- a) Tasks, that involve observing and recording information
- b) Class discussions and practices on conversational style speaking
- c) Role-play methods to reinforce good conversational skills
- d) Questions to stimulate class discussions on the use of the simple past tense focusing on regular-irregular verb distinctions
- e) Dialogues reinforcing the use of active and passive voices
- f) Demonstrations on the use of present perfect and past perfect tenses with emphasis on regular–irregular verb distinctions, declarative–interrogative distinctions, and tag questions
- g) Activity-based tasks focusing on speaking, listening, writing, and reading.
- h) Group and individual assignments to prepare and make presentations to peers in the classroom
- i) Group or individual activities on listening and taking/preparing notes for presentation

Teaching and learning resources

- a) Written texts
- b) Flashcards
- c) Recorded speeches
- d) Oral reports

Assessment procedures/tools

- a) Observation checklists for observing, monitoring and recording student teachers' oral presentations, focusing on word pronunciation, intonation patterns and tense
- b) Semi-structured interviews to assess student teacher's competencies in using tenses (i.e., the simple past tense, present perfect tense, past perfect tense)
- c) Anecdotal records for recording, assessing and monitoring oral presentations
- d) Written assignments on assessing student teachers' understanding of the use of present perfect and past perfect tenses with emphasis on regular–irregular verb distinctions, declarative–interrogative distinctions, and tag questions.
- e) Portfolios for recording and reflecting on use of tenses and action verbs.

TOPIC THREE

3.0 Listening Skills

3.1 Introduction

This topic is designed to help the student teacher develop proficiency in comprehending spoken English discourse. Listening is a communicative activity that the student teacher carries out more often than any other activity in the teaching and learning situation. The student teacher needs to comprehend what others communicate. More importantly, poor and inefficient listening is likely to impede effective teaching and learning. This topic, therefore, is intended to enhance the student teacher's competency in comprehending spoken English.

3.2 Comprehending spoken discourse

Estimated time: 6 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish and discriminate distinctive sounds in spoken English;
- b) recognize and evaluate more important and less important information as signalled by stressed syllables;
- c) take notes from spoken English discourse, such as from lectures, oral presentations and texts;
- d) recognize contractions, connected speech and cohesive devices in spoken discourse;
- e) recognize the communicative functions of utterances, according to situations, participants and goals; and
- f) discover appropriate use of nouns, adjectives, and adverbs in spoken text.

Teaching and learning activities/strategies

- a) Demonstrating how to pronounce nouns, adjectives and adverbs by focusing on the correct stress patterns from selected oral texts
- b) Using textual materials and ask student teachers in pairs to identify nouns, adjectives and adverbs and then pronounce them using proper stress
- c) Using recorded speech and ask student teachers to recognize contractions, connected speech and cohesive devices in spoken discourse

- d) Inviting a guest speaker to make an oral presentation on scientific activities, business or practical work and ask the student teachers to take notes
- e) Student teachers listening to recorded words/speeches with stress-contrastive nouns and verbs and present them orally in new forms
- f) Using questions to engage the student teachers in recognizing contracted forms and simplified forms in spoken discourse

Teaching and learning resources

- a) Recorded texts
- b) Recorded speeches
- c) Maps
- d) Textual Materials
- e) Radio
- f) TV

Assessment procedures/tools

- a) Oral presentations to assess student teachers' competencies in using nouns, adjectives and adverbs
- b) Written works on assessing students' knowledge of using contracted and simplified forms
- c) Portfolios for storing materials to be used for reflection
- d) Observation checklists for observing, monitoring, and assessing student teachers' activities in spoken and written language.

TOPIC FOUR

4.0 Reading Skills

4.1 Introduction

This topic is designed to enable the student teacher to read and comprehend texts that are written in English. The student teacher needs to read and comprehend written materials for academic and other purposes. Therefore, it is important that the student teacher develops a reading capability that is both purposeful and efficient in teaching and learning. This topic enhances the student teacher's ability to read and comprehend various English scientific texts for effective teaching and learning.

4.2 Reading for general information

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) skim various materials;
- b) use skimming skills in selecting reading materials; and
- c) discover discourse markers in written texts.

Teaching and learning activities/strategies

- a) Using brainstorming questions on analysing techniques for conducting skimming
- b) Pre-teaching the necessary vocabulary in context and demonstrate its pronunciation
- c) Student teachers individually or in pairs, skimming along written texts and judging the relevance of the texts
- d) Setting simple questions that guide student teachers to go quickly through texts for general information
- e) Guiding student teachers through interpreting discourse markers correctly
- f) Library works on reading and skimming texts to identify key information

Teaching and learning resources

- a) Written texts
- b) Books/Modules
- c) Journal articles and newspapers

Assessment procedures/ tools

- a) Written tests based on the comprehension of the passage
- b) Individual and group reading assignments to test skimming strategies
- c) Portfolios for recording class activities and personal reflections

4.3 Reading for specific information

Estimated time: 5 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) scan a written text for specific information;
- b) differentiate main ideas and supporting ideas;
- c) familiarize oneself with the organization of different written material;
- d) search for words in a dictionary and encyclopaedia correctly; and
- e) familiarize oneself with different English words and their use in appropriate contexts.

Teaching and learning activities/strategies

- a) Using brainstorming questions to analyze the concepts of “main ideas” and “supporting ideas”
- b) Providing textual materials such as books, journals or magazines and asking student teachers to scan them by analysing specific information
- c) Providing reading tasks for identifying main ideas and supporting ideas
- d) Pre-teaching the necessary vocabulary in context with correct pronunciation
- e) Group discussions and presentations on analysing subject specific words in texts from the science/business studies subjects
- f) Using questions to guide student teachers through locating specific information in the provided texts
- g) Guiding student teachers through discovering how the provided texts are organized

- h) Guiding student teachers to look up specific words in the dictionary and encyclopaedia
- i) Guiding student teachers to contextualize the use of different English words

Teaching and learning resources

- a) Written texts
- b) Dictionaries/encyclopaedias
- c) Science and business studies related text/books

Assessment procedures/tools

- a) Written tests to locate specific information
- b) Portfolios for recording class work and personal reflections
- c) Individual and group assignments on the use of English words
- d) Observation checklists for observing and monitoring group discussions and presentations

4.4 Reading intensively

Estimated time: 8 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) read written text for comprehension;
- b) analyse, synthesize, and evaluate the provided written text;
- c) summarize the provided written text;
- d) interpret key words in the written text; and
- e) interpret information in complex clauses.

Teaching and learning activities/strategies

- a) Pre-teaching the necessary vocabulary in context focusing on proper pronunciation
- b) Guiding student teachers to read and share tasks for critical understanding
- c) Using questions to guide the student teachers through identifying the main ideas, supporting ideas, examples, and illustrations in a given text

- d) Conducting group discussions and presentations on complex clauses focusing on coordinating and subordinating conjunctions
- e) Asking the student teachers to read books/journals and to analyse, synthesize, and evaluate written texts individually or/and in small groups

Teaching and learning resources

- a) Written texts
- b) Journals/Books on specific subjects (e.g., Business studies and science)
- c) Research reports (e.g., Business studies and science subjects)

Assessment procedures/tools

- a) Written assignments for analysing, synthesizing and evaluating information from a given text
- b) Observation checklists for recording, monitoring and assessing group discussions and presentation activities
- c) Questions to assessing student teachers' competencies in identifying the main idea, supporting ideas, examples, and illustrations in a given text

TOPIC FIVE

5.0 Writing Skills

5.1 Introduction

This topic is designed to enable the student teacher to communicate effectively and appropriately in writing. Writing is a useful communication channel in which the student teacher uses to communicate for general and academic purposes. Written communication demands different writing forms and styles. This topic is designed to expose the student teacher to a variety of written forms and styles.

5.2 Punctuation

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse punctuation marks (i.e., the full stop, comma, semicolon, colon, apostrophe, hyphen, dash, brackets, inverted commas, exclamation mark, question mark, bullet points etc.);
- b) use punctuation marks in a text appropriately;
- c) organize ideas logically using punctuation marks; and
- d) write various texts with punctuation marks.

Teaching and learning activities/strategies

- a) Organizing groups to read various texts and to identify punctuation marks
- b) Organizing activities on inserting punctuation marks in unpunctuated texts
- c) Guiding student teachers through using proper intonations in relation to punctuation marks
- d) Practising writing with punctuation marks
- e) Student teachers writing short stories about their life experiences, and/ or essay in their fields with correct use of punctuation marks

Teaching and learning resources

- a) Written texts
- b) Books/Modules
- c) Newspapers
- d) Internet sources

Assessment procedures/tools

- a) Written tests and exercises on the use of punctuation marks
- b) Questions and strategic questions (e.g., *what*, *who*, *where*, *when*, *how* and *why* questions) to assess student teachers' competencies in using punctuation marks
- c) Encyclopaedias for practising writing
- d) Anecdotal records for recording and reflecting group work activities
- e) A rating scale for rating student teachers activities on intonations

5.3 Note taking and note making

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish between note taking and note making;
- b) take and make notes from oral and written sources of information;
- c) use note taking and note making skills (i.e., using abbreviations);
- d) apply note taking and note making skills to their learning process;
- e) discriminate more important from less important information; and
- f) organise notes logically.

Teaching and learning activities

- a) Reading and summarizing key points from oral and written sources
- b) Reordering and organizing ideas from different materials
- c) Taking and making notes from oral and written texts
- d) Writing notes concisely and using various abbreviations

Teaching and learning resources

- a) Books/Modules
- b) Recorded material
- c) Written pieces of text
- d) Journal articles

Assessment procedures/tools

- a) Written assignments on note taking and note making
- b) Brainstorming questions on assessing student teachers' understanding of note taking and note making

5.4 Letter writing

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish the structure of formal from that of informal letters;
- b) write formal and informal letters;
- c) use pronouns and prepositions correctly in written discourse; and
- d) use punctuation and capital letters correctly in letter writing.

Teaching and learning activities/strategies

- a) Using brainstorming questions on analysing different forms of letters
- b) Creating activities on writing formal and informal letters
- c) Arranging group discussions on the use of pronouns, capital letters and prepositions in a letter

Teaching and learning resources

- a) Sample letters
- b) Books/modules

Assessment procedures/tools

- a) Written exercises on letter writing
- b) Encyclopaedia for recording written letters

5.5 Writing a curriculum vitae

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify the contents of a CV;
- b) familiarize with different forms of CVs; and
- c) write well-organized CVs.

Teaching and learning activities/strategies

- a) Using brainstorming questions to engage student teachers in analyzing the contents of a CVs
- b) Creating activity based tasks to write CVs
- c) Designing activities for searching CVs on the internet and analysing their qualities
- d) Designing portfolios for recoding and reflecting CV writing activities

Teaching and learning resources

- a) Sample CVs
- b) Books/Modules
- c) Internet sources

Assessment procedures/tools

- a) Portfolio self-assessment on the organization of CVs
- b) Written tests on the forms of CVs
- c) A rating scale for activities on CV writing

5.6 Writing memos and minutes

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) recognize the formats and contents of memos and minutes;
- b) write clear, concise and comprehensive memos and minutes; and
- c) apply writing memo/minutes skills (i.e., use past and future tenses) appropriately.

Teaching and learning activities/strategies

- a) Using brainstorming questions on analysing the format and contents of minutes and memos
- b) Organizing a meetings and asking student teachers to practise writing minutes individually and /or in groups
- c) Practising the proper use of the past tense, future time, and questioning skills in memo and minutes writing processes

- d) Student teachers conducting presentation sessions and minutes taking
- e) Designing practical tasks on writing memos and minutes

Teaching and learning resources

- a) Samples of minutes and memos
- b) Books/Modules
- c) Internet sources

Assessment procedures/tools

- a) A checklist for observing student teachers' writing activities and for assessing their competencies in writing memos and minutes
- b) Assignments on writing memos and minutes

5.7 Essay writing

Estimated time: 6 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) familiarize with different types of essays;
- b) outline parts of an essay (e.g., the introduction, main body, conclusion and recommendations);
- c) use essay writing skills to make correct sentences, paragraphs, citations, and paraphrasing;
- d) apply essay writing skills to their teaching and learning; and
- e) use discourse markers correctly.

Teaching and learning activities/strategies

- a) Organizing group discussions on analysing types of essays
- b) Guiding the student teacher through outlining the structure of an essay
- c) Providing individual and/or group tasks to develop essays on selected topics
- d) Guiding student teachers to demonstrate how to cite sources and paraphrase ideas
- e) Leading the student teachers to write references and bibliography in the APA style

- f) Guiding the student teacher through using punctuation and discourse markers correctly

Teaching and learning resources

- a) Written essays
- b) Books/Modules
- c) Library resources
- d) Internet sources

Assessment procedures/tools

- a) Timed-essays activity-based assignments
- b) Project writing on different types of essays

5.8 Report writing

Estimated time: 6 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify forms of reports;
- b) use citations and quotation marks correctly;
- c) write references correctly; and
- d) write reports using appropriate formats.

Teaching and learning activities/strategies

- a) Organizing field-trips for student teachers to write reports on
- b) Leading the student teachers to select research topics on which to write reports
- c) Guiding student teachers to observe laboratory experiments and write reports on them
- d) Organizing student teachers in groups to search reports from libraries or other sources and analyse their qualities

Teaching and learning resources

- a) Sample reports
- b) Project/research guidelines
- c) Books/Modules

Assessment procedures/tools

- a) Written assignments on report writing
- b) Portfolio self-assessment on report writing tasks
- c) Written tests on different forms of reports

TOPIC SIX

6.0 Sources of Information

6.1 Introduction

This topic exposes the student teacher to necessary skills in searching and extracting information from various sources, including the library and the internet. Thus, they should be able to access information and use it for knowledge acquisition in general and teaching processes in particular.

6.2 Using the library

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) use indices to find information from reference books;
- b) use electronic search systems to find reading material from the library;
and
- c) identify criteria for selecting appropriate reference books.

Teaching and learning activities/strategies

- a) Using brainstorming questions on analyzing sources of information
- b) Conducting discussion on the criteria for selecting appropriate reference material
- c) Organizing visits to the library to practise the use of the subject and author catalogue
- d) Creating group work activities on using electronic search systems
- e) Assigning an independent study and presentation on library use
- f) Conducting practical activities concerning using the library and the Internet

Teaching and learning resources

- a) Library catalogue cards
- b) Computerized library catalogue facilities
- c) Reference books

Assessment procedures/tools

- a) A student teacher portfolio on the library project
- b) A written report on the criteria for selecting appropriate reference books
- c) A checklist for observing, recording, and assessing task-based assignments

6.3 Using the dictionary and encyclopedia

Estimated time: 2 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) use the dictionary effectively; and
- b) use the encyclopaedia appropriately.

Teaching and learning activities/strategies

- a) Demonstrating how to obtain various items of information from a dictionary
- b) Assigning group work on analysing meaning, spelling and on pronunciation of words from texts
- c) Using various sources of information to construct knowledge
- d) Providing individual assignments on looking up word meaning in the dictionary
- e) Assigning group tasks on how to use the encyclopaedia to obtain information related to the student teachers' field of study

Teaching and learning resources

- a) A dictionary
- b) Books/text for reading
- c) Encyclopaedias

Assessment procedures/tools

- a) A written assignment on the meaning and spelling of English words
- b) Brainstorming questions on the uses of various sources of information
- c) A scale to rate task-based activities
- d) Portfolios for recording task-based activities and personal reflection

6.4 Using teaching and learning media

Estimated time: 5 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify categories of media channels and
- b) analyse factual and non-factual information in oral and written texts

Teaching and learning activities/strategies

- a) Using brainstorming questions on identifying categories of media channels
- b) Organizing a fieldwork to media sites
- c) Assigning group activities on analysing factual and non-factual information from oral and written texts

Assessment procedures/tools

- a) Written and oral tests on the categories of media channels
- b) Practical tests on analysing factual and non-factual information
- c) Observation checklists for recording, observing, and assessing group work activities

6.5 Digital sources of information

Estimated time: 4 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) use the Internet to search for information,
- b) send and receive e-mails, and
- c) use websites.

Teaching and learning activities/strategies

- a) Guiding the student teachers through searching for information on the Internet
- b) Organizing student teachers in pairs to practise sending and receiving e-mails
- c) Guiding the student teachers through visiting websites

- d) Creating group discussions and presentations on identifying subject based websites
- e) Organizing a visit to the computer laboratory

Teaching and learning resources

- a) Computers with internet connection
- b) Smartphones

Assessment procedures/tools

- a) A checklist for observing and assessing activity-based assignments
- b) Practical tests on sending and receiving e-mails

6.6 Citing and referencing

Estimated time: 3 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to do the following:

- a) Cite information from other authors via direct quotation and paraphrasing.
- b) Write references appropriately using different referencing styles, with particular emphasis on the APA style.

Teaching and learning activities/strategies

- a) Assigning group activities to student teachers on citing information from other authors via direct quotation and paraphrasing
- b) Using brainstorming questions on analysing referencing styles
- c) Providing individual tasks on writing references with particular emphasis on the APA style

Teaching and learning resources

- a) Library resources
- b) Sample essays/Journals with citations and references

Assessment procedures/tools

- a) Written assignment on citations, quotations, and references

Reading List

- Brighton, L. J. (2000). *The structure of modern English*. Amsterdam, Netherlands: John Benjamins Publishing Co.
- Chandra, R. R. (2004). *The Cambridge encyclopedia of language*. Cambridge, United Kingdom: Cambridge University Press.
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