

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



**COMMUNICATION SKILLS SYLLABUS FOR THE CERTIFICATE
COURSE IN PRIMARY EDUCATION**

2009

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DECLARATION

Certificate Teacher Education is a two years course which has been designed to prepare professional teachers who will teach in primary schools. A student-teacher will be recognized as a teacher when he/she successfully completes a primary education certificate course for two years within which he/she has successfully performed teaching practice.

This document is hereby declared as the **Communication Skills Syllabus for the Certificate Course in Primary Education of 2009.**

Approved by

Signature.....

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Introduction

Communication Skills subject targets teacher education trainees who will specialize in primary school, pre-primary school and physical education. The aim of introducing this new course at certificate level is to enhance student teachers ability to communicate using English language. Communication Skills, includes skills of searching information, listening, reading, speaking and writing. These will empower student teachers to become effective in searching, managing and delivering information within and outside the college environment.

In this syllabus, the teaching/learning strategies and resources are suggested under each topic. The tutor is STRONGLY advised to use them, though at times, other appropriate strategies and resources may be used to further help students' understanding of the different topics.

Subject Description

Effective communication skills are essential for effective teaching and learning as well as coping with different life situations. The course covers: the theory of communication, use of the four English language skills and searching and delivering information skills. The mode of delivery is face to face whereby student teachers will be required to participate actively in class using different interactive techniques. This course is expected to be covered within 64 hours in two years, 32 hours in the first year and 32 hours in the second year. In each year, 22 hours will be allocated for the first term and 10 hours for the second term.

Subject Rationale

Student teachers get problems in seeking information and learning effectively using English, which is the language of different literature available in library and internet/various sources. Therefore, there is a need for student teachers to undergo this course to help them develop skills for seeking, managing and delivering information using English language.

Goals of the Subject

The goals for teaching Communication Skills at certificate level are to:

- a) Enhance student teachers' abilities to use and learn effectively through English Language at college and in the field after completing their studies.

- b) Promote student teachers' skills in seeking, delivering and managing information for academic and social purposes.
- c) Promote student teachers' skills for self-study and independent learning.

Subject Competences

By the end of the course student-teachers should be competent in:-

- a) Interpreting and applying theories and principles of communication.
- b) Seeking and using information from different sources.
- c) Using study skills to gather and interpret information.
- d) Making effective oral presentations.
- e) Writing good compositions, CV, minutes, memos and reports.
- f) Interpreting and answering oral and written questions in tests and examinations appropriately.
- g) using the English language skills effectively in different contexts

Objectives of the Subject

By the end of two years course, the student teachers should be able to:

- a) Apply theories and principles of communication.
- b) Develop and apply skills of oral presentations, discussion, writing compositions, CV, minutes and reports.
- c) Read and write notes from different sources.
- d) Search and interpret information from various sources.
- e) Use appropriate skills in interpreting and answering oral and written questions in tests, examinations and other contexts.

Organization of the Syllabus

This syllabus is organized into two main parts. Part one, contains preliminary information that covers course introduction, description, rationale, goals, objectives, competences, syllabus organization and assessment of the course. Part two comprises the course content which includes topics, specific objectives, suggested teaching and learning strategies, resources and assessment procedures.

Assessment and Evaluation of the Subject

The assessment part of this syllabus provides the tutor with insights to the mechanism that will be used to assess student teachers performance during and at the end of their two year course.

Assessment will be comprised of continuous and final assessment. The continuous assessment will constitute 50% of the overall marks as follows:

- a) 10% marks for 4 recorded tests and quizzes.
- b) 10% marks for 4 recorded composition writing.
- c) 10% marks for 4 recorded oral assignments/presentations.
- d) 20% marks for 3 terminal examinations.

The other **50%** will constitute the final examination administered by the National Examinations Council of Tanzania.

1.0 COMMUNICATION THEORY

1.1 Concept of Communication

Duration: 3 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 importance of communication.
- c) Illustrate the types and components of communication.
- d) Identify the principles and barriers to effective communication.

Teaching and Learning Strategies

- a) Brainstorming.
- b) Use a concept map and gallery walk.
- c) Group discussions and presentations.
- d) Use simulation for barriers to effective communication.

Teaching and Learning Resources

- a) Communication models and charts.
- b) Audio – visual materials.
- c) Extracts from magazines/newspapers.

Assessment

- a) Oral tests and quizzes on effective communication
- b) Observations of oral discussions.

1.2 Communication process

Duration: 3 hours

Specific Objectives

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

- a) Identify the channels and media of communication.
- b) Describe the modes of communication.

- c) Analyze the information process.

Teaching and Learning strategies

- a) Use Think Pair and Share (TPS).
- b) Group discussion.
- c) Library/internet reading and presentations.
- d) Role – play.

Teaching and Learning Resources

- a) Communication models and charts.
- b) Written texts and audio – visual materials.
- c) News papers/magazines
- d) Realia

Assessment

- a) Observation of presentation
- b) Written and oral exercises.

1.3 Concept of Communication Skills

Duration: 1 hour

Specific Objectives:

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

- a) Explain the meaning of communication skills.
- b) State the importance of communication skills.

Teaching and Learning Strategies

- a) Questions and answers.
- b) Mini study to interview different people around the college on the importance of communication skills.
- c) Class presentations and discussion on the importance of communication skills.

- d) Organize a role play to display a teacher with effective Communication Skills as well as the contrary.

Teaching and Learning Resources

- a) Written guidelines for the mini-study
- b) Audio – visual material

Assessment

- a) Observations.
- b) Presentations (improved)

2.0 SEARCHING for INFORMATION

2.1 Using Library and Internet

Duration: 6 hours.

Specific Objectives:

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

- a) Use the author and subject catalogues to locate reading materials.
- b) Identify the content and index pages to select appropriate information.
- c) Use various internet search engines to access information for study purposes.

Teaching and Learning Strategies

- a) Organize a library tour.
- b) Discussion on how to select appropriate information.
- c) Organize practicals for searching through the internet.

Teaching and Learning Resources

- a) Catalogues, text and reference books.
- b) Library and internet facilities

Assessment

- a) Portfolio
- b) Individual project on information search.

2.2 Using a Dictionary and Encyclopedia

Duration: 3 hours.

Specific Objectives:

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

- a) Use a dictionary to find meaning, spelling and correct pronunciation of words.
- b) Analyse various types of dictionaries and encyclopedia.
- c) Find information and elaborations of given topics from the encyclopedia.

Teaching and Learning Strategies

- a) Punctuated lectures.
- b) Library tours.
- c) Group/plenary discussion.

Teaching and Learning Resources

- a) Different types dictionaries and encyclopedia
- b) Word cards.
- c) List of topics for different subjects

Assessment

- a) Oral and written exercises
- b) Individual projects on selected topics.

3.0 TAKING AND MAKING NOTES

3.1 Note Taking Skills

Duration: 5 hours.

Specific Objectives:

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

- a) Explain the meaning and purpose of note taking.
- b) Identify techniques used in note – taking.
- c) Differentiate signal markers used in speech.
- d) Write notes from oral presentations.

Teaching and Learning Strategies

- a) Library/internet search.
- b) Demonstration of signal markers used in speech.
- c) Listen to recorded tapes to practice note-taking from an oral presentation.

Teaching and Learning Resources

- a) Selected texts
- b) Audio – visual recorded materials.
- c) Online material.

Assessment

- a) Written exercises on note taking
- b) Portfolio

3.2 Note – Making Skills

Duration: 5 hours

Specific Objectives:

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

- a) Explain the meaning and purpose of note making.
- b) Identify techniques used in note making.
- c) Differentiate signal markers used in written texts.
- d) Write notes from various written sources using the identified strategies.

Teaching and Learning Strategies

- a) Brainstorming.
- b) Demonstration on the strategies and signal markers used in note making.
- c) Library and internet search.

Teaching and Learning Resources

- a) Written texts and extracts

- b) Reference books.
- c) Written guidelines for library/internet search.

Assessment

- a) Practicals on note – making.
- b) Portfolio

4.0 ORAL PRESENTATION

Giving Oral Presentation

Duration: 8 hours

Specific Objectives:

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

- a) Explain the meaning and types of oral presentation.
- b) Prepare an oral presentation.
- c) Give oral presentations on given topics.
- d) Participate effectively in impromptu speeches, group discussions and debates.

Teaching and Learning Strategies

- a) Questions and answers.
- b) Use jigsaw.
- c) Organize groups to give oral presentation on given topics.
- d) Role – play giving impromptu speeches and participate in group discussions and debates.

Teaching and Learning Resources

- a) Flash cards
- b) Models of written speeches
- c) Written and audio – visual materials.
- d) Online materials
- e) Written guidelines for free and controlled oral presentations

Assessment

- a) Observation of oral presentations
- b) Portfolio for self assessment on giving oral presentations.

5.0 READING SKILLS**5.1 Skimming and Scanning Skills**

Duration: 4 hours

Specific objectives:

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

- a) Explain the meaning and purpose of skimming and scanning.
- b) Skim various materials for general information.
- c) Scan various materials for specific information.

Teaching and Learning Strategies

- a) Use Think, Pair and Share.
- b) Demonstration.
- c) Library tour.

Teaching and Learning Resources

- a) News paper articles and other texts.
- b) Information charts
- c) Written guidelines for Library tour.

Assessment

- a) Oral and written exercises on skimming and scanning
- b) Observations
- c) Written tests on reading skills.

5.2 Intensive and Extensive Reading

Duration: 6 hours

Specific Objectives:

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

- a) Explain the meaning and purpose of intensive and extensive reading.
- b) Answer comprehension questions from texts read.
- c) Summarize the texts read.
- d) Read for pleasure and for general information.

Teaching and Learning Strategies

- a) Brain – storming on the meaning and purpose of intensive and extensive reading.
- b) Use questions and answers.
- c) Organize reading programs.
- d) Conduct presentation and discussions.

Teaching and Learning Resources

- a) Selected texts, charts and extracts.
- b) Extensive reading guidelines
- c) News papers and journals.

Assessment

- a) Oral practice
- b) Written report on books read.
- c) Portfolio

5.3 Coping with Unfamiliar Words

Duration: 3 hour

Specific Objectives

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

- a) Give the meaning of various words in written texts and speech through making inference and prediction.
- b) Generate meaning through contextual guessing.

Teaching and Learning Strategies

- a) Organize demonstration on how to infer and predict meanings of words.
- b) Conduct a game to generate meanings of words through contextual guessing.

Teaching and Learning Resources

- a) Written texts and extracts.
- b) Flash cards.
- c) Pictures

Assessment

Written and oral exercises on texts read

6.0 WRITING SKILLS

6.1 Referencing Skills

Duration: 3 hours.

Specific Objectives:

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

- a) Identify types of citations and quotations
- b) Use different citations and quotations in writing texts.
- c) Write a list of references/bibliography appropriately.

Teaching and Learning Strategies

- a) Punctuated lectures.
- b) Library tour.
- c) Plenary/group discussions.

Teaching and Learning Resources

- a) Sample of written texts, extracts, reports and essays.
- b) Reference and text books.
- c) List of jumbled references to organize

Assessment

Written tests and exercises on writing references

6.2 Composition Writing

Duration: 6 hours.

Specific objectives:

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

- a) Identify important things to consider in composition writing.
- b) Differentiate types of compositions.
- c) Write different types of compositions considering cross-cutting issues
- d) Write official and social letters appropriately.
- e) Write cards of different types.
- f) Use punctuation marks appropriately in writing.

Teaching and Learning Strategies

- a) Organize library/internet reading.
- b) Concept map to identify important things to consider in composition writing.
- c) Demonstrate writing and inserting punctuation marks in unpunctuated texts.
- d) Practise writing different types of compositions considering cross-cutting issues and proper punctuations

Teaching and Learning Resources

- a) Charts
- b) Sample compositions, cards and letters.
- c) Guidelines for composition writing.
- d) Unpunctuated texts

Assessment

- a) Written exercises on writing composition
- b) Portfolio for self – assessment.
- c) Solo taxonomy on written compositions

6.3 Writing Curriculum Vitae (CV) and Minutes

Duration: 3 hours

Specific Objectives:

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

- a) Explain the meaning and purpose of writing curriculum vitae and minutes.
- b) Identify important components in writing CVs, and minutes.
- c) Write clear and concise CV and minutes.

Teaching and Learning strategies

- a) Brainstorming.
- b) Use gallery walk.
- c) Demonstrating.

Teaching and Learning Resources

- a) Sample of CVs and written minutes.
- b) Audio and Audio –visual materials.
- c) Written cards.
- d) Online materials

Assessment

- a) Written exercise /tests.
- b) Portfolio for self assessment.

7.0 TESTS AND EXAMINATIONS

Tests and Examination Skills

Duration: 6 hours.

Specific Objectives:

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

- a) Prepare for tests and exams.
- b) Read through test and exam instructions.
- c) Interpret test and exam questions appropriately.
- d) Write appropriate answers to questions.
- e) Read to revise, proof-read and edit the written answers.

Teaching and Learning Strategies

- a) Think Pair and Share.
- b) Internet /library search.
- c) Group discussion and presentation.
- d) Practise reading to revise, proof-read and edit the written answers.

Teaching and Learning Resources:

- a) Samples of tests and exam papers.
- b) Word cards.
- c) Online materials

Assessment

- a) Written and oral exercises.
- b) Portfolio
- c) Essay writing

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