

Communication Skills

ACU 07103

Institute of Adult Education

Adult and Continuing Education Studies Department

Bachelor Degree in Adult Education and Community Development – Through ODL

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About this module

This module has been prepared by the Institute of Adult Education. All modules are structured in the same way, as outlined below:

How this module is structured

Module overview:

The module overview gives you a general introduction to the module. Information contained in the module overview will help you determine:

- If the module is suitable for you,
- What you already need to know,
- What you can expect from the module,
- How much time you will need to invest to complete the module.

The overview also provides guidance on:

- Study skills,
- Where to get help,
- Module assignments and assessments,
- Activity icons,
- Units.

We strongly recommend that you read the overview *carefully* before starting your learning.

Module content:

The module is broken down into units. Each unit comprises:



- An introduction to the unit content.
- Unit Objectives
- Unit outcomes
- New terminologies
- Core content of the unit with a variety of learning activities
- A unit summary
- Assignments and/or assessments, as applicable
- Answers to assignments and/or assessments, as applicable

Resources:

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these may be books, articles or web sites.

Your comments:

When reading this module, we would appreciate if you would make a few comments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure
- Module reading materials and resources
- Module assignments
- Module assessments
- Module duration.
- Module support (assigned tutors, technical help, and others)

Your constructive feedback will help us to improve and enhance this module.



Module overview

Welcome to this module

Dear learner, as a prospective adult education facilitator or expert, you will learn communication skills. The module will equip you with the necessary communication skills that will enable you to apply the basics of communication skills in different contexts with appropriate interactive skills. This module comprises eight units. Unit one will cover the structure of the English language in communication. The second unit is all about sentence structure, phrases, clauses, and analysis of the sentence patterns in communication. Unit three will cover components of the communication circle, models, types, and communication process. Unit four will discuss forms and different types of communication media, whereas unit five presents effective communication and managing communication barriers. Unit six is all about effective listening and speaking in communication. Unit seven will present reading skills and note-taking for effective studying, and unit eight covers functional writing skills for effective communication. We hope that you will enjoy this module. Welcome.

General Competency



After completing this module, you should be able to gain knowledge, analytical skills, and understanding in using English language structure and analysing barriers to communication to enhance effective communication. It enables you to demonstrate principles of communication in writing and reading. This module will enable you to fulfil your duties and responsibilities as a learner and future adult education facilitator.

Study Skills



Essentially, you will be taking control of your learning environment. As a result, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to acquaint yourself with areas such as essay planning, coping with exams, and using the web as a learning resource.

Your most significant considerations will be time and space, i.e., the time you dedicate to your learning and the environment in which you engage in that learning.

Need help?



Dear learner, in the course of your study, you may need help with various issues such as the location of and how to get support from resource centres, clarification of various issues pertaining to your study materials, i.e., modules, and so on. If this happens, you are advised to ask for help from your centre coordinator or facilitator. You can also visit the website of the Institute of Adult Education, which is www.iae.ac.tz, or call +255 22 2150838 and ask for help.

Module Assessment



After each unit, you will be required to attempt one-unit assignment. This is not meant for submission, rather, for reflection on what you have learned in the whole module. You will also do tests and assignments for submission as guided by your module facilitator. Finally, you will sit for semester examinations to accomplish your assessment.











Getting around this module

Margin Icons

While working through this module, you will notice the frequent use of margin icons. These icons serve to "signpost" a particular piece of text, a new task, or a change in activity. They have been included to help you find your way around the module.

A complete icon set is shown below. We suggest that you familiarize yourself with them and their meaning before starting your study.

 Reflection	 Assessment	 Assignment	 Help
 Learning Outcomes	 Module Outcome	 Help	 Reflection

Unit 1

English Language Structure in Communication

Introduction

Dear learner, in order to communicate effectively, there is a need to understand the basics of the language; we start with the simple grammar and work our way up to the complex ones. This unit explains more about English language grammar, which will help you gain competence in applying communication skills in an adult education context. Dear learner, let us start with parts of speech that describe the basics of the language.

Learning Outcomes



Upon completion of this module, you should be able to:

- Describe word classes;
- Describe major word classes;
- Describe minor word classes, and
- Describe the tenses in communication.

Describing Word Classes

Dear learner, before going into word classes, it is better to have a clear understanding of the term *word class*, which is also called *parts of speech*. This refers to a set or category of words that have some feature or attribute in common and are differentiated from others by kind, type, or quality. It is important to understand that a word may belong to more than one-word class. For example, the word 'test' can be a noun or a verb. Please observe the following examples:

Some words in the class of nouns end with the suffix "-er" (i.e., the endings added to words to form new words) that help to signal the class they belong to, such as player, opener, runner, dancer, etc.

Furthermore, '-ly' is a typical suffix for adverbs (e.g., slowly, proudly, quickly, rapidly, etc.). However, there are exceptions; for example,



the same suffix ending ‘-ly’ is found in adjectives: cowardly, homely, and manly.

Word Classes (Parts of Speech)

Dear learner, In English, there are thousands or even millions of words that we must understand. To help us understand every word, we have to classify the words by their function. Words can be put into categories called word classes, traditionally known as parts of speech. Eight parts of speech are examined, including nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Each part of speech explains not what the word is but how the word is used. For example, the same word can be a noun in one context and an adverb or adjective in another. Consider the word *books* in the following sentences:

- **Books** are made of ink and glue.

In this sentence, "**books**" expresses the name of a thing. It is classified as a noun.

- Deborah waits patiently while Juma **books** the tickets.

Here "books" expresses an action. It is classified as a verb.

Dear learner, having seen the introduction, let us go to the explanation of each part of speech as follows:

Major Word Class

This is a group of words that can be extended. They are also called "open systems" or "open classes" because some elements can be added to them. The major word class includes:

- (a) Nouns
- (b) Main verbs
- (c) Adjectives
- (d) Adverbs.

1. Nouns

A noun is the name of a person, place, or thing. Nouns can be grouped into:



1. Proper nouns
 2. Common nouns
 3. Countable nouns
 4. Uncountable nouns
 5. Concrete nouns
 6. Abstract nouns
 7. Collective/Group nouns
 8. **Proper nouns:** A proper noun is the name of a person or place. Proper nouns have the following characteristics:
 - (a) Proper nouns stand alone. For example, James is here, and Kilimanjaro is the highest mountain in Africa.
 - (b) Proper nouns usually do not allow plurals.
 - (c) The first letter in proper nouns is written in capital letters. e.g., Dar es Salaam, John, Juma, etc.
 - (d) Proper nouns are not usually used with determiners such as the, an, a, these, that, those, etc.
1. **Common nouns:** They refer to the names of common people or things. For example, a boy, woman, teacher, doctor, girl, table, and chair
 2. **Countable nouns:** A countable noun is the name of a thing that can be counted or divided into the singular and plural. Examples of countable nouns are such things as student, book, pen, photograph, man, and woman.
 3. **Uncountable nouns:** Refers to names of things that cannot be counted. For example, rice, sand, sugar, salt, and soil
 4. **Concrete nouns:** A concrete noun is the name of a thing that can be touched or seen. Examples of concrete nouns are things such as table, stone, spoon, glass, and tree.
 5. **Abstract nouns:** Refers to names of things that cannot be touched or seen. For example, freedom, liberty, thought, joy, sorrow, love, goodness, and kindness
 6. **Collective nouns:** Refers to the names of a set of objects. For example, team, army, family, nation, parliament, committee, poultry, cattle, and class



Dear Learner, having seen different kinds of nouns, it is better to understand that there are some words that are attached to nouns and modify these nouns. These words are what we call determiners, which can either be articles or adjectives. Now let us discuss determiners and see different kinds of articles and their uses as follows:

(a) Articles

Articles are important words in a sentence. They make the noun clearer, tell us which particular item is referred to, and sometimes help us identify whether something is specific or general. For example, when one says '*a girl is outside*,' this means that no one knows the girl. But if somebody says '*the girl is outside*,' this means the girl is known to many people. In these examples, 'a' and 'the' are articles. Other articles are 'an' and the zero article.

Types of articles in English

Dear learner, please study thoroughly the following types of articles so as to use them effectively in the language.

i) The Definitive Article

The definite article is the word 'the'. It limits the meaning of a noun to one particular thing. The definite article refers to a specific party that both of you know about. The definite article is used in many situations. The following are some of them:

Use the article "the" before the names of:

- Points on the globe (the Equator, the North Pole)
- Mountain ranges (the Udzungwa Mountains and the Andes).
- Island chains (the Pacific Islands)
- geographical areas (the East, the Midwest)
- Rivers, seas, and oceans (the Mississippi River, the Atlantic Ocean, the Nile River)

On the other hand, do not use the article "the" before the names of:

- Continents (North America, Asia, and Africa)
- States (Alabama, Washington, and Nevada).



ii) Indefinite Articles

Dear learner, Indefinite articles include the words 'a and an.'. Indefinite articles are the opposite of definite articles as they are not referring to particular things but rather, common things. The definite article is used in many situations. Article "an" is used with nouns that start with vowel sounds such as a, e, i, o, and u; for example, an aeroplane, an onion, an umbrella, an egg, etc. While article "a" is used with nouns that start with consonant sounds such as b, c, d, f, and so on, for example, a chair, a book, a knife,

In addition, the following extract will help you strengthen your knowledge on indefinite articles:

Dear learner, the indefinite articles take two forms. It is the article 'a' when it precedes a word that begins with a consonant sound, and the article 'an' when it precedes a word that begins with a vowel sound. The indefinite article indicates that a noun refers to a general idea rather than a particular thing.

For example, you might ask your friend, 'Should I bring a gift to the party?' Your friend will understand that you are not asking about a specific type of gift or item. The indefinite articles only appear with singular nouns. For example, 'Please hand me *a* book' (i.e., any book).

iii) Zero Article

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a 'zero article.' Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

- Let's go out for dinner tonight (not for the dinner).
- Creativity is a valuable quality in children (not a synonym for creativity).
- I studied French in high school for one year (not the French).
- My sister was always good at mathematics (not the mathematics).



2. Verbs

A verb is a word used to express actions or the state of things. Main verbs are divided into two groups: regular and irregular verbs.

- i) **Regular verbs:** Are the ones that end with "ed" in the past tense. For example, they walked, talked, washed, and played.
- ii) **Irregular verbs** are the ones that do not end with "ed" in the past tense. For example, speak-speak, think-think, see-saw, and drive-drive.

3. Adjectives

Adjectives are words used to express the quality of a noun or pronoun. For example, words such as beautiful, good, tall, short and ugly are adjectives. Adjectives can be divided into the following groups:

- i) **Adjective of quality:** It describes the quality of a thing or person. For example:
A **tall** man is coming.
A **wealthy** person is speaking.
A **white** book is on the table.
- ii) **Adjective of quantity:** This adjective describes the quantity of things. For example:
We have **enough** money in our account.
There is a **little** water in a bucket.
Bring me **two** breads tomorrow morning.
- iii) **Demonstrative adjectives:** These adjectives are used to point out a specific person or thing we speak about. For example:
This book is very entertaining.
That baby is sick.
These plants are green.
Those pupils are clever.
- iv) **Interrogative adjectives:** These adjectives are used to ask questions and use words such as which, how, who, whose, where, and when. For example:
Where are fruits found?
Which book are you talking about?



How can tables be arranged?

3. Adverbs

An adverb is a word that describes the meaning of a verb, an adjective, or another adverb. Adverbs can be divided into the following groups:

i) **Adverb of manner:** This adverb tells how an action is done.

For example:

He drives **slowly**.

They eat food **quickly**.

Students walk **fast** when they are going to school.

ii) **Adverb of place:** It tells where an action happened.

For example:

They are studying **outside** the class.

The teacher is **there**.

Come **here**, please.

The book is found **in front** of the door.

iii) **Adverb of time:** It tells when an action happened.

For example:

My brother is not at home **now**.

She will be here **soon**.

The bus left Njombe **yesterday**.

iv) **Adverb of frequency:** It shows how many times an action happens.

For example:

They **always** eat ugali.

She **often** reads a newspaper.

He visits us **twice** per year.

v) **Adverb of certainty:** The adverb of certainty shows the definiteness of the action. It shows that an action is done without any doubt. Adverbs of certainty include words like certainly, surely, definitely, obviously, clearly, effectively," and efficiently. Look at the following sentences below, which show different ways of using adverbs of certainty.



For example:

Surely, she loves me.

I will **certainly** help you.

Obviously, Kenya is a rich country.

Definitely, I am innocent.

Minor Word Classes

This is a group of words that cannot be extended to obtain new words. It is sometimes called a closed class or system because it does not allow the addition of elements. They are commonly used for grammatical functions. The minor word class includes the following:

- i) Auxiliary verbs
- ii) Determiners
- iii) Prepositions
- iv) Conjunctions
- v) Interjections
- vi) Pronouns

i) Auxiliary Verbs: These are helping verbs. Their role is to help a main verb and they are divided into two types:

- (a) Primary auxiliary and
- (b) Modal auxiliary

(a) Primary Auxiliary Verb: This verb functions both as a main verb and a helping verb. Primary auxiliary verbs include do, be, and have.

For example:

I **did** my home work yesterday.

I **am** a teacher.

They **have** books.

He **is** playing football.

They **are** eating food.



(b) Modal Auxiliary Verbs: Modal auxiliary verbs are verbs that are used only as helping verbs. These modal auxiliary verbs are such as can/could, may/might, shall/should, will/would must/ought and used to. The modal auxiliaries also indicate meaning such as possibilities, obligation, and insistence.

ii) Determiners

Determiners are words that determine the degree of definiteness of the noun phrase. Determiners are of many types, including articles (a, an, the), demonstratives (this, these, that, those), and possessives (his, mine, yours, his).

iii) Prepositions

Prepositions are words that describe the relationship of meaning between two parts of a sentence. In most cases, prepositions show how parts of a sentence relate in space and time. Prepositions can be divided into simple prepositions, complex prepositions (multi-word), and complex prepositions (three-words).

- a) **Simple prepositions:** These prepositions consist of one word. Such prepositions include about, across, after, over, round, since, though, under, with, into, of, onto, out, and before.
- b) **Complex prepositions (multi-word):** These prepositions consist of two words. For example, apart from, because of, due to, except for, instead of, or near to
- c) **Complex prepositions (three words):** These prepositions consist of three words. For example, as far as, by means of, in accordance with, in addition to, in front of, in spite of, in terms of, on behalf of, with reference to.

iv) Conjunctions

Conjunctions are words that are used to join other words, phrases, clauses, and sentences. Conjunctions are divided into two groups, namely, coordinators and subordinators.

- a) **Coordinators:** Coordinators are conjunctions that connect individual words or groups of words that perform the same function in a sentence. This means the units that are joined have



the same status in a sentence. Examples of coordinators include and, but, for, nor, or, neither, and either.

b) **Subordinators:** Are conjunctions which introduce a subordinate clause. A subordinate clause is a clause which cannot stand itself as a complete sentence. A subordinating conjunction connects a subordinate clause to an independent clause to form a complex sentence. Subordinators are grouped into three categories namely simple, complex and correlative subordinators.

- **Simple subordinators:** These are the ones that consist of one word. For example, although, since, that, unless, until, while, where, as, thereupon, whilst, and however
- **Complex subordinators:** These subordinators consist of more than one word. Examples of such subordinators include in order that, in that, such that, except that, assuming that, so that, as far as, as long as, as soon as, and as if.
- **Correlative Subordinators:** These are conjunctions that consist of two or more words that function together. They consist of pairs as shown here below.

both and
either or
neither nor
not only but (also)

v) **Interjection**

This group of words expresses the feelings of the speaker. Interjections are sometimes known as exclamations. For example:

What a good dance it was!

How hard he works!

How cold it is!

How beautiful you sing!

What a rude husband!



vi) Pronouns

Pronouns: are words that stand in the position of nouns and function as nouns? A pronoun can replace a noun or noun phrase. Pronouns are divided into the following groups:

- a) **Personal pronouns:** These pronouns are used to identify speakers. The speaker can be 1st person, (I - We), 2nd person (You- You) or 3rd person (He/She/It-They)
- b) **Reflexive Pronouns:** Are pronouns which end in self in (singular) and – selves in (plural). These suffixes are added to possessives my, our, him, or her to form myself, our self, himself, or herself.
- c) **Demonstrative Pronouns:** These pronouns are used to point out the person or thing we are talking about. These pronouns include this, these, that, and those.
- d) **Interrogative Pronouns:** These are pronouns used to make a question. Some examples include the following:

Who was the first prime minister of Tanzania?

To **whom** do you give your money?

Whose handwriting is this?

Which is the longest river in Tanzania?

What can I give you?

- e) **Possessive Pronouns.** These pronouns are used to express possession or ownership.

Some examples include mine, his, hers, theirs, ours, and yours.

E.g., This is **our** school.

His cow was stolen yesterday.

- f) **Relative pronouns** are the ones that connect two sentences, and they normally point back to the subject. Relative pronouns use words such as who, whom, whose, which, what," and that. For example:

This is a woman **who** was pregnant.

To **whom** are you talking?

The cow **that** I showed you has been stolen.

This is the father **whose** wife was admitted to the hospital.



g) **Assertive Pronouns:** These pronouns are used to talk about each and every person separately. Assertive pronouns consist of five groups.

i) *Much*

ii) *little, less, least, few, fewer, fewest*

iii) *Several/enough*

iv) *One*

v) *Some, somebody, something, etc.*

Examples in sentences

Much has been said about you.

Someone can read that verse in the Bible.

Some are still missing.

One can join us.

Tenses in Communication Skills

The meaning of tense

The term 'tense' is traditionally used to explain the way a verb changes its ending to express the meaning. Tense on the other hand is basically a term used in grammar to indicate the time of the action or event, also in order to ensure that sentences are grammatically correct.

Dear learner, can you say how many tenses do we have in English? Do we have two or three types of tenses? What is your opinion? English has only two tenses; the present and the past tense. The argument that English has only two tenses is based on the fact that in the two tenses there are changes which are made in the base form of the verb. For example, in simple present tense the tense uses the base form of the verb which changes only in the third person, i.e. 'I go to school', 'You go to school', 'He goes to school'

In past tense the tense is formed by adding '-ed' to the base form of regular verbs; for example, in the verb 'touch', 'I touched your book'. There are however irregular verbs in English which do not follow this pattern. The two examples show that, tense is determined by changes in the base form of the verb. If there is no change of the base form of the 'verb' then it is not regarded as tense. Therefore, there is no future tense in English because there is no future tense ending in English.



Hence, English expresses future time by a variety of other means like use of ‘will’ or ‘shall’.

(a) Present Tense

Dear learner, the present tense expresses events or actions that are occurring now, relative to the speaker or to actions that are habitually performed and may not necessarily be happening right now. The present tense has four forms which are; the simple present tense, present continuous tense, present perfect tense, and the present perfect continuous tense.

(b) Past Tense

Past tense refers to an action or state which has taken place in the past at a definite time with a gap between its completion and present moment. The past tense also has four forms, namely; the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

(c) Future Time

The future time shows that an event has not yet happened and it is expected to happen in the future, or might never happen. It is expressed by; the simple future, future continuous, future perfect, and the future perfect continuous.

Functions of tenses

Dear learner, by now you should have been able to explain functions of each tense in English basing on meaning and examples already given. Below are some of functions of each tense in communication:

Past	Present	Future
Functions	Functions	Functions
<ul style="list-style-type: none">• Expresses an action that ended in the past. For example;• He painted yesterday.	<ul style="list-style-type: none">• Expresses an action that is habitual or repeated. For example;	<ul style="list-style-type: none">• Expresses a plan for an action in the future. For example;• She will paint tomorrow.



	<ul style="list-style-type: none"> • She paints every weekend. 	
<ul style="list-style-type: none"> • Action that was happening when another action finished. For example; I was painting when I saw the accident. 	<ul style="list-style-type: none"> • Action in the process of happening now. For example; She is painting now. 	<ul style="list-style-type: none"> • Action that will happen in the future for a length of time. For example; They will be painting when you arrive tomorrow.
<ul style="list-style-type: none"> • Action that finished before another action or time in the past. For example; We had painted the house before the rain started. 	<ul style="list-style-type: none"> • Action that happened at an unsaid time in the past. For example; • She has painted many houses. 	<ul style="list-style-type: none"> • Action that will finish before another action or time in the future. For example; He will have painted the classroom before the teacher enters.
<ul style="list-style-type: none"> • Action that happened over time in the past before another action. For example; She had been painting for a while when she started classes. 	<ul style="list-style-type: none"> • Action that happens over time, starting in the past and continuing into the present. For example; I have been painting landscapes since I started school. 	<ul style="list-style-type: none"> • Action that happens over time in the future before another action. For example; We will have been painting for several hours before we can see how it looks.

Unit Reflection



Dear learner, imagine that you have been assigned to facilitate communication skills in adult education classes. What essentials and the basics of language structures do you think they need to know. Demonstrate your understanding of language structures and how you will go about the facilitation of language structures.

Unit Assignment



Do the following questions; remember to put your work in your portfolio:

1. Distinguish a determiner and an article as they are used in word class
2. Analyze the types of prepositions in English language and show their uses
3. What is the difference between the major and minor word class?
4. What are the criteria used in classifying sentences?
5. Show how the auxiliary verbs can be used to express future time in communication
6. Is there any relationship between a noun and pronoun? What are the main functions of those word classes in communication?

Choose the correct article: a, an, the or x (no article)

- a. Are you coming to.....party next Saturday?
- b. I bought..... new TV set yesterday.
- c. I think..... man over there is very ill. He can't stand on his feet.
- d. I watched Video you had sent me.
- e. She was wearing..... Ugly dress when she met him.
- f. She is..... nice girl.
- g. Do you want to go to..... restaurant where we first met?
- h. He is..... engineer.
- i. He thinks that..... love is what will save us all.
- j. Frank found.....umbrella I was looking for.

Unit 2

Sentence Structure, Phrases, Clauses and Analysis of Sentence Patterns in Communication

Introduction

Dear learner, in the previous unit you covered word classes which is the basic of any language. This unit explains more about sentence structures, phrases, clauses and sentence patterns which will help you gain competence in applying communication skills in adult education context. Dear learner, welcome to this unit and enjoy the lesson.

Learning Outcomes



Upon completion of this unit, you should be able to:

- Describing types of sentences;
- Main parts of sentence;
- Describe types of phrases;
- Describing types of clauses;
- Analyze the sentence structure; and
- Analyze sentence patterns.

Types of Sentences

A sentence is a group of words which makes complete sense, and must contain a subject and a predicate. Sentences can be classified on the basis of function and on the basis of structure.

(a) Types of sentences on the basis of function

(i) **Declarative sentences:** They give statements/ explanations/assertions.

Examples

John is eating an apple.

Jane has gone home.



(ii) Interrogative sentences: They ask questions.

Examples

What do you want?

Have you posted the letter?

(iii) Imperative sentences: They are used to give commands/orders or to request for something. Examples

Come here! (Command) – The subject is always “you”. It is understood rather than expressed.

Go out! (Command) – The subject is always “you”. It is understood rather than expressed. Sometime, a request may take the form of an interrogative as in the following examples:

May I go out? (Request)

Can you lend me five thousand shillings? (Request)

(iv) Exclamatory sentences: They show sudden feelings/emotions.

How beautiful she is!

What a shame!

(b) Types of Sentences on the Basis of Structure

Writers are advised to use a variety of sentences to make their writing interesting and lively. Too many simple sentences, for example, will sound choppy and immature while too many long sentences will be difficult to read and hard to understand. Based on structure, sentences can be categorized as simple, compound and complex. These types of sentences are explained using examples. Knowledge on these types of sentences is very useful; in analyzing varieties of sentences.

(i) Simple Sentences

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

In the following simple sentences, subjects are underlined. Verbs are bolded and italicized.



- A. Some students *like* to study in the mornings.
- B. Juan and Arturo *play* football every afternoon.
- C. Alicia *goes* to the library and *studies* every day.

Note:

- 1. Sentences B contains a compound subject,
- 2. Sentence C contains a compound verb.

A simple sentence, therefore contains a subject and verb and it express a complete thought, can also contain a compound subjects or verbs.

(ii) Compound Sentences

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follow: for, an, nor, but, or, yet, so. Except for very short sentences, coordinators are always preceded by a comma.

In the following compound sentences, subjects are underlined, verbs are bolded and italicized and the coordinators and the commas that precede them are capitalized and magnified more.

- A. I tried to speak Spanish, AND John *tried* to speak English.
- B. James *played* football, SO Maria *went* shopping.
- C. James *played* football, FOR Maria *went* shopping.

The three given sentences are compound sentences. Each of the three compound sentences contains two independent clauses, and each is joined by a coordinator with a comma preceding it.

(iii) Complex Sentences

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because, since, after, although, or when* or a relative pronoun such as *that, who, or which*.

In the following complex sentences, subjects are underlined, verbs are underlined, verbs are bolded and italicized, and the subordinators and their comma (when required) are capitalized and magnified more.

- A. When he *handed* in his homework, he *forgot* to give the teacher the last page.



- B. The teacher returned the homework after she noticed the error.
- C. The students *are studying* because they *have* a test tomorrow.
- D. After they *finished* studying, Juan and Maria went to the movies.
- E. Juan and Maria *went* to the movies after they *finished* studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C and E, no comma is required. If a comma is placed before the subordinators in sentences B, C and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced listeners of English will often hear a slight pause there. In sentence E, however, there will be no pause when the independent clause begins the sentence.

Sentences containing adjective clauses (or dependent clause) are also complex because they contain an independent clause and a dependent clause. The subjects have been magnified, verbs are italicized subordinators are capitalized and the independent clauses are underlined.

- A. The woman WHO called my mom *sells cosmetics*.
- B. The book THAT Jonathan THAT Jonathan read *is no the shelf*.
- C. The house WHICH Abraham Lincoln was born in *is still standing*.
- D. The town WHERE I grew up *is the United States*.

Main parts of sentence

Dear learner, every complete basic **sentence** contains two main parts: a **subject** and a **predicate**.



- **Subject:** The subject is the naming part and is what (or whom) the sentence is about the subject. The subject of a sentence can be a noun, a pronoun, or even an entire phrase or a clause.
- **Predicate:** The predicate tells something about the subject.

The subject is the telling part.

The predicate always contains a verb. It explains what the subject does or is.

Dear learner, apart from the main parts of sentences (subject and predicate) sentences are made up of phrases and clauses.

Types of Phrases

(a) The concept of phrase

A phrase is a group of related words (within a sentence) without both subject and main verbs.

Examples

John walked **to the museum.**

I can pay the amount **at this very moment.**

I like girls **with long hair.**

The girl **in white dress is my sister.**

I like **facilitating communication skills.**

Abdallah planned **to study agriculture.**

A phrase can function as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its composition and structure. On the basis of their functions and constructions, phrases are divided into various i.e. ***noun phrases, verb phrases, adverb phrases, adjective phrases, infinitive phrases, participle phrases and gerund phrases.***

A phrase may function differently in sentences depending on its position. Compare the following two sentences for example:

- (i) The dog chased Tom.
- (ii) Tom chased the dog.



The noun phrase “the dog” in the first sentence functions as the subject. The same phrase “the dog” functions as the object in the second sentence though it has the same form in both.

(b) Types of phrases

i. Noun Phrases

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in sentences. A noun phrase consists of a noun as the head word and other words (usually modifiers and determiners) which come after or before the noun. The whole phrase works as a noun in a sentence.

Noun Phrase = noun + modifiers (the modifiers can be after or before noun)

Examples

He is wearing **a nice red shirt**. (Functions as an object).

She brought a **glass full of water**. (Functions as an object).

The boy with brown hair is laughing. (Functions as a subject).

A man on the roof was shouting. (Functions as a subject)

A sentence can also contain more noun phrases.

Examples

The girl with blue eye bought **a beautiful chair**.

ii. Prepositional Phrase

A prepositional phrase consists of a preposition, object of preposition (noun or pronoun) and may also consist of other modifiers.

Examples:

On a table, near a wall, in the room, at the room, at the door, under a tree.

A prepositional phrase starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with is called object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence.

Examples

A boy **on the roof** is singing a song. (Functions as an adjective)



- The man **in the room** is our teacher. (Functions as an adjective)
She is shouting **in a loud voice**. (Functions as an adverb)
He always behaves **in a good manner**. (Functions as an adverb)

iii. Adjective Phrase

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun.

An adjective phrase functions like an adjective to modify (or tell about) a noun or a pronoun in a sentence.

Examples

- He is wearing **a nice red** shirt. (Modifies shirt)
The girl **with brown hair** is singing a song. (Modifies girl)
He gave me a glass **full of water**. (Modifies glass)
A boy **from America** won the race. (Modifies boy)

iv. Preposition Phrase

Prepositional phrases and participle phrases also function as adjectives so we can also call them adjective phrases when they function as adjective. In the above sentence “The girl with brown hair is singing a song”, the phrase “with brown hair” is a prepositional phrase but it functions as an adjective.

A prepositional phrase can also act as an adverb phrase. For, example in above sentence “He always behaves in a good manner”, the phrase “in a good manner” is a prepositional phrase but it acts as adverb phrase here.

v. Verb Phrase

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence.

Example

- He **is eating** an apple.
She **has finished** her work.
You **should study** for the exam.



She **has been sleeping** for two hours.

According to generative grammar, a verb phrase can consist of main verb, its auxiliaries, its complements and other modifiers. Hence it can refer to the whole predicate of a sentence.

Example

You **should study for the exam.**

vi. Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverb or other words (prepositions, noun, verb, modifiers) that make a group with like an adverb in a sentence.

An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb.

Examples

He always behaves **in a good manner.** (Modifies verb behave)

They were shouting **in a loud voice.** (Modifies verb shout)

She always drives **with care.** (Modifies verb drive)

He sat in a corner of the room. (Modifies verb sit)

He returned in a short while (Modifies verb return)

vii. Infinitive Phrase

An infinitive phrase consists of an infinitive (to + simple of verb) and modifiers or other words associated to the infinitive. An infinitive phrase always functions as an adjective, adverb or a noun in a sentence.

Examples

He likes **to read books.** (Functions as an object)

To earn money is a desire of everyone. (Functions as a subject)

He shouted **to inform people about fire.** (Functions as an adverb, modifies verb shout)

He made a plan **to buy a car.** (Functions as an adjective, modifies noun plan)



viii. Participle Phrase

A participle phrase consists of a present participle (verb) + ing, a past participle (verb ending in –ed or other form in case of irregular verbs) and modifiers or other associate words. A participle phrase is separated by commas. It always acts as an adjective in a sentence.

Examples

The kids, **making a noise**, need food. (Modifies kids)

I received a letter, **mentioning about my exam**. (Modifies letter)

The table, **made of steel**, is too expensive (modifies table)

We saw a car, **damaged in an accident**. (Modifies car)

ix. Gerund Phrase

A gerund phrase consists of a gerund (verb + ing) and modifiers or other words associated with gerund. A gerund phrase acts as a noun in a sentence.

Example

I like **writing good essays**. (Functions as an object)

She started **thinking about the problem**. (Functions as an object)

Sleeping late in night is not a good habit. (Functions as a subject)

Weeping of a baby woke him up. (Functions as a subject)

Types of Clauses

A clause is a group of words which forms a part of a sentence and contains a subject and a predicate. A clause (subordinate clause) does not make complete sense without the principal part of the sentence, called principal clause. A clause (principal clause) can be turned into a sentence.

Examples

I saw John when I was walking in the street.

or

When I was walking in the street, I saw John.

I when there after she had left home.

or

After she had left home, I went there.



I like people who speak the truth.

When I saw her, she was kissing her child?

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or

You are eligible for this post, if you are a diploma holder.

Types of Clauses

There are two main types of clauses, principal clauses and subordinate clauses.

A clause that makes complete sense independently and stands by itself is called a principal or main or an independent clause.

A clause which depends on another clause for its meaning is called a dependent or subordinate clause. A subordinate clause can be turned into a meaningful sentence.

Types of Subordinate or Dependent Clauses

Therefore, the above functions of dependent clause can give us the following types of clauses:

(a) Noun Clauses

- What I like in him is honesty.
- That she left her husband is known to all.
- I know that-she is a teacher.
- I know when to apply for a bank loan.
- We believe that love is blind.
- I am not satisfied with what I achieved in life.
- I have confidence in what I do.

(b) Adjective Clauses

- The man who invited you to the dinner is my uncle.
- The story which you wrote a year ago is a nice one.
- This is the place where I met Kabula.
- I do not know why Juma hates me.



(c) Adverb Clauses

- Do not talk while I am teaching.
- I felt very happy when I saw my uncle.
- We visited the place where she built a school.
- If you help me, I will be happy.
- Unless you work hard, you will not pass the examination.
- Though she is clever, she is not proud.
- Even if you are beautiful, I cannot to marry you.
- She sang so beautifully that we were all impressed.

Consider the following for more practice of clauses:

I saw John when I was walking in the street.

When I saw walking in the street, I saw John.

I went there after she had left home.

After she had left home, I went there.

I like people who speak the truth.

When I saw her, she was kissing her child.

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In each sentence, the underlined part is a subordinate clause. The part which is not underlined is a principal clause.

Functions of clauses

A dependent clause can function as a subject, object, subject complement, an object complements and an adverbial.

The subject is an important grammatical function within the clause and is frequently an obligatory element. It often identifies an agent who carries out an action.

The Direct Object is needed to complete the meaning of some verbs, and often expresses who or that has an action done to them.

The Indirect Object is found in more complex clause patterns with two objects, and typically identifies a recipient.



The Subject Complement comes after **linking verbs** like be to complete the meaning. It usually describes the person or thing picked out by the subject.

Object Complements are found in more complex clause patterns. They usually come after the Direct Object and describe the person or thing it picks out.

Dependent clause can function as Adverbials

Examples

Dependent Clauses functioning as sentences subjects (They are bolded and underlined)

Everyone in my house votes.

Whatever that woman told you about this case is probably wrong.

That Charlie has paid all his bills remains a surprise to all of us.

Dependent Clauses functioning as sentence adverbials (They are bolded and underlined)

Juma kicked **three of the ball**. (Direct object)

He said **whatever was on his mind**. (Direct object)

Tell your classmates **what you plan to do next**. (Direct object)

John gave **Ali three of his balls**. (Direct object + indirect object)

We sent **Lisa a birthday card**. (Direct object + indirect object)

Dependent Clauses functioning as sentence adverbials (They are bolded and underlined)

The guest speaker rose **from her chair**.

John will come **after two days**.

She had a nap **in the afternoon**.

Dependent Clauses functioning as sentence direct objects (They are bolded and underlined)

Juma kicked **three of the ball**. (Direct object)

He said **whatever was on his mind**. (Direct object)

Tell your classmates **what you plan to do next**. (Direct object)

John gave **Ali three of his balls**. (Direct object + indirect object)

We sent **Lisa a birthday card**. (Direct object + indirect object)



Dependent Clauses functioning as sentence adverbials (They are bolded and underlined)

The guest speaker rose **from her chair**.

John will come **after two weeks**.

She had a nap **in the afternoon**.

Dependent Clauses functioning as subject complements (They are bolded and underlined)

Jane is **a very beautiful girl**.

Esther has been **a terrific friend**.

Clauses functioning as object complements (They are bolded and underlined)

The promotion made my sister **a vice president**.

The customers considered the display **extremely odd**.

Sentence Patterns

There are six patterns of the Basic English sentence. The eight elements in these patterns are as follows:

Subject – **S**, Verb – **V**, Object – **O** (Indirect Object – **O_i**, Direct Object – **O_d**), Adverbial – **A**, Subject Complement – **C_s** and Object complement – **C_o**,

(i) S + V (*Intransitive verb*)

Air conditioners {**help**}

S V

Actors {**will perform**}

S V

Everyone in my house {**votes**}

S V

(ii) S + V + O (*Transitive verb*)

The object completes the meaning of the verb.

Juma {**kicked** **the ball**}.

S V O

John {has a ball}

S V O



(iii) S + V + Oi + Od (Transitive verb)

To determine if a verb has a **direct object**, identify the verb and make it into a question by placing “whom?” or “what?” after it. The answer, if there is one, is the direct object:

To determine if a verb has an indirect object, isolate the verb and ask to *whom?* to *what?* for *whom?* or of *what?* After it. The answer is the indirect object.

John {gave me a book}
S V Oi Od

(Transformed into John gave a book to me)

He {wrote us a letter}
S V Oi Od

(Transformed into He wrote a letter to us)

(iv) S V A (Subject + Verb + Adverbial), For example;

a. The students study at home.
S V A

b. They will go to the market.
S V A

(v) SVC (Subject + Verb + Complement), For example;

a. He felt tired.
S V C

b. Joyce was elected a chairperson
S V C

(vi) SVOC

a. I found him sleeping.
S V O C

b. They consider her intelligent.
S V O C

Unit 3

Components of Communication Circle, Models, Types and Communication Process

Introduction

Dear learner, there is no mutual understanding amongst human beings without communication. Mutual understanding is the core aspects in human relation interaction. Communication skills enable us to grow, to learn, be aware of ourselves and adjust our interactions to the environment. In life, we rely on communication in every aspect of our lives. People communicate to share and exchange information, thoughts and their feelings.

Learning Outcomes



Upon completion of this unit you should be able to: -

- Define the concept of communication;
- Describing the characteristics and importance of communication;
- Describe the communication Models and their applicability;
- Describing elements or components of communication;
- Describe the cycle and stages of communication process; and
- Describe types of communication.

The Meaning of Communication

Dear learner, the concept of communication has defined differently by various scholars. In the first place, communication is a process of passing information and understanding from one person to another. It involves organizing, selecting and transmitting symbols in a suitable way to ensure receiver perceives and recreates the intended meaning of the communicators.

Dear learner, communication can also be defined as a process of providing required information to the concerned people. This

information should be provided in time to the people. In addition, human communication can be defined as the process by which information and feelings are shared by people through an exchange of verbal and non-verbal messages. Simply, we can say that communication is a process of transferring information from one place to another. See this simple illustration which shows communication process:

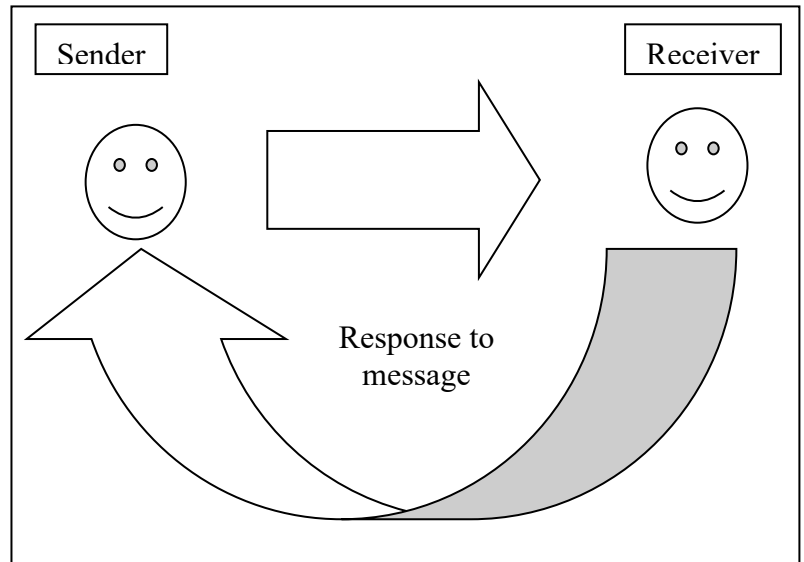


Figure 1.1: Two- way Communication

Dear learner, having defined the concept of communication, there is a need of understanding the characteristics of human communication as follows:

Characteristics of Human Communication

- Any communication has purpose/ objectives. The main objective of communication is the transmission of meaning where the intended message is successful received by the recipient.
- Communication is an exchange of messages that is to say communication always takes place between two people or more parties. With exception to intra-personal communication which involves communication with one self.



- Communication occurs in system of interdependent or interrelated elements such as context, sender, message, channel, receiver and feedback.
- Communication uses symbolic language, the words we speak are accompanied by non-verbal cues such as gestures, facial expression, postural expression, tone of the voice among others. All these are used symbolically to communicate meaning or message.
- In order for communication to take place, the communicators have to elicit common meaning for words, phrases and non-verbal cues, for example signs or body language/gestures.
- Feedback is an essential aspect of communication. The process of communication is said to be complete when the receiver of the message is able to decode, understand and provide the required feedback to the sender.
- It is a two-way process, which involves sending and receiving messages as well as feedback. For that case it is interactive (exchange of message between the sender and receiver). With exception to one-way communication.
- It needs a subject matter (content) or topic to communicate
- It is a continuous process depending on type of communication
- Communication can be verbal or non-verbal that is to say using spoken words or using symbols and signs.

Importance of Communication

Dear learner, communication is vital to different groups of people including society, people as well as in an organization because it enables people to interact and perform social and economic activities. The following are the importance:

- Communication enables one to obtain the required information
- Communication enables people to acquire knowledge in different areas
- Communication serves to influence other people.
- It helps in establishing, developing and maintaining social relationship.



- Communication helps people to meet human needs such as food, clothing, and shelter, to release stress, to kill boredom.
- Communication serves to fulfill social obligations such as greetings, chatting with them wherever they meet.
- Communication helps in solving social problems.

Components of Communication Process

Dear learners, having seen the concept of communication, there are important aspects to be considered in understanding clearly the concept of communication.

i. Components of Communication

Dear learner, in the previous subsection we learned about the concept of communication, models and importance of communication we can define communication process as a means used to convey information from a sender to a receiver. In communication, there are five stages that the message goes through, namely, sender, message, channel, receiver and feedback.

ii. Sender

Also, known as the encoder is a person who sends the message. For example, a person or organization. The word encoder means a person who translates thought into meaningful words and encoding is the process of putting one's thoughts into words.

iii. Message

A key idea that the sender wants to communicate. In other words, the term message refers to the subject matter of any communication. It can be verbal or non-verbal form of an idea, thought, feelings that the sender intends to communicate to the receiver (s).

iv. Channel

Sometimes known as medium is a means used for exchanging or transmitting the message. This can include radio, television, internet, books, letters and magazines. The correct choice of a channel is essential for making the message effective and properly understood by the receiver.

v. Receiver /Decoder



Is a person for whom the message is targeted. The decoder is the translator of a message and decoding is the process of giving meaning to the encoded message.

vi. Feedback

It is the reaction or response to the sender's message. Feedback allows a sender to analyse the effectiveness of the message and helps a sender in confirming whether the message was correctly understood.

vii. Context –

Is the environment in which communication occurs. This environment could be physical, social or cultural. The sender chooses the message to communicate within a context. For example, conversations in the office are quite different from conversations in the bus.

Dear learner, we have seen the components of communication. For the communication process to take place, there should be some aspects to consider including; the source of communication (sender/ encoder), the contents of communication (message) as follows:

- i) The process by which communication is produced (dictation or typing)
- ii) The method by which communication is transmitted also known as communication channels (letter, telephone)
- iii) Procedures involved in receiving a communication (mail handling, distribution)
- iv) The destination of the communication (Receiver/ Decoder/ Recipient)
- v) The understanding of the communication by the recipient and interpreting it (encoding)

Dear learners, from the above fact we come up to the conclusion that communication situation exists when there is the following:

- i) There is a person (sender or transmitter) desirous of passing on some information
- ii) There is another person (receiver) to whom the information is to be passed on
- iii) The receiver, partly or wholly understands the message passed on to him/her

- iv) The receiver responds to the message that is there is some kind of feedback.

Models of Communication

Dear learner, in the previous sub-section we discussed about the process of communication indicating the six stages involved in the communication process. In this sub-section, we are going to learn about the models of communication which explain the human communication process. The major models of communication are the linear model, the interactive model, and the transactional model as described below:

a) Linear model

Dear learner, the linear model of communication established by Shannon and Weaver supports and advocates the notion of one-way communication. The model depicts a source at one end of the spectrum that encodes and sends information. The encoded message then travels through a medium until it arrives at the mind of the other participant, who then receives the message. The following simple illustration depicts the linear model on how a message from the sender goes towards the receiver without any feedback.

Sender \longrightarrow **Message** \longrightarrow **Channel** \longrightarrow **Receiver**

Figure 1.2: The Linear Model

Dear learner, the model suggests that, at any given time during a conversation or communication between people, only one party is expressing the information because the other party is exclusively absorbing the information. The model is challenged in that, it does not account for simultaneous interaction and transactional feedback. The model suggests that at any given time, one person exclusively sends information while the other party exclusively receives information. The transactional and interactive communication models point out that communication and conversations entail both parties sending and receiving information simultaneously. For example, when one person is telling a story to a friend, the friend is not just a passive listener but

instead, she/he is constantly contributing to the conversation by interpreting the meaning of the story and sending information back to the speaker.

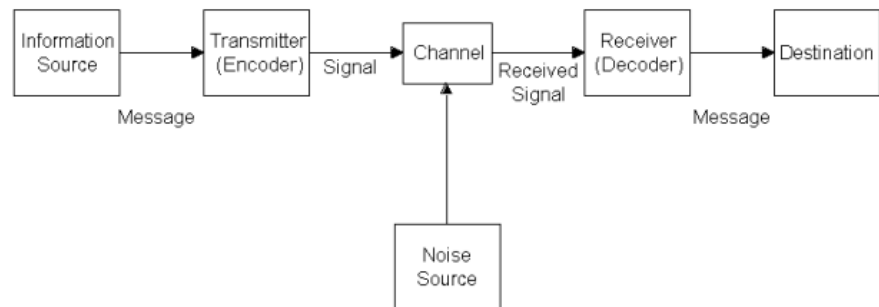


Figure 1.3: Shannon and Weaver model

b) Lasswell's Model

This model consists merely of a series of questions. They are: Who? Says what? In what channel? To whom? With what effect? Lasswell's model ignores the essential elements of the communication process and instead he posed the above questions.

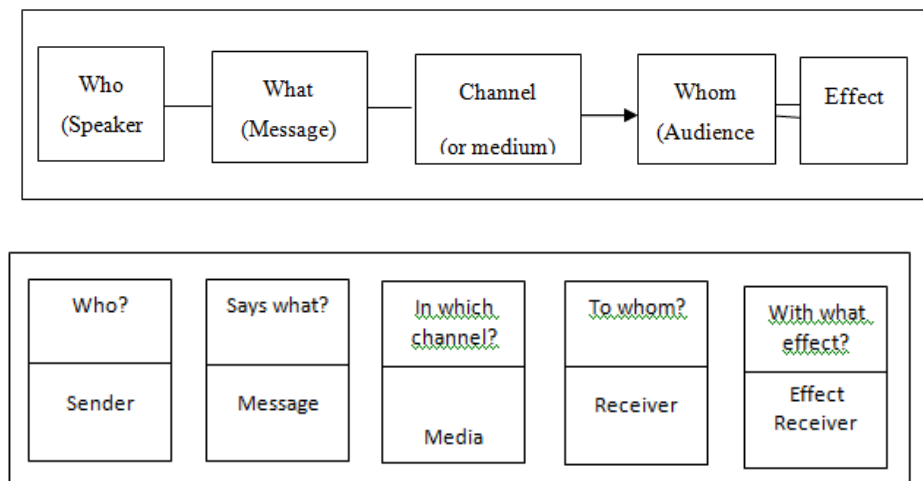


Fig. 1.4: Lass well's model

Lasswell's model covers the five elements in the process by putting forth the following questions and he emphasizes on the effects of communication and the response of the receivers. According to him,

the behavior aspects of the sender are the important elements in the process as explained below:

Why? Why do we want to communicate? What is the purpose of the communication? Is it to persuade or to inform? Is any particular action required?

What? What do we want to communicate? It may be an order, an attitude, an idea or a feeling. What form of words or possible actions suits the situation?

How? How are we going to communicate? In what form will the communication get home the message fastest? What impact will a particular form have on the recipient?

Who? Is there a key to the communication situation? How does he/she feel about me, about this situation?

When? Finally, when is the right time to get across this message? When is the receiver likely to give it the most attention? Is timing critical to the success of the communication?

Dear learner, having seen the linear model and the founders of this model, let us have a look of another model which is interactive model.

c) Interactive Model

In 1955, Schramm came up with the interactive model. This model notes that both the speaker and listener take turns to speak and listen to each other where the feedback is generated. Interactive model explains that the speaker and listener communicate better if they have common fields of experience. However, the main drawback in the interactive model is that it does not show that communicators can both send and receive messages simultaneously. Also, it fails to show that communication is a dynamic process which changes over time.

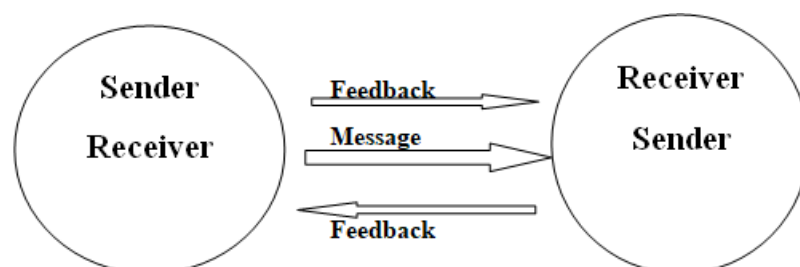


Figure 1.5: The Interactive model

Unlike the linear models, the interactive/interactional model include the recipient as getting and exchanging information. One person sends a message and the recipient responds to the message. Furthermore, interactive model suggests that each person in the communication process reacts depending on factors such as their background, prior experiences, attitudes, cultural beliefs and self-esteem. Yet, the models have their limitations. These models do not take into effect the relationship between the sender and the recipient nor does it take into account multiple messages operating simultaneously.

(d) Transactional Model

Dear learner, the transactional model points out that communication is an ongoing and continuously changing process. This means that the people with whom you are communicating are changing and your environment is also continually changing as well. Also, it explains that each element exists in relation to all other elements. For example, there can be no sender without a receiver and no message without a sender.

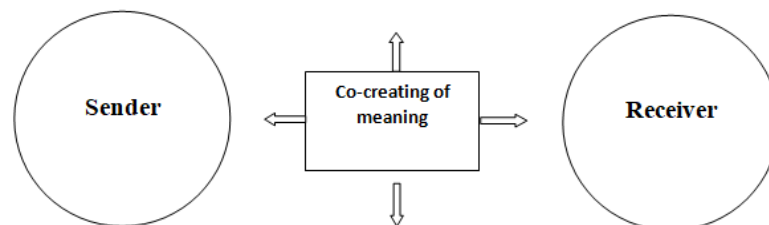


Figure 1.6: The Communication process and Components

While the sender is continually generating messages and the recipient is continuously providing feedback through verbal and non-verbal cues, messages do not occur ones at a time but simultaneously. Yet, with this model, recipients focus more on behavioural pattern instead of the message.

Types of Communication

Dear learner, the types of communication are categorized depending on different criteria. Basing on the number of communicators (people) involved in the communication process and the code of

communication used, the following are the types of communication applied in different contexts.

a) Intrapersonal Communication

Intrapersonal communication is communicating with oneself. We all do it. Think of a situation when you spoke to yourself “I should not have said that...” or I shouldn’t have behaved that way...” Or “I made such a fool of myself ...” All these are very common. We all do it as long as we live. In fact, this is looking inward or looking at ourselves. This can also be accepting our faults and mistakes and correcting them. Intrapersonal communication or communicating with oneself is essential for our growth as responsible members of the society.

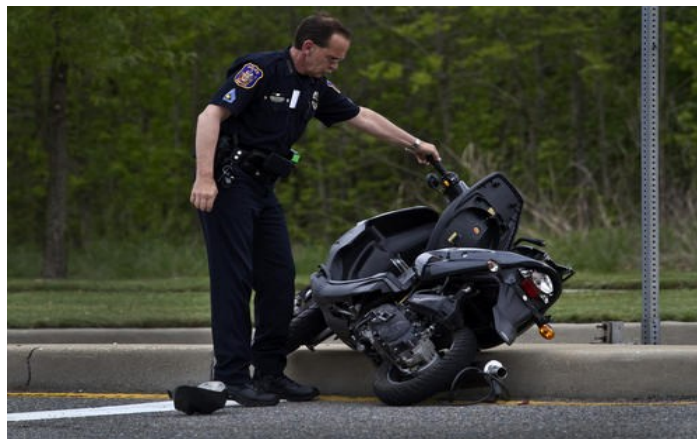


Fig. 1.7: Intrapersonal communication

b) Interpersonal Communication

This is the kind of communication which takes place between two people. Interpersonal communication. This type of communication is a two-way traffic since it involves two or more people or sides. For example, when you go to a doctor and discuss your problems.



Fig.1.8: Interpersonal Communication

c) Group Communication

Dear learner, group communication involves more than two people. There are two types of group, namely; small and large groups. Your study group is an example of a small group while a class meeting would be considered as a large group. **In understanding group communication**, let us think of a group of people meeting for a particular meeting for a particular reason. It may be for example, a group of villagers or students meeting their facilitator or a student leader. In the first case, the group will be addressed by a leader or a chairperson and then others, who are known to each other, may also participant in a discussion. Such situations in which a group of people, generally known to each other meet and talk to each other are common. This may be called group communication.



Fig. 1.9: Group Communication

Public Communication

This kind of communication involves many people; they may be hundreds or thousands. The speaker speaks and a large number of people will be listening. For example, religious or political party meetings.

Dear learner, have you ever attended an election meeting of a political party? Or head religious or spiritual leader giving a discourse? Such meetings and discourses are part of our public life today. Generally, there is a stage or platform or the roof of a vehicle for such a speaker to stand and speak. Many people may be hundreds or even thousands can be seen waiting for the speaker to begin. When the speaker speaks, a large number of people will be listening.

In the following picture, one person here is speaking to a large number of people. Such communication is called public communication. The speaker can identify only those who sit in the front rows. Therefore, messages are given not just to one or two persons but many. Unlike interpersonal communication, here, the speaker cannot see all the audience and people may not know each other.



Fig. 1.10: Public communication

Mass Communication

Dear learner, let us consider an example of a news bulletin on radio or television or news item in a newspaper. In other words, mass communication is public communication that is transmitted electronically or mechanically. Therefore, a message is sent to a wide range of listeners, viewers or readers. For example, through radio, television, newspaper and internet. Mass communication inform us of some events or happenings.

Dear learner, to understand more about mass communication, let us consider the example of a news bulletin on radio or television or news item in a newspaper. They inform us of some events or happenings...” A new President is elected”, “30 killed in a bomb blast”, Tanzania has beaten Uganda in cricket”. All these inform us. These are properly designed or written messages given by people who are communicators. A doctor speaks on radio or television or writes in a newspaper about how to prevent a disease. Experts tell farmers on radio or television about a new crop, seed or agricultural practice. Thereby the farmers are educated. People watch an advertisement on television and buy the product. It is therefore true that mass media have tremendous impact on their readers, listeners and viewers.

Mass Communication, therefore, may be defined as “public communication that is transmitted electronically or mechanically”. In

this way messages are transmitted or sent to large, perhaps millions or billions of people spread across the world. The messages are sent through different forms of mass media such as newspapers, magazines, films, radios, televisions and internet.



Fig. 1.11: Mass Communication

Dear learner, we have reached the end of unit one. I am sure you have enjoyed a lot and understood well the content of this unit. Now it is time to check our understanding by doing this simple exercise. You are welcome.

Communication Process for Effective Conveyance of Messages

Dear learner, having seen the general characteristics of human communication, let us describe the stages of the communication process for conveyance of message. The first step in unravelling the nature of human communication is to understand the basic process by which human communication occurs. A process is a series of stages that are presented in a chronological order that lead to particular results. The process of communication is illustrated in the diagram below. The sender's message and the receiver's feedback or reaction to the sender's message constitutes the communication process.

Dear learner, during the communication the sender's thoughts, feelings and ideas are transformed into messages by selecting appropriate symbols and signs. These messages must be conveyed through some medium to the recipient in such a way that it is understood by the

recipient in the same manner as intended by the sender. In understanding the entire process of human communication, it is important to explore the key components or elements of human communication as follows:

Therefore, the communication process involves all the element or components of the communication process as explained in the previous subsections. In order for effective communication to take place, all stages and components of communication should be involved in the process. The illustration below indicates the stages and components in the communication process. The following is an illustration showing the communication process:

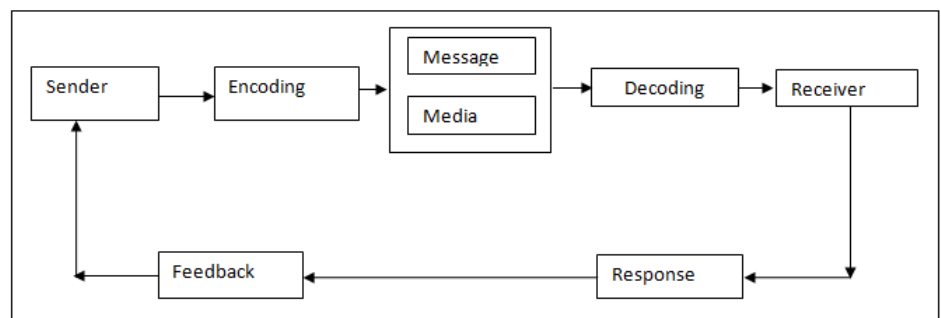


Figure 1.12: The Communication Process and Components

The stages for communication process as illustrated in the above model can be summarized as follows:

Stages of Communication Process

Conception of the message

At this stage, the sender initiates the process of communication by first conceiving the idea or thought which she/he intends to communicate. The person should be clear about the purpose of communication and the target of the audience or receiver of whom to send a message. The source had to decide what information to convey and create the message or content to be conveyed using words or other symbols which can be understood by intended receiver. This conception is triggered by certain stimuli either internal or external.



Encoding of the message

This is the second stage of communication process. At this stage, the idea, information or thoughts are formulated into messages. The process of putting the idea into symbols is called encoding. In order to encode, the sender has to select suitable symbols which can represent the idea so as to be understood by the receiver.

Selecting the Appropriate Channel

This is the third stage of communication process. At this stage the sender selects a suitable channel or medium like mails, telephone, face to face) by which the message can be send. The choice of the channel depends on several factors like urgency of the message, availability and effectiveness of the medium as well as the relationship between the two communicators.

Reception

This involves the physical act of receiving the message through any of the five serving senses. The receiver becomes aware that the message has arrived to the audience/ recipient perceives it with his/her senses (he may see, hear, feel etc.) and also attend the message involved.

Decoding the Message

The process of translating the symbols into ideas and interpreting the message is called decoding. Interpreting is a complex activity which involves, suing knowledge of the symbols, drawing upon previous knowledge of the subject matter, ability to understand attitudes, and values so to create meaning. The receiver understands and interprets the message on the basis of previous knowledge. The meaning that the receiver gives to the words and other symbols is influenced by his/her knowledge, intelligence, past experience and relation with the sender. If the two have a common field of experience and background, the receiver understanding of the message.

Supply of Feedback

This is the last stage of the communication process. In this stage, the receiver responds to the message using symbols and signs that the sender can understand and sends it back to the originator of the message. The sender will then go through the same process of decoding the response given by the receiver of the message. It is only then that we say communication has taken place.

Dear learner from what you have observed on how people start a conversation; you might have noted that communication is a process. It is a process in that it takes place when someone sends a message that is received by another who will then respond to the sender (feedback). The way a message is sent affects how it is received and how it is responded too. However, there is what we call “intrapersonal communication” which is the communication centred in the self, therefore, you are the only sender – receiver. We shall see this in detail when looking at the types of communication.

Unit Reflection



Imagine that have been given an opportunity to address the opportunity to address the public. Show what type of communication you are going to employ in addressing the public and give the reasons for your choice. Finally show in which models does the selected type of communication is falling.

Unit Assignment



Attempt the following questions and put your work in your portfolio:

1. Define the concept of communication and show its features.
2. Describing the characteristics and importance of communication
3. Describe the types of communication and show the appropriate model in the classroom situation.
4. Describing the communication circle and process, showing its elements by the aid of diagram.



5. Using a diagram, describe the stages in communication process.
6. With examples, describe different types of communication.
7. Differentiate these two terms: (i) interpersonal and intrapersonal communication. (ii) Public and Mass communication
8. What do you understand by a term communication channel? Classify channels of communication into different groups
9. Define feedback. What are the roles of feedback in communication?
10. What are the main weaknesses of the linear model of communication?
11. How those weaknesses affect communication process?
12. What are the basic requirements of effective communication?
13. Use a diagram to support your arguments
14. Compare and contrast linear and interactional models of communication.

Unit 4

Forms and Different Types of Communication Media

Introduction

Dear learner, this unit is the continuation of unit three which explained about the communication theory and process. In explaining the theory of communication, we conceptualize communication and its characteristics, elements or components of communication, communication cycle and process for effective communication, models of communication and lastly, the types of communication.

Learning Outcomes



Upon completion of this unit you should be able to: -

- Define the concept of communication media;
- Describe the forms of communication;
- Describe the types of communication media;
- Explain merits and limitation of each medium; and
- Outline the examples of forms of communication.

Forms of Communication

Dear learner, regarding forms and media of communication, we usually use them in our daily life where we always communicate and interact to a friend, watch TV show or listen to radio. All these kinds of communication we use belong to a respective form of communication. The forms of communication can either be verbal or non-verbal or written depending on the choice and purpose of communication. Dear learner, you are welcome to start our lesson.



Verbal or Oral Communication

Dear learner, in verbal communication, the information can be through a word of mouth (orally). For example, phone calls, interviews, meetings, conferences, and speeches. In verbal communication, one gets immediate feedback, an opportunity to ask questions if the meaning is not clear, its time saving, flexible and can be used in different situations. However, if the presentation poor there can be a misunderstanding or wrong feedback, if the meeting or speech is long, it consumes a lot of time. Therefore, needs concentration and attention on the part of the receiver. On the other hand, dear learner, hand written communication can be used to give complicated instructions, as future references and they are clear and precise. However, some of its shortfalls are the receiver may not read them, they are expensive, time consuming and feedback is not prompt.

Non-Verbal Communication

Dear learner, non-verbal communication is communicating without using spoken words. It involves the use of gestures and body language to communicate as well as written communication. For example, facial expressions, feelings, attitude, touch and smell. Dear learner, we use non-verbal communication to show emotion, perform ritual such as shaking hands (greetings) and to interact between a sender and a receiver. Non-verbal helps to communicate with someone who cannot hear you and makes the conversations short. However, the use of non-verbal communication varies from one culture to another and it cannot be used everywhere.

Types of Communication Media

Dear learner, having seen the main forms of communication, there is also a need of understanding the communication media as well. This sub-section starts by defining the concept of media and the factors for appropriate selection / choice of media. The term media of communication refers to the ways or means or medium of transmitting information from the sender to the receiver. A medium of communication is the vehicle that carries the message from the sender to the receiver. Just like vehicle, different media of communication are suitable for different purposes. This therefore, means that before



choosing a media of communication for your message, there are various factors you need to consider in order to have effective communication. These factors include the following:

- The urgency of the message: Some media transmit messages faster than others
- The need for confidentiality of the message: Whether the message is sensitive or confidential is a matter of concern since all media do not have the same level of privacy.
- The feedback capacity of the medium: Does your message need immediate feedback. If so you have to use media which will enable you to get it at once.
- The need for permanent records of the message/correspondence for future reference or to save as evidence.
- The cost of communication: Before choosing a media of communication you have to ask yourself; Is the cost of sending the message affordable to the sender?
- The physical distance between the sender and the receiver.
- The complexity of the message.
- Need for precision and accuracy in transmission of the message.
- Availability of the particular medium must be suitable to the content to the content.

Dear learner, having seen the factors to consider when selecting the most suitable medium for sending your message, let us now look at the types of media of communication that we have and then discuss each of them at length including their advantages and weaknesses. These include Oral medium, written medium, visual medium and audio visual are as explained below:

Oral Communication

Oral communication takes place when the sender conveys a message with the help of spoken words. Here, the speaker encodes his/her message using words and then utters them in order to communicate. On the other hand, the receiver perceives the message through ears, pays attention to it in order to understand it. Therefore, oral communication uses both speaking and listening skills to communicate. Just like we can't have effective written communication without proper writing and reading. No oral



communication can be effective without proper listening and speaking. Oral communication takes various forms such as face to face conversation, telephone conversation, radio, broadcast, interviews, group discussions, speeches, meetings, conferences and seminars, announcements over the public address system and the speeches.

Merits of Oral Communication

- i) Oral communication saves time
- ii) Oral communication is economical, in the sense that it saves money spent on stationary in organization.
- iii) The speaker can immediately find out how the message has been received
- iv) Oral communication is reinforced by non-verbal communication hence it is more reliable than written medium
- v) It is the best way of problem resolution as the conflict, disputes and many issues can be put into an end by talking through oral communication
- vi) Oral communication helps to promote friendly relations between the parties communicating with each other
- vii) Oral communication is extremely useful while communicating with groups at assemblies, meetings.
- viii) With the help of variation in the tone, pitch and intensity of voice, the speaker can convey shades of meaning
- ix) It provides an opportunity for immediate feedback to the participants in the communication event.
- x) It provides an opportunity for the speaker to adjust his messages accordingly. It provides an opportunity for speaker to correct himself on the spot and clear any uncertainties.
- xi) There is flexibility in allowing changes in the transmission of the message in case errors and mistakes.
- xii) In oral communication the decision can be made quickly without any delay.
- xiii) Immediate clarification of the message is possible in the sense that people listening to the speaker can ask questions, make



comments, and add to the information provided by the speaker on the spot.

- xiv) It is the most appropriate medium to use when the receivers of the message need to be convinced to accept the message or to do something because speech is a more powerful means of persuasion and control.
- xv) It is appropriate when immediate action is required to be taken immediately or when urgent news need to be conveyed since it is very fast.

Limitations of Oral Communication

- i) Oral communication is not possible if the communicator and the receiver who are far removed from each other and no mechanical devices
- ii) Long and complex messages are not suitable for oral transmission
- iii) Oral messages cannot be retained for a long time.
- iv) Oral messages do not have any legal validity unless they are taped and made a part of permanent records.
- v) Although oral messages offer a great opportunity for clarifications, there are also inherent in their greater chances of understanding.
- vi) In oral communication, responsibilities for mistakes, if any, cannot be specifically assigned.
- vii) If we consider legal point of view, oral communication has no legal validity as there is no permanent records unless what has been said is recorded.
- viii) Oral messages are not convenient to the receiver in the sense that they cannot be listened to when the schedule of the receiver permits unless tape recorded which may not always be possible.
- ix) It is difficult to assign responsibility for anything going amiss or any mistake by omission in oral communication.



Unit Reflection



Dear learner, write a reflective essay on what you have covered in this unit.

Unit Assignment



Attempt the following questions and put your work in your portfolio:

1. Define the concept of media of communication.
2. With examples, describe different medium of communication
3. Briefly, explain the merits and limitation of oral communication.
4. Mention the merits and limitations of written communication.
5. Explain the main forms of communication.
6. How can the process of giving oral instructions to learners or workers can be made more effective?
7. Write brief notes on the following:
 - i) Visual communication ii) Verbal communication.
 - iii) Non-verbal communication iv) Audio-visual communication.

Unit 5

Effective Communication and Managing Communication Barriers

Introduction

Dear learner, in the last unit we learned about the forms of communication and types of communication media. In this unit, we are going to learn about effective communication and ways of managing communication barriers. The unit will equip us with valuable skills pertaining to effective communication, characteristics, barriers as well as ways of managing these barriers. It is my hope that you will enjoy learning this unit.

Learning Outcomes



Upon completion of this unit you should be able to:-

- Describe characteristics of effective communication;
- Identify communication channels;
- Define communication barrier;
- Identify types and sources of communication barriers; and
- Explain ways of overcoming communication barriers.

Meaning of Effective Communication

Effective communication can be defined as a type of communication which the intended message is delivered clearly, easily understood and desired feedback is attained. Effective communication takes place if the message has reached the target audience (the persons to whom it is sent) and has been understood in exactly the same way as was intended by the sender. The response of the receiver to the sender is the indicator that the message was successfully delivered and interpreted. However, if there are discrepancies between the intent of



the message sent and the way it has been perceived, the communication has not been effective.

An effective communication process possesses the following:

- Use standard terminology when communicating information.
- Request and provide clarification when needed. Ensure statements are direct and unambiguous.
- Inform the appropriate individuals when the mission or plans change.
- Communicate all information needed by those individuals or teams external to the team.
- Use non-verbal communication appropriately.
- Use proper order when communicating information for formal English- speaking groups.

Characteristics of Effective Communication

Dear learner, communication is a process, which starts from the source to the sender. If the communication has successful taken place, the feedback is generated. Dear learner, since communication has different forms, each form has its qualities and essentials. Now let us see the essentials for communication focusing on oral and written medium of communication. Starting with oral communication, the following are the essentials of effective oral communication:

- i) **Clear pronunciation:** Words should be pronounced clearly and correctly. Oral messages are often misunderstood because the speaker does not talk distinctly.
- ii) **Brevity:** It is important to keep the message as brief as possible
- iii) **Precision:** Precision can make oral communication very effective
- iv) **Conviction:** A person communicating orally must have conviction in what he says. Lack of conviction causes lack of confidence.
- v) **Logical sequence:** If the speakers has given a proper thought to his message
- vi) **Avoiding hackneyed phrases** thought to his message
- vii) **Avoiding hackneyed phrases and clichés** such as, “what I mean”, I see”, “do you follow”.



- viii) Natural voice: Some speakers deliberately cultivate an affected style under the impression that it would make them look more sophisticated.
- ix) Finding the right register.

Guiding Principles for Effective Communication

Dear learner, in designing a message, we ensure that it is clear and easily understood by the receiver. In order to compose effective messages, there are several requirements that we must put into consideration. These are attributes or principles that enhance or make communication more effective by providing guidelines for choice of content and styles for presentation. They therefore help the sender in transmitting his/her messages with ease and accuracy.

Dear learner, the principles of communication are those scientific aspects which must be taken into account in all media of communication. These principles help to make various forms of communication such as letters, reports, presentation more effective. Although these principles are fundamental importance and relevant to all media but they are most important in written media. These aspects or principles of effective communication are clarity, completeness, conciseness, consideration, courtesy and correctness as explained below:

The 7C's for Effective Written Communication

(i) Clarity

When communicating the receiver should be able clearly understand the speaker. In other words, the receiver should not face any problem in getting the meaning of the message. The communicator must therefore be clear in both thought and expressions. The clarity of thought involves the mind of the sender while clarity of expression is concerned with transmission of the message in the way that makes it easier for the receiver to understand the intended message. Regarding the clarity of expression, the following points about the choice of words deserves attention:

- Use simple words



- Use concrete expressions
- Prefer active constructions
- Avoid excessive use of infinitive
- Avoid jargons
- Avoid ambiguity

(ii) Conciseness

When communicating the sender should make every word counts. Conciseness involves encoding the message in the fewest words possible to ensure that the receiver does not waste time and energy in trying to understand the message. This entails that the message should be as short as possible, but it must contain all the necessary details. In order to achieve conciseness, the following points should be considered:

- Avoid unnecessary repetition (redundancy) of the same ideas and words. For example, in each and every employee instead of saying each employee.
- Include only the relevant facts
- Eliminate wordy expressions.
- Never use long words when a short one will do that is to say avoid trite and wordy expressions
- Organize your message well

(iii) Completeness

In communication, the message communicated should be complete so as bring a complete meaning. If the message becomes incomplete, it can create misunderstanding between the two parties, since it keeps the receiver guessing and may delay action. Therefore, any message sent must always be complete. In your communication should organize your message in such a way that the receiver is not a doubt about anything contained in it. In this regard the following aspects should be taken into consideration:



- While answering a letter or any oral form of communication, make sure that you have answered all the questions.
- Checking for the five ‘W’ what, who, where, when and why

(iv) Consideration

To ensure consideration in your message, always put yourself in your receiver’s position and design the message in accordance to his or her needs. Abraham Lincoln expressed the importance of consideration in the following quotation, “*Whatever men do, they do in response to motives. Discover the motive that make them to act, and you can make them do your bidding*”. In order to achieve consideration in your message:

- Adopt ‘you’ and ‘we’ attitude in your message instead of ‘I’
- Impart integrity to your message that is to say never give false hope or make a promise to your receiver which you cannot fulfill
- Emphasize positive, pleasant facts in your message. For example, “We do not refund if the returned item is soiled and unsalable”, instead you can say, “We do refund if the returned item is clean and sealable”

(v) Courtesy

Courtesy is the politeness that grows out of the respect and concern for others. A courteous message is sensitive to the feelings of the receiver. This can be achieved by using polite and friendly words and gestures, being appreciative, thoughtful, tactful and showing respect to the receiver. Courtesy is a matter of polite tone, good manners and having a thanking nature. A courteous man neither criticizes the other part for their mistakes nor uses harsh and bitter words in their delivery of messages. Courtesy can be achieved by following the guideline below:

- Use positive language in order to build good will for you and your organization



- Answer the letters or mails promptly
- Make use of courteous words such as please, thank you and sorry as the situation requires
- Omit irritating expressions by avoiding expression that might hurt or cause mental pain to the receiver. For example, *you have failed* of *you have no choice*
- Apologize sincerely for an omission/ thank generously for a favour
- Express appropriate feeling according to the situation, eg, express sympathy when someone suffers.

(vi) Correctness

The message should be correct for the intended audience. For a message to be correct, it should fit the intended audience. Therefore, at the time of encoding, the sender should ensure that his knowledge to the receiver is comprehensive. The sender should consider some aspects like the level of knowledge, educational background and the status of the decoder in order to formulate correct messages. In general, the overall correctness can be ensured by the following guidelines below:

- Use correct level of language
- Give and incorporate only correct or accurate facts
- Be sure to use the write words, phrases and sentences
- Send your message at the right time
- Send you message in the correct style

(vii) Concreteness

When communicating, you should avoid vague and general statements. Instead, use specific, definite and vivid words that creates a clear and real picture in the mind of the receiver. When you message is concrete, then the receiver, then your audience has a clear picture of what you are telling them. For your message to be concrete avoid



vague phrases such as “*in due course*” or “*at your earliest convenience*”

Dear learner, we have just passed through seven principles for effective written communication. In the course we have been told that, these principles can also be applied in other forms of communication. Now let us see the other seven C’s which are also known as essentials for effective oral communication but can also be applied to other media of communication:

The 7C’s for Effective Oral Communication

For oral communication to be effective it must have the seven qualities. Dear learner, there are seven principles or qualities for effective communication. These seven principles are called the seven C’s for effective communication because they start with letter ‘C’. While these letters are usually discussed in terms of oral communication by some authors, they are all important and applicable to all media of communication including written, visual and audio-visual. According to Francis J. Bergin, a person engaged in oral communication must remember the 7 Cs of communication as follows: Clear, concise, concrete, correct, coherent, complete, courteous as explained below:

- i) **Clear** – a message should use a simple language and easy sentence.
- ii) **Concise** – a message should be brief and straight to the point.
- iii) **Concrete** – a communication should have facts to support the idea.
- iv) **Correct** – a communication should be in a proper format e.g. spelling, grammar and language.
- v) **Coherent** – all points should be arranged logically and be relevant to the topic.
- vi) **Complete** – a message should provide all necessary information.
- vii) **Courteous** – a communication should be friendly, open and honest and respectful.



Barriers to Effective Communication

Dear learner, before embarking to the concept of communication barrier, let us start by defining what the barriers is. A barrier is anything that hinders communication. Therefore, communication barrier refers to anything that blocks the sending and receiving of messages either totally or partially. Barriers usually occur when, in the process of transmitting the message from the mind of the transmitter to the mind of the receiver, what is transmitted is not exactly the same. Barriers to effective communication can retard or distort the message being conveyed which may result in failure of the communication process or an effect that is undesirable.

Types of Barriers to Effective Communication

Dear learner, communication is the most effective when it moves speedily and smoothly in an uninterrupted flow. But frequently the free flow of communication breaks down due to various physical, cultural, language and psychological barriers. Hence, there are a number of obstacles that can occur in the process of communication. These types of communication barriers are explained below;

(i) Physical Barrier

Physical communication barriers can be caused by the nature of environment e.g outdated equipment and noise. These barriers may due to inadequate staff, faulty procedures, inaccuracy in processing and delivery of communication, loss of documents and files, failure of the staff or students to follow the procedures laid down. An example of this is the natural barrier which exist if staff is located in different buildings, or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization. In this regard, the following may cause physical barriers.

(a) Noise

Noise is quite often a barrier to communication. The word noise is also used to refer to all kinds of physical interference like loud sounds attractive sights, illegible hand writing, dirty copies of the document.



It interferes with the transmission of the signals. It also refers to the unwanted signals of the message, which interferes and disturbs the reception of the wanted signals. This disturbance is usually in the form of sounds, but it can also be in visual, audios-visual, physical or psychological form. In industries for instance oral communication are rendered difficult. For example, loud sounds made by machines in a factory may hinder oral communication. Visual noise can also be experienced when students arrive late in the class and all students including the lecturer are distracted by his arrival. A poor telephone connection which interrupts a conversation is another form of noise. Dear learner, we have seen that ‘noise’ does not refer to disturbance in the form of sound alone. If you attend a meeting late at the meeting hall and the committee members are distracted by your arrival that is noise. If you have bad handwriting that cannot be read clearly, it is also noise.

(b) Time

The frequency of communication encountered affects the human relationships and the intensity of human relations is affected by the amount of time that passes between these encounters. A guest who arrives at midnight will not be able to communicate well with the host who might feel embarrassed or disturbance in his on her sleep. If a husband and a wife stay away from each other for a long time, it may create a communication gap between them, which may affect their relationship. Also, a phone call at mid night can irritate or embarrass the receiver.

(c) Distance

The distance between the communicator and the receiver can be a strong barrier to communication, if the technical devices of communication like telephone are not available to link them. Faulty sitting arrangement in the class may create a kind of communication gap, which can be eliminated by adjusting the distance. If a person considers himself or herself to be a person who knows ‘all’ about a particular subject, it is very difficult to communicate with him or her, such as person is not prepared to receiver any message on a subject



about which he assumes to know everything. His or her mind is therefore closed to new ideas facts and suggestions.

(ii) System Design

System design faults refer to the problems with the structures or systems in place in an organization. Examples might include an organizational structure which is unclear and therefore makes it confusing to know whom to communicate with. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, a lack of clarity in roles and responsibilities which can lead to staff being uncertain about what is expected of them.

(iii) Wrong Choice of Medium/ Faulty Transmission

Sometimes unsuitable medium may act as a barrier to effective communication. Message must be transmitted the appropriate medium of communication. If the sender chooses inappropriate channel of communication the process of communication may fail. For instance, a policeman uses oral medium instead of blowing the whistle or use hand gestures to guide vehicles in traffic jam, communication is bound to fail. Similarly, detailed instruction presented over the telephone conversation may be frustrating for both the sender and the receiver. On the other hand, audio – visual medium will be suitable in instructing a group of educated workers, especially in rural areas rather than using the written medium of communication. In addition, urgent message should be transmitted using phone while long detailed messages should be communicated using written medium.

(iv) Attitudinal Barriers

Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality or conflicts which can result in people delaying or confusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or simply resistance to change due to entrenched attitudes and ideas.



(v) Individual Linguistic Ability

The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy to research when persuasion fails.

vi. Physiological Barriers

These may result from individual personal discomfort, caused for example- by ill health, poor eye sight and hearing difficulties.

(vii) Cultural Differences

These may result from the cultural differences of communities around the world, within an individual country (tribal/ regional differences, dialects etc.) between religious groups and in organizations or at an organizational level – where companies, teams and units may have different expectations norms and idiolects. Families and family groups may also experience the effect of cultural barriers to communication within and between different family members or groups. For example; words, colors and symbols have different meanings in different cultures, in most parts of the world, nodding your head means agreement, shaking your head, means no, except in some parts of the world.

(viii) Technological Multi -Tasking and Absorbency

With a rapid increase in the technologically driven communication in the past several decades. Individuals are increasingly faced with condensed communication in the form of email, texts and social updates. This has in turn, led to notable change in the way younger generations communicate and perceive their own self efficacy to communicate and connect with others. With the ever-constant presence of another “world “in one’s pocket, individuals are multi-tasking both physically and cognitively as constant reminder.

(ix) Language Barrier

When one is not familiar with the language or meaning of words or vocabulary used in communication it might hinder the communication



process hence lead t ineffective communication. Therefore, the language barrier includes several aspects such as lack of common languages between those who communicate as well as lacking semantic knowledge in allocating the meaning of words and choice of vocabulary. Language uses oral or written symbols to transmit meaning from one person to another. Every human language has its own vocal symbol system and its own grammatical structures. If the communicator and the receiver belong to different language groups, their ignorance of each other's language or the lack of common language will be a barrier to communication between them. Communication between them will may be possible only if both of them know a common language, say Swahili or English. It is not possible for them to communicate with each other unless they know some common language, which is properly understood by both of them. For effective communication to take place, the receiver must be able to assign the same meaning as that which exists in sender's mind.

(x) Semantic Barrier

Words are said to have no meaning but they represent arbitrary meaning associated with them. A word may have a variety of meanings and the meaning attributed to a word by the communicator may not be the same as that of the receiver's attributed meanings of that word. A word can have different meanings to different people at different occasions. Therefore, the sender and the receiver are, at a time, likely to attribute different meaning to the same word. Sometimes, they may use different words to communicate the same meaning.

- **Ambiguity of Words or Phrases**

Semantic barrier may be caused by ambiguity of words or phrases, particularly, words sounding the same but having different meaning can convey different meaning altogether. Hence are the communicator must ensure that the receiver receives the same meaning. it is better if such words are avoided by using alternatives whenever possible.

- **Interpretation of Words**

Most of the communication is carried on through words, whether spoken or written. But words are capable of communicating a variety



of meaning. The receiver of the message may not assign the same meaning as what has been intended by the sender/ transmitter. This may lead into miscommunication.

- **Denotations and Connotations**

These are the two types of meaning allocated to words. As it has been known that words have two types of meaning. It just informs and names objects without indicating any positive or negative qualities. Words such as table, book, accounts, meetings are denotative. In contrastive meaning arouse qualitative judgements and personal reaction such as honest, competent, cheap, sincere are connotative words.

- **Poor Vocabulary**

Poor vocabulary makes our message more difficult and less effective. The words have different connotative and denotative meanings. The communicator needs to know them clearly in order to use them with clarity and precision. Poor vocabulary does not allow the communicator to write or speak effectively.

- **Poor Grammar and Punctuation**

Poor grammar and punctuation are barriers to verbal communication. A good vocabulary is useless unless the communicator acquires the knowledge of how to use it in a sentence. An understanding of grammatical structures provides excellent basis for effective writing, speaking, listening and reading skills. It must be remembered that, the faulty and proper punctuation can change the intended meaning of the sentence. The absence or misplacement of a 'comma' for example can prove to be misleading to the reader.

- **Roundabout Verbiage**

This is the use of too many words or of more difficult words than are needed, to express an idea. If we can avoid roundabout verbiage which usually causes a misunderstanding and confusion, we can add a good deal of liveliness and simplicity of expression of our written as well as our oral communication. For example, instead of saying 'in the majority of cases' or 'in a number of instances', we can say 'some' or 'usually' instead of saying 'commence' we can use 'start' or 'begin'.



- **By-Passed Instructions**

By-passing is said to have occurred if the sender and the receiver of the message attribute different meanings to the same words or use different words for the same meaning. Sometimes by passing happen when communicators (sender and receiver) do not attach the same symbolic meanings to their words. It is when the sender is expressing the thought or a word but the receiver takes it in a different meaning for example; ASAP, rest room.

xi. Socio-Psychological Barriers

These are types of barriers caused by social and psychological states of the communicators as discussed below:

- **Status of Consciousness**

This is the position or rank of a person in a group. It depends on person's abilities, amount of pay, job skills, type of work assigned, age etc. State of conscious may cause pathological fear. In the one hand, for instance a people from higher ranks or position may develop fear to share personal problems with their subordinates (employees from lower positions) while feel secured with people of the same rank. On the contrary, employees from lower positions may fear to share their personal problems with their bosses.

- **Attitude and Opinions**

An attitude can be defined as a tendency to feel and behave in a particular way towards someone or something. The attitude may be attributed with religion, nationality, ideas of the community to which one belongs, place of living or family ideas. Personal attitudes and opinions often act as barriers to effective communication. If information agrees with our opinions and attitudes, we tend to receive favourably and it fits comfortable in the filter of our minds but if information disagrees with our views tends to run contrary to our accepted beliefs. Now the disagreement of attitude and opinions by our mind hinders the transmission of message hence ineffective communication.



- **Closed Mind**

A closed mind person is the one who is ready to receive any message on the subject to be communicated. The person may assume that he/she knows everything or decide not to listen. His mind is also closed to new ideas, facts, revelations or suggestions. Closed – mindedness may be caused by prejudices, limited intellectual backgrounds, limited reading and narrow interests. If closed- minded people can be encouraged to state their reasons for rejecting a message or a proposal. They may reveal deep routed prejudices, opinions and emotions. Perhaps one can make an attempt to counteract those prejudices, opinions. But if they react only with anger and give a sharp rebuff to anyone who tries to argue.

- **Emotions**

Emotions refer to the state of mind which play an important role in the act of communication. If the sender is worried, excited our feelings about the world around us also become affected. Emotions can act as barriers to effective communication. For example, a nervous speaker is an able to organize his message properly. His excited and nervous state of mind does not allow him to think clearly. With emotions, he cannot even grasp the message sent by the communicator in its true sense. A hot-tempered person may quickly or prematurely respond to the message without getting complete information first. Such reaction is called snaps reaction and may prove to be barrier to communication. Too much pain, sadness and happiness

- **Poor Retention**

Poor retention of communication also acts as a barrier to communication. Some studies indicate that most people retain only 50 per cent of the information communicated to them. The rest is lost due to poor attention and bad listening. Thus, if the information is communicated through three of four stages, very little reaches the destination, and of that very little only a fraction is likely to be retained. Poor retention may lead to imperfect responses which may further hamper the communication process.



▪ **Poor Attention / Bad Listening**

Poor attention or bad listening is one of the major communication problems which act as barriers of communication. Misunderstanding and conflicts can be reduced if people listen to the message with enough attention. Most people do not listen very well due to various distractions, emotions, excitement, indifference, aggressiveness and wandering attention. One of the major reasons for bad listening is an individual's continual thinking about his own problems and worries. The poor listeners always feel that the thought in their minds is more interesting than what the speaker is saying.

• **The Source of Communication**

If the receiver has suspicion with the prejudices against the source of communication, there is likely to be a barrier to communication. People more tend to react more accordingly to their attitude to the source of facts themselves. If the statement emanates from a grapevine, informal channel of communication, the manager will not give it credence to it, but the same statement from a trusted supervisor, will immediately be believed.

• **Inattentiveness**

People often become inattentive while receiving a message, in particular, if the message contains a new idea. The adult human mind usually resists change and makes things uncertain. It is also threatening security and stability. Whatever be the mode of working, people often get accustomed to it and do not like to change it. Therefore, the moment the idea is presented to them, they unconsciously become inattentive.

• **Faulty Transmission**

A message is never communicated from one person to another without some faulty transmission. In the process of interpretation, simplification or translation, a part of the message gets lost or distorted. A scientific study of the communication process has revealed that successive transmission of the same message is decreasingly accurate. In oral communication something in the order of 30 per cent of the information is lost in each transmission. This is true particularly in



oral messages. The decision has been taken by the Board of Directors, it must be in form of a lengthy worded resolution.

- **Difference in Perceptions**

Difference in perception between the sender and the receiver act as barrier of communication.

- **Body Disability**

Body disability such as hearing and sight problems can act as the barrier of communication since the message will not be delivered effectively.

(xi) Different Comprehensive of Reality

The reality of an object, an event or person is different from different people. Reality is not a fixed concept, it is complex, infinitive and continually changing. Besides each human being has sensory perception and unique mental filter. No two perceive reality in identical manners. On account to different obstructions, inferences and evaluations, they comprehend reality in a different way. This may sometimes lead to communication. These kinds of barriers include:

- **Abstracting:** The process of focusing attention on some details and omitting others. When abstracting we have to make our abstract as fairly representative of the whole situation as possible. We should realize that communication can pick different ideas and the facts from the same situation and we should be mentally prepared to consider what they have to say about it.
- **Slanting:** Is the act of giving a particular bias or slant to the reality. To overcome this barrier, we should try to be objective in our observations and assessment and we should try to avoid the mistake of judging the whole by what
- **Inferring:** Refers to what we direct see, hear, feel, taste, smell or can immediately verify and confirm constitutes a fact.
- **Barriers to Listening:** The following some of the barriers to listening; Noise, being judgmental or jumping to conclusion before we understand what is being said. Being inattentive - thinking about something else entirely. You do not want to hear



what the person has to say. Subjective biases based on ignorance or prejudice.

Measures or Ways in Overcoming Communication Barriers

- i) For effective communication to take place, communication barriers should be avoided; minimized. Therefore, we should always think of ways of improving communication by eliminating the barriers which have been mentioned;
- ii) Always choose appropriate medium when communicating your message;
- iii) Communication must be well planned and constructed. Why, to whom and when are the best questions to be considered in planning the communication process;
- iv) The communicators should constrain their emotions, especially when discussing sensitive issues by controlling or managing our emotions when communicating;
- v) The status barriers can be managed only by making conscious efforts;
- vi) Send your message in the correct time;
- vii) Communication structures in an organization, for instance should be straight forward to make communication simple, clear and direct;
- viii) Send your message in the correct style;
- ix) Be attentive when communicating with different people;
- x) Language barriers such as semantic barrier, poor grammar, poor vocabulary, roundabout verbiage should be avoided. There should be proper usage of language to avoid language barrier; and
- xi) Lastly, language barriers can also be managed by being careful with the language use.
- xii) **Physical Barriers:** Avoiding physical barriers by communicating in a conducive environment free from physical barriers such as building, mountains or any object which could act as an obstacle



- xiii) **Poor Delivery of the Message:** This involves poor means or channels: Use proper means or channel in delivering the messages
- xiv) **Emotional Barriers:** Such barriers for example; pain, happiness, sadness, anger: Control emotions while communicating in order to make it be effective
- xv) **Time Barriers:** The frequency or duration for communication should be properly allocated. Time to communicate shouldn't be too long or too short since frequency of communication and amount of time allocated affects human relationships.
- xvi) **Differences in Perception:** The listener and the presenter should be positive and flexible for any topic to be presented. There shouldn't be any perception differences between the two parts during communication.
- xvii) **Disability of Body Parts:** Those with disabilities should be provided with devices or any assistance to help them.
- xviii) **Bad Listening/ Poor attention:** There should be active or effective listening by employing the techniques such as making eye contact, adjusting body posture, giving verbal and no-verbal acknowledgement, having a clear mind, avoid distracting behaviours.

Dear learner, in this unit, we have learned about effective communication in terms of characteristics, importance, barriers to effective communication and ways of managing these barriers. Now, let us do the following exercise to check our understanding on this area.

Unit Reflection



Dear learner, imagine that you have been assigned to facilitate an adult class on effective communication. Which important aspects you will tell them consider in order to ensure effective communication, what they should avoid and what they should do to avoid communication barriers.



Unit Assignment



Attempt the following questions and keep your work in your portfolio:

1. Although we can all communicate, not all our communication is effective. With vivid example, describe the 7Cs of communication.
2. With examples, describe the characteristics or essentials of oral communication.
3. Outline the characteristics or essentials for written communication.
4. Define the communication barriers and explain different types of physical barriers.
5. Show the source of communication barriers and explain ways of managing them.

Unit 6

Effective Listening and Speaking in Communication

Introduction

Dear learner, in the last unit we learned about principles of effective communication and ways of managing communication barriers. In this unit we are going to learn about application of communication skills basing on the four communication skills namely; Listening skills, speaking skills, reading skills and writing skills and how they can be applied in enhancing other skills such as studying skills, academic writings as well as referencing.

Learning Outcomes



Upon completion of this unit, you should be able to:

- Apply listening skills for effective communication;
- Describe the types of listening;
- Identify barriers to listening;
- Describe ways for effective listening;
- Apply speaking skills for effective communication such as in conversation, making speeches in public speaking and presentations; and
- Describe strategies, principles and barriers for effective speaking.

Listening Skills for Effective Communication

Dear learner, without listening messages can be easily misunderstood. This causes communication breakdown. To avoid the breakdown, we need to focus and concentrate to understand what is communicated. Therefore, we are required to actively listen. Hence, listening is the ability to accurately receive and interpret messages in the communication process. It mainly involves receiving sound (hearing),



paying attention, interpreting the words or symbols, remembering the correct information and giving feedback.

Dear learner, there is a difference between hearing and listening. Hearing is a sensory experience that gathers sound waves indiscriminately. We can hear something without choosing to listen. On the other side, listening is a voluntary activity and includes more than just sound being received and transmitted to the brain. It includes interpreting or processing that sound. Listening differs from hearing in the following ways: -

Hearing	Listening
1. A physical ability and not a conscious act (Physiological)	1.A skill and conscious act (Psychological)
2. Is hearing randomly	2.Is listening intentionally and analyzing
3. Everyone who is physically able to hears	3.Not everyone listens
4. Perceiving sound by the ear	4. Making an effort to understand using reception, analysis, and interpretation.
5. Involuntary	5.Voluntary
6. You just hear sound and noise but do not understand much	6. You understand what is being said or heard.
7. Does not need focus	7. Needs focus and care
8. Hearing uses only one of the five senses.	8. Listening uses hearing, seeing and sometimes the sense of touch.
9. Receiving sound vibrations	9.Observing behaviour and adding meaning to what the speaker says
10. Passive	10.Active

Importance of Listening

Good listening skills make people more productive. The ability to listen carefully will allow a person to:

- i) Understand assignments in better way;
- ii) Build rapport with co-workers, bosses, and clients;
- iii) Work better in a team-based environment;
- iv) Resolve problems with customers, co-workers, and bosses
- v) Answer questions; and
- vi) Find underlying meanings in what others say.



Types of Listening

When we engage in listening, we are doing so for many different reasons depending upon the goals in which we are trying to achieve. There are four different types of listening that are essential to know when deciding what your goal as the listener is. The four types of listening are appreciative, empathic, comprehensive, and critical. Familiarize yourself with these different types of listening so you can strengthen and improve your ability to critically think and evaluate what you have heard.

(i) Appreciative Listening

When you listen for appreciation, you are listening for enjoyment. Think about the music you listen to. You usually listen to music because you enjoy it. The same can be said for appreciative listening when someone is speaking. Some common types of appreciative listening can be found in sermons from places of worship, from a motivational speech by people we respect or hold in high regard, or even from a stand-up comedian who makes us laugh.

(ii) Empathic Listening

When you listen empathically you are doing so to show mutual concern. During this type of listening, you are trying to identify with the speaker by understanding the situation in which he/she is discussing. You are stepping into the other's shoes to get a better understanding of what it is he/she is talking about. Usually during this type of listening you want to be fully present in the moment or mindfully listening to what the speaker is saying. Your goal during this time is to focus on the speaker, not on yourself. You are trying to understand from the speaker's perspective.

(iii) Comprehensive Listening

If you are watching the news, listening to a lecture, or getting directions from someone, you are listening to understand or listening to comprehend the message that is being sent. This process is active. In class, you should be focused, possibly taking notes of the speaker's



main ideas. Identifying the structure of the speech and evaluating the supports he/she offers as evidence. This is one of the more difficult types of listening because it requires you to not only concentrate but to actively participate in the process. The more you practice listening to comprehend, the stronger listener you become.

(iv) Critical Listening

Have you ever had to buy an expensive item, such as a new appliance, a car, a cell phone, or an iPad? You probably did some research beforehand and listened closely to the salesperson when you went to compare brands. Or perhaps your best friend is telling you about some medical tests he/she recently had done. You listen closely so you can help your friend understand her results and the possible ramifications of the findings. Both of these scenarios are examples of critical listening. Critical listening is listening to evaluate the content of the message. As a critical listener you are listening to all parts of the message, analyzing it, and evaluating what you heard. When engaging in critical listening, you are also critically thinking. You are making mental judgments based on what you see, hear, and read. Your goal as a critical listener is to evaluate the message that is being sent and decide for yourself if the information is valid.

Barriers to listening

Listening is not easy and there are number of obstacles that stand in the way of effective listening. The barriers of listening may be categorized as follows.

Physiological Barriers: Some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory.

Physical Barriers: These refer to distraction in the environment such as the sound of an air conditioner, vehicles, noises etc.

Attitudinal Barriers: Work related problems can make it difficult to focus one's attention completely on what speaker is saying, even what is being said is of very importance.



Egocentrism due to Close-minded Attitude: Egocentrism is another common attitudinal barrier. It is the belief that the person has more knowledge than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this kind of close-minded attitude are very poor listeners.

Wrong Assumptions: The success of communication depends on both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listener have no role to play. Such an assumption can be big barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful. The process should be made successful by paying attention seeking clarifications and giving feedback.

Cultural Barriers: Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture. For example, in a country like India where there is enormous cultural diversity, accents may differ even between regions or states.

Lack of Training: Listening is not an inborn skill. People are not born good listeners. It is developed through practice and training. Lack of training in listening skills is a barrier for effective communication.

Dear learner, the following are the ways on how you can improve listening skills and become an effective listener:

- i) Decide to listen and concentrate on the speaker.
- ii) Use your imagination and enter the speaker's situation.
- iii) Observe the speaker's vocal inflection, enthusiasm and style of delivery.
- iv) Pay attention to speaker's facial expressions and other non-verbal cues for more insight into the message.
- v) Listen without interruption.
- vi) Provide feedback to the speaker.
- vii) Use paraphrasing or clarifying questions to confirm that received the intended messages.



- viii) Use verbal and Nonverbal Communication.
- ix) Give Feedback.
- x) Listening and concentrating on the speaker.
- xi) Note key phrases or use word associations to remember the speaker's content.
- xii) Ask questions to clarify any issues that you did not understand.

Speaking Skills for Effective Communication

Dear learners, not all of us are 'born speakers' although we all have the ability to develop effective oral communication skills. Speaking is an interactive process of constructing meaning that involves producing and receiving as well as processing information. Speaking is an activity that we are engaged in in our everyday life. It ranges from self- introduction, introducing others, asking for or eliciting information and many more others.

People speak to inform, persuade, entertain etc., thus the major goals of speaking include informing, persuading and entertaining.

Conversation vs Public Speaking

Dear learner, despite their many similarities, public speaking and everyday conversation do not mean the same.

- Public speaking is more highly structured; demand much more detailed planning than ordinary conversation.
- Public speaking requires more formal language while ordinary conversation can entertain informal features of language such as slangs, gap fillers etc.

Effective Speaking

To ensure that your verbal message is understood, observe the following tips:

- (i) Be prepared

To prepare yourself to speak you need to ask yourself the following:

- ✓ Whom are you speaking to? (Age, interest, level of education e.t.c).



- ✓ What do you wish to communicate (the message that you want to convey)?
 - ✓ How can you best convey your message (choose your words and non-verbal cues with your audience in mind)?
 - ✓ Where is the speaking taking place (what is the physical context of the speaking)? Are there distractions? If yes, how are you going to handle them?
 - ✓ Why do you wish to speak? (Do you want to inform? To persuade? To entertain?)
 - ✓ When is speaking taking place? (Timing is important as it may affect the audience's attention).
- (ii) Keep your message Clear(clarity)
 - (iii) Keep your message simple
 - (iv) Be concise
 - (v) Ensure the correctness of your message
 - (vi) Be complete
 - (vii) Be courteous
 - (viii) Be natural

Principles for Effective Speaking

Whether one is speaking informally to a colleague, addressing a conference or meeting, the following basic principles apply:

- i) Know your audience.
- ii) Know your purpose.
- iii) Know your topic.
- iv) Anticipate objections.
- v) Present a rounded picture.
- vi) Achieve credibility with your audience.
- vii) Follow through on what you say.
- viii) Communicate a little at a time.
- ix) Present information in several ways.



x) Develop a practical, useful way to get feedback.

xi) Use multiple communication techniques.

Dear learner there are different activities where speaking skills can be applied, for example making speeches, public speaking, in presentations, in debating etc. Dear learner we will take a few examples of these activities which involve speaking.

(i) Public Speaking

Public speaking involves the delivery of the message in oral form to special group of people in a formal situation. It may be a lecture, religious preaching, an academic presentation or political campaign. Public speaking, like any other kind of speaking, aims at informing, educating, persuading or entertaining. Public speaking is structured and takes place in formal areas. It is very important for people to have enough preparation before going for public presentation. Preparation, contents, delivery procedure and practices for public vary depending on the type of public speech and audience involved.

A Secret to Effective Public Speaking

Many people become frightened at an idea of standing before a group of people to make a speech. Those who succeed are the ones who have learned to use their nervousness to their advantage. You can control your nervous by doing the following:

- Prepare yourself for speaking;
- Acquire speaking experience; and
- Think positively.

Speeches Making

Speech is one of the speaking activity and part of presentation which involves presenting an oral presentation before the audience.

Characteristics of a Good Speech

Any good speech should bear the following characteristics:

- i) **Clarity:** This the major characteristic of a good speech. Your speech should be eminently successfully in conveying to the



audience the ideas or emotions or facts you want to express. If your audience does not instantaneously grasp your point, you have failed as a speaker

- ii) **It is like an informal talk:** A good speech is closer to a person and informal chat between two intimate friends. When you speak there should be a perfect rapport between you and your audience.
- iii) **It is vivid concrete:** Abstraction can kill a speech, therefore make your speech vivid and concrete. Include in it concrete facts easy to comprehend and visualize.
- iv) **It should be brief:** The concentration of an audience does not last more than fifteen to twenty minutes. Ideally your speech should not be longer than this, unless the audience is motivated to know more. To achieve brevity, it is desirable to include only few points in your speech and to elaborate at some length. If you say right in the beginning that, “I am going to present to you the four problems being faced by the sugar industry” and briefly discuss these problems, your speech will be both brief and clear.
- v) **It should be interesting** particularly when it is informative and factual.
- vi) **It should be audience oriented** – oriented that means it should focus on the audience. A good speech is always tuned to the wavelength of the audience.

Types of Speeches

Different circumstances call for different types of speeches. Dear learner, one major way to group these speeches is by amount of preparation time we require. Even though some speeches are designed to fit the occasion or the purpose.

- a) **Impromptu Speeches:** These require very little or no time for preparation. For example, unplanned speaking because a response is required immediately;
- b) **Argumentative Speeches:** They present an opinion which either favours or disagrees with a topic and must prove a view point by supporting it with facts from the reliable sources;
- c) **Descriptive Speeches:** They give a detailed explanation about a topic like person, place or any incident;



- d) **Narrative Speeches:** These are used to tell a course of events;
- e) **Persuasive Speeches:** These are used to convince the readers to act in support of the view and believe in speaker's opinion; and
- f) **Expository Speeches:** they explain something with facts as opposed to opinion. For example, speeches that analyze events, ideas, written works or describe a historical event.

Speech Making Techniques/ Strategies Recall, speech making is one of the presentation skills, while making your speech, the following stylistics strategies will assist you:

- Do not open your talk with apology;
- Introductory greetings;
- Enumerate or itemize your points as you make them;
- Speak with contagious enthusiasm;
- Avoid the funny story opening;
- Identify your audience;
- Avoid negative stimuli that may upset you;
- Act confidentially;
- Organize your talk;
- Be sure that you are excited about your subject;
- Limit your subject;
- Fill your talk with illustration and examples;
- Humanize your talk;
- Dramatize your talk by using a dialogue;
- Talk in terms of your listeners' interests;
- Give honest, sincere appreciation; and
- Make you audience a partner in your talk.

Criteria for a Good Presentation

The following criteria are generally regarded to be important factors for judging the quality of a speech or an oral presentation.

a) The Context (The purpose): The speaker must have something interesting to say he/she must inform the audience and hold their interest in the subject. The speech must have specific purpose.



b) Body Language: The speaker should not have any distracting habits that could irritate the audience and take attention away from what he/she is saying. Move the gestures naturally. Movement makes you feel forceful and confident. Facial expressions such as smile, laugh, frown etc reflect livening.

c) Consider the Audience: Your speech will reach listeners more effectively if you understand a few essential differences between a listening audience. Therefore, good speakers should know their audience. They will use terms their audience will understand and explain new concepts in a way that is appropriate to the knowledge of the audience. Try to find out the following aspects about your audience: age, sex, and educational background.

d) The Use of Voice: A good speaker has a voice that is pleasant to listen to. She/he doesn't speak too fast or too slowly. His/her voice is loud enough for everyone to hear.

e) The Use of Visual Aids: Visual aids can reinforce strengthen/emphasize major points and clarify complex ideas in an oral presentation. Good speakers always use visual aids and they are always well organized.

Methods of Speech Delivery

There are four (4) basic methods of delivering a speech.

(i) Reading from a Manuscript:

These are written out word for word and read to the audience. For example, an engineer's report to a professional meeting or a president's message to the nation. This is because the speech needs absolute accuracy. Every word of the speech will be analysed by the press, the colleagues, and perhaps by enemies. Manuscript speeches save time and money, for example, in radio and television.

(ii) Reciting from Memory

This is presenting speeches from memory. Nowadays it is customary to memorize only shortest speeches like: congratulatory remarks, acceptance speeches, introduction speech and the like. If you are giving a speech of this kind and you want to memorize it, by all means do so.

(iii) Speaking Impromptu

Impromptu speech is delivered with little or no immediate preparation. In fact, many of the speeches you give in life will be impromptu. You may be called suddenly to say a few words or in the course of a class discussion, business meeting, or committee report when such situation arises, don't panic.

(iv) Speaking Extemporaneously

This is carefully prepared and practiced in advance. In presenting the speech, the speaker uses only a set of brief notes or a speaking outline to jog the memory the exact working is chosen at the moment of delivery.

Unit Reflection



You have been invited to attend an international forum as one of the key speakers on what adult education is. Which aspects you will consider in preparation of your speech? What strategies you will use to deliver your speech?

Unit Assignment



1. Explain principles and strategies for effective listening.
2. With examples, describe the types of listening.
3. With examples, identify barriers for effective listening.
4. Explain the ways of overcoming barriers for effective listening.
5. Analyse the features and differences between conversational and public speaking.
6. Identify strategies for effective speaking.
7. Describe types of speeches and explain their characteristics.
8. Describe the criteria for a good presentation.



- Apply speaking skills for effective communication such as in conversation, making speeches in public speaking and presentations; and
- Describe strategies, principles and barriers for effective speaking.



Unit 7

Reading Skills and Note Taking for Effective Studying

Introduction

Dear learner, in the previous unit we have covered principles for effective listening and speaking. Now let us switch to other language skills known as reading and note taking. Dear learner, reading and note taking need skills to attain effectiveness. If you don't have the required skills, you are more likely to waste a lot of time reading things and taking notes which might not be very useful to your purpose of reading. To become an effective reader, you should first have a clear mind of why and what you want to read. There are different types of reading skills. Now let look at each of them.

Learning Outcomes



Upon completion of this unit you should be able to:

- Apply reading skills for effective communication;
- Identify types and reading strategies;
- Demonstrate note taking skills for effective study; and
- Identify techniques in note taking.

The Concept of Reading

Reading is the act of simultaneously reading between the lines and reading beyond the lines. Reading between the lines refers to the cognitive process of decoding symbols and signs in order to construct meaning from the text. In other words, reading between lines refers to the act of making inferences and understanding the authors implied message. Moreover, reading beyond the lines involves making judgement on the significance of the authors message and applying it



to other areas of background and knowledge. Reading is that a complex process that is both a visual as well as mental process. This means that we use both sight (or touch among the blind) and mind to receive and understand written and visual messages.

Reading Strategies

The purpose of reading determines the strategy you should use. As such, there are three strategies of reading including:

- i) Reading to get the gist of materials (that is **skimming**).
- ii) Reading to get specific piece of information (that is **scanning**)
- iii) Reading in detailed for master of the content (**Intensive reading**)
- iv) Reading extensively for a longer text. (**Extensive Reading**)

Dear learner the above strategies or techniques make us to have the following types of reading:

Types of Reading

Reading can be categorized into the following types:

- (a) **Extensive Reading**—this is reading for a longer text. In most case for enjoyment with emphasis on overall meaning and not on detailed information. For example, reading a newspaper or a storybook.
- (b) **Intensive Reading**: It requires a reader to fully understand and remember the reading materials and even take notes from it. For instance, a student studying for an examination.
- (c) **Scanning**: This refers to reading quickly in search of a specific information. For example, when checking a TV guide or a phone book.
- (d) **Skimming**: This is an act of rapidly moving the eyes over text with the purpose of getting only the main ideas and general overviews of the content. For example, read a title, introduction, a first paragraph of each chapter completely or sub-headings and look for relationship among them.



Note Taking Skills for Effective Studying

What should be included in the notes?

- (a) **Pertinent Information:** What subject/chapter are you covering in class that day? Look on your syllabus. Any information that is presented and pertains to the area is necessary information.
- (b) **Questions You Have:** These include questions you have about things you don't understand and the topics/areas that you need clarification later. Perhaps they may even include questions about how the point pertains to the subject. Account for anything that will prompt your memory later when you are reviewing.
- (c) **Ideas:** Write down ideas that you come up with during discussion in class, from points read in the text, or even ideas for an upcoming paper or essay exam.
- (d) **Verbal Clues:** These may include clues from the professor about future exams, or future implications of the material on concepts you will study later.
- (e) **Points to Study:** These can be either ideas or concepts you need to review or grasp more. Or they can be points the lecturer indicated to be covered on the examination.
- (f) **Know the source:** Knowing the lecturer or author can help pinpoint important information or highly testable material. Even if they simply repeat material from the texts, always be prepared to take notes and listen. There may be clues in the lecture about exams and assignments. Some will amplify the textbook. Others will present new information typically not in the text. In this case, class notes will be the most crucial tool in this mix. The lecturer is pointing out what he/she thinks is important.
- (g) **Tangents:** For example, it may appear that your facilitator is off subject, but more that, likely examples and real case scenarios will be given. It is important to include examples that illustrate points of importance.
- (h) **Specific Order:** Follow the book or at least chapter order. This allows for a logical flow of information in your notes.

General Tips and Tricks for Effective Reading

- Develop a personal form of abbreviations to allow you to take notes more quickly and allow you to include more information effectively.
- Skip lines to allow you to fill in more information later.
- Always date material to know what material each test covers.
- Leave marginal room for notes when reviewing or from reading text.
- Re-write notes right after lecture for better retention.
- Paraphrase! – It is easier to study from your own ideas than your lecturers’!

Note that: Taking and making notes has got two sides which are closely related; taking notes from lectures/speeches and taking notes from written sources.

Unit Reflection



Dear learner, write a reflective essay on what you have covered in this unit.

Unit Assignment



1. What do you understand by reading skills?
2. Describe types of reading strategies
3. Describe note taking techniques

Unit 8

Functional Writing Skills for Effective Communication

Introduction

Dear learner, in the previous units we managed to cover all the language skills namely; listening, speaking, reading and note taking skills. This unit focuses on functional writing which enhances the application of writing skills in different contexts. Therefore, this unit is going to cover all the writing activities used to communicate such as essay writing, letter writing, agenda writing, minutes, notice writing, agenda and minutes writing, memorandum writing and writing summaries.

Learning Outcomes



Upon completion of this unit, you should be able to:

- Demonstrate writing skills for effective communication;
- Demonstrate ability to write different types of letters; and
- Demonstrate ability to write meeting agendas, minutes and reports.

The concept of Writing, types and techniques and things to consider while writing

Writing skills refers to the expression of thoughts through writing including logical arguments, literature, stories, speeches, business (comprising official letters), summaries and examination essay.

(a) Strategies for effective writing are as follows:

(i) Think of an idea or a subject by the following hints

- Think about what you want write
- Learn about what you want to write
- Ask yourself questions about your subject
- Read much more about your subject



(ii) Limit your subject by sticking to the main idea

(iii) Pick the approach of writing that best suits your topic. For instance;

- Description i.e., providing an image of something
- Narration that is telling a story
- Exposition that is explaining
- Argument that is maintaining a point of view against the other (opposite point).

(b) Tips for Effective Writing

- Think of your topic and be careful that you don't write off topic.
- Think and organize the main ideas by choosing the method of arranging your information with reference and logically (systematic). Move from specific objectives to general specific by importance of inductive arrangement creating a rough outline and checking it up.
- Consider your intended audience that is to say write in a particular community situation, keep the required tone and write what you expect the audience to know.
- Choose the evidences and details of what you need to point out. Sources of evidence are personal experience, observation and common sense.
- Write in full sentences where every sentence should contain a subject and finite verb.
- Vary paragraph and sentence lengths. Do not afraid of short sentences. Only a subject and a verb can form a sentence
- Ensure that the concord of the sentence is correct
- Decide on the most suitable tense for the topic. Make sure that you use the same tense throughout your piece of writing.
- Write your first draft by first writing a non-stop for a stated period from the points you have jotted down.



(c) Things to Avoid while Writing

- Avoid Repetition of words and use of too many words when the same idea could be stated simply and clearly
- Avoid overuse of adjectives
- Avoid unnecessary words or statements (Apply redundancy and tautology use word economy)
- Avoid using difficult or big words unnecessarily
- Avoid ambiguity that means words with the same meaning such as synonyms, hyponyms and homonyms.
- Avoid to use contracted form such as don't, aren't in writing
- Avoid numerals in writing instead write the numerals in words
- Avoid using the word "not" instead use negative prefixes where possible. For example, *disagree*, *unsatisfactory* and *impossible*

(d) Things to consider after writing (Revising Process)

- Revisit the prompt
- Revisit the paper
- Look at each paragraph by itself
- Look at the sequence of your argument
- Revisit the conclusion and introduction
- Read you paper aloud
- Re-read your paper for different problems
- Talk about your paper with your friends.

Essay Writing Skills

An essay is a group of paragraphs about one central theme/topic.

Importance of essay skills

- i) The skill of writing and in particular essay writing makes us **access accumulated and written knowledge** from books, journals, articles, dissertations, etc. in order to communicate.
- ii) Through essay writing we can **preserve knowledge**.
- iii) The skill of writing essays is important in academic life because it is a way of **communicating ideas** in various subjects of



specializations to teachers and fellow students in seminars across time and space.

- iv) In colleges and universities, we write exam essays for reasons of **persuading lecturers** that we have read and thus we know and are knowledgeable on the areas under consideration. Thus, we need to be conversant with essay persuasive skills.
- v) It is a most common form of writing frequently **used to assess our performance** thus making it to occupy a very important position in our academic life.
- vi) Writing essays **enhances understanding of lectures** as it increases concentration.
- vii) In academic life is the **main form of communication** between students and lecturers.

1. Expectations of the Essay Audience

In general answers to the essay questions should reflect what its audience expects. Expectations of the essay audience upon our writing include the following;

- i) Ability to **collect relevant information** quickly and use the knowledge to focus clearly on the set topic.
- ii) **Read critically** and purposefully.
- iii) **Analyze processes** and problems and argue a case.
- iv) **Relate theory to specific examples.**
- v) Make a **creative contribution** to the subject.
- vi) Structure the material logically and express it clearly.

How to Structure an Essay

In structuring an essay, the ideas should be organized in paragraphs. The following describes the format or parts of the essay: An essay like a paragraph has three main parts; the introductory paragraph, the body and a conclusion or a summary. A systematic and good order of the essay is to present the information into these parts which are logically connected to each other.



i) Introductory Paragraph also known as Introduction

It refers to the topic sentence which is often the first sentence. It may summarize the paragraph or contain its main focus. The first paragraph introduces the topic, it should be short and inviting. This part begins the essay and states the essay’s central idea (main idea) which communicates the writer’s main point and purpose. This idea is expressed in the topic sentence of the introductory paragraph. When you want to decide on the central idea you should first focus your essay. The introduction should generally be short and divided into sections. You focus by asking yourself the following questions:

- What is my purpose in writing about that topic?
- What main points do I want to make?
- What details should I include to develop or support that main point?
- Then write the topic sentence e.g.

Topic	Topic Sentence
Cigarette Smoking	Cigarette smoking is expensive, harmful, and offensive.....
Poverty	Signs of poverty are increasing in large cities.....
Heart Diseases	Heart diseases can be treated through exercise, diet and medication.....
Strong math Skills	Strong math skills are required of engineers, computer programmers and economists.....
Homelessness	Homelessness has increased dramatically in my community over the last two years.....

You may pick any essay question and ask yourself these questions and develop your own topic sentence.

ii) The Body of the essay: This part is the middle part of the essay after the introduction. This is the part that comes after the introduction. It is made up of the several paragraphs which form the body of your essay and explore the topic. The last sentence of the paragraph may



conclude or summarize the idea. It contains supporting or developing paragraphs. That is, it contains information that develops or tells the reader more about the main points of the essay's central idea.

The Supporting or developing paragraphs, develop, illustrate, explain or expand the central topic/ idea stated by the introductory paragraph. That is, this part contains paragraphs that elaborate the central theme with the relevant information and evidence.

iii) Concluding/summarizing paragraph:

This is the last paragraph of the composition. It usually expresses writers' feelings about the topic where reader should sense finality. Words such as therefore, conclusively and the like are used. It is used to end the essay in a logical and memorable way. The concluding paragraph(s) restates the central theme in brief (Summary) or presents the writer's thoughts about the theme (Conclusion) as argued in the middle part. A summary restates the main points or explains the topic to provide emphasis.

2. Deciding on the structure of the Essay

A plan is essentially *a sketch, a frame work or a skeleton* of your essay. Planning an essay involves an effort to try to organize the material and to decide on the most effective order of presentation.

Deciding on organization or structure of presentation of the required information is dependent on correct and careful planning. Planning helps to shape the development of your essay, the content to enter and how much time to spend on each part of the essay and the entire writing process.

Steps in Planning an Essay

1. List the points you want to cover. List only those points which meet the needs of your reader and of your essay question.
2. Select those items/points which you think are most relevant to the topic.
3. Break the material into logical parts thus creating **a sense of unity**. This can be done by classifying and analysing the points and deciding the order of presenting.
 - General items to specific ones;



- Important items come, before less important items
- Larger items come before smaller ones
- Much more related items to unrelated, ones.

3. Writing the Introduction

The introduction should supply an overall framework so that the reader can grasp the details that later explain and develop your speech/writing. In your introduction, therefore provide background information, including defining key terms, adequate orientation, state the purpose of writing, and how you have organized the document in brief:

i) Providing Background Information

○ *Define key Terms*

Include definitions or explanations of key terms and concepts, especially if you are describing a machine or a process. Example:

“A closed-loop process is a system that uses feedback to control the movement of hydraulic actuators. The four stages of this process are: position sensing, error detecting, controlling the flow rate, and moving the actuator.”

○ *Orient the reader to your topic*

Although you know what you are writing/ speaking about, the reader/listeners often do not. Orient the readers/listeners to your topic. Do this by supplying a little background information.

i) State the purpose of writing/speech

Mention the reasons for your writing/speech. The reasons may be to: *to describe, to explain, to inform, to analyze, to discuss* etc. Often this comes from the key instruction word to your essay question. Example *“In response to your request at the June 21 action group meeting, when we were educating the members of staff about the closed loop, I have decided **to talk on a brief description of the closed-loop process.***



ii) State the organization of the essay/speech.

This refers to what the essay/speech will accomplish for the reader. In this section you should show the reader what the paper will do and how it will do it step by step.

Official (Business) Letter Writing

Dear learner, there are different types of letters. The types are such as friendly letters and official letters. In this section, we are learning how to write official letters and the related documents.

An official letter can be used for different reason. For example, applying for a job, seeking admission to join any learning institution and seeking permission.

An official letter has the following sections:

- i) Sender's address (sender)
- ii) Date
- iii) Addressee's address (receiver)
- iv) Salutation (greetings)
- v) Title (purpose of the letter)
- vi) Content (introduction, body and conclusion)
- vii) Closing (sender's name and signature)



Examples of Formats for Official Letters

P. O. BOX 68392

DAR ES SALAAM

OCTOBER 3, 2013

THE DIRECTOR

ABC COMPANY

P.O BOX 50747

MWANZA.

Dear Sir/Madam,

**REF: APPLICATION FOR EMPLOYMENT (state the position
you are applying for)**

Yours Faithfully,

Signature

Name



The given example is Full Block Format. Please, take time to learn the Semi Block Format and Indent Block Format.

Curriculum Vitae

Dear learner, curriculum vitae (CV) sometimes referred to us a known as a résumé. It is a self-marketing tool and creates an opportunity for an interview depending on how good is your CV. It is a summary of your academic, professional and work experience. A CV should be easy to read and always check your spelling as well as grammar. Dear learner, you CV should be clear and neat. This helps to avoid dense and too much information. Always remember to view your experience in a positive light and put important information up-front. Notably, put your experience and education achievement in reverse chronological order.

Sample of a CV Format

HOSEA JOHN

P.O. BOX 202020, Dar es Salaam

Tel: +255 755 55 55 55

E-mail: hoseajohn@gmail.com

PERSONAL DETAILS

Marital Status:

Date of Birth:

Nationality:

Language:

ACADEMIC QUALIFICATION

2012 – 2014: Start with the highest level of education

2007 – 2010:

2005 – 2007:

1983 – 1990: End with the lowest level of education

PROFESSIONAL QUALIFICATION (if any)

August 2018:



March 2018:

WORK EXPERIENCE

March 2015 – State your current position

REFEREES

Tom Fredrick

Director- Marketing and Finance

ASASK Centre

Tel: + 255 712 777 777

E-mail: asask@gmail.com

Minutes Writing

Dear learner, Minutes form an essential part of a meeting. We can simply define minutes as meeting notes. They describe and summarise the events of a meeting. Therefore, minutes give an official account of what happened during a meeting, including any decision and action taken. Dear learner, before the meeting, preparations which are to be undertaken include gathering the agenda, sharing minutes from the last meeting with participants (if any), have any document which will be discussed in the meeting and writing material or tape recorder. During the meeting, the actual recording of minutes take place. Thereafter, the writing of the meeting. It is important for the to confirm accuracy before circulating the minutes to all attendees.

What to include in the minutes?

- i) Title: Name of the group meeting,
- ii) Date, Time, Venue
- iii) The names of the participants
- iv) Agenda items
- v) Actions or tasks
- vi) The main points
- vii) Decisions made by the participants



- viii) Record what is the most important points
- ix) Future decisions

Functions of Minutes

To record action points, i.e., what actions have been decided upon, who is responsible and what the milestones and deadlines are.

- (a) They record summaries of the discussions held at the meeting.
- (b) Act as a grounding and authentic basis for decisions made.
- (c) Are legal documents and can be used in courts and in banks.
- (d) It is helpful to record the meeting so the recording can be referenced for details and clarify information later.

Types of Minutes

Types of minutes can either be Resolution minutes, narration and verbatim minutes.

Agenda Writing

Agenda refer to the list of items of business to be dealt with in a meeting. These items are arranged in logical order so that it will not be necessary to take later item first which may affect the decision on one of the earlier items. Examples of agenda:

AGENDA

1. Opening of the meeting
2. Adoption of Previous Minutes
3. Matter Arising
4. Plans for the year 2021
5. Letter from the Ministry of Education
6. Recommendation from committee members
7. AOB
8. Closing of the Meeting.

Yours sincerely,

Kaboja K.M

(Secretary)



Writing Memorandum (Memo)

A memo, short for memorandum, is used for communicating official messages with the organization. Memos are brief and friendly. Dear learner, memo is made up of two parts, the heading and message. Also, memo includes information on the sender, receiver, the date, subject and location. Dear learner, we use a memo to remind, highlight or recount an issue, to keep record and to inform or instruct.

MEMO Format

MEMO or MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

Report Writing

A report may be oral or written. An oral report is easy to present. It may consist of the communication of an impression or an observation. Sometimes it may be quite useful but written report is always preferred. There are two main types of reports namely: Informative report and interpretive Reports.



Characteristics of a Good Report

Grammatical Accuracy: One characteristics of a good report is grammatical accuracy; therefore, the grammatical accuracy of the language is of fundamental importance. It is one of the basic requisites of a good report as of any other piece of composition. Who is going to read a report if its language is faulty? Besides, faulty construction of sentence makes the meaning obscure and ambiguous.

Precision: The writer is very clear about the exact purpose of writing it. Precision gives kind of unity and coherence to the report and makes it a valuable document

Accuracy of Facts: The scientific accuracy of facts is very essential to a good report. Since report leads to decision making, inaccurate facts may lead to disastrous decision.

Relevance: The facts presented in a report should not only be accurate but also relevant.

Reader orientation: A good report is always reader oriented.

Objectivity of Recommendations: If the recommendations are made out of the report they must be impartial and objective. They should come as logical conclusion to investigation and analysis. They must not reveal any self-interest on the part of the writer.

Simple and Unambiguous Language: A good report is written in simple and unambiguous language. It is a kind of scientific document of practical utility, hence it should be free from various forms of poetic features like figures of speech which may bring about ambiguity.

Clarity: Clarity means clear; therefore, a good report should be absolutely clear. Clarity depends on the proper arrangement of the facts. The report writer must proceed systematically. He should make his purpose clear, define his sources, state his findings and finally makes the necessary recommendations. He should divide his report to short paragraphs giving them sub-headings and insert other suitable sign posts to achieve greater clarity.

Brevity: Brevity means brief; therefore, a good report should be brief. Brevity in report is the kind of brevity one recommends for a precise including everything significant and yet be brief.



Formats of Writing a Report

There are four formats that are used to write reports. These are:

Printed Forms: Reports consisting of questions and blank spaces or multiple-choice statements or answers

Letter Forms: This format is commonly used for shorter reports (usually five to fewer pages)

Memo Format: Used for short reports to be communicated

Manuscript Format: Used for Long and formal reports.

Components of the Formal Reports

Dear learner, a formal report should have the following components:

Part A: The Preliminary Parts which include:

- Letter of Transmittal
- Title page
- Acknowledgement
- Abstract
- Table of Contents

Part B: Body of the Report

- Introduction
- Procedures which include methods of the study
- The findings
- Discussion
- Conclusion
- Recommendation

Part C: The Supplemental Facts

- References
- Appendices



Aspects to Consider when Writing a Report

In writing a report you have to consider the following aspects:

- Some guidelines for report writing
- Follow the same rules as for written communication principles
- Indicate the nature of the report by giving it a heading
- Introduction of the report
- Arrange the information or arguments in a logical order
- Use indirect speeches
- Plan the lay-out of your report carefully, paying special attention to headings, paragraphs, some paragraphs and listed points
- Show the terms of reference
- Show the findings of the report
- Date and sign your report

Things to avoid when writing a report are as follows:

- Avoid clichés hackneyed expressions such as hereby acknowledge, in respect of, supplemental to----
- Leave out unnecessary words
- Keep writing simple
- Use short words

Note Writing

Dear learner, we define note taking as the practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture.

How to go about note taking

- i) Get to the lecture hall on or in time. This allows you to settle down before the facilitator.
- ii) Have all the required materials such as pen and note book.



- iii) Sit where you can see properly see the facilitator and board.
- iv) If possible, take notes using short forms.
- v) If you fail to understand any explanation, please ask the facilitator to go over it again.
- vi) Take note of important questions during an oral presentation
- vii) Take note of the contributions from the other learners during the discussion group meetings.

Dear learner, while taking notes you may come across different challenges because you have to listen and write at the same time. The challenges can include misspelling of words and not hearing properly due to noise or physical maladies.

Apply Writing Skills in Notices

A notice is a sheet of paper giving written or printed news or information usually displayed publicly. We normally have expressions such as “pin a notice on the body”. Notices can be of varied subjects, advertisements, meetings, announcements, call for tenders. A notice should be brief, eye catching, clear and complete. Imagine of the notice inviting people to a meeting and yet the date for the occasion is not indicated and there is no any venue shown. What do you think will happen?

Notice of a Meeting

The purpose of this document is to inform the members of forthcoming meeting. A comprehensive notice of a meeting contains the following information:

- The name of the organization
- Type of meeting
- An indication of who is invited
- The venue of the meeting
- Date and time of the meeting
- Name and designation of the person sending the notice

The following is an example of a notice of a meeting:



Note: The notice may be accompanied by the following: The agenda of the meeting, the minutes of the previous meeting and request for items to form the meeting's agenda.

Using Referencing Skills in Academic Writings

When writing an academic work, you make reference to works done by others. You need to indicate the source of the information you are using from others. That is called referencing.

The following are important information that are needed in referencing:

- (i) Author's name
- (ii) Year of publication
- (iii) Title of the material
- (iv) Location of publication
- (v) Publisher

In-text Citation

When writing the author indicates the source of information within the texts by showing the surname of the author of the source material and a year of publication. This is called in-text citation. For example:

In their examination of students' acquisition of learning strategies, **Simpson, Stahl and Francis (2004)** stressed that students will use a strategy if they understand how, why, and when to use it.

Simpson et al. (2004) argued that using the specific strategy taught in a course is often not important.

Acquisition of strategic learning is enacted over time through a series of events (**Hadwin et al., 2001**).

Writing of Reference Page

At the end of work, all cited references are shown in full. The reference list shows for each reference used: the author's name, year of publication, the title of the material, location of publication and the publisher.



There are many different referencing styles used in writing references. The most used styles include APA (American Psychological Association), MLA (Modern Language Association) and CMS or CMOS (Chicago Manual of Style). You need to choose the style which is used by your school/institution. However, once you have chosen a style it should be consistently used throughout the given work.

The sample given below follows the APA style (APA is an acronym for American Psychological Association).

Example of Reference Page

Alberta Social Services and Community Health. (2005). *Breaking the pattern: Understanding wife abuse*. Edmonton, Canada: Author.

Ancient tool makers discovered fire treatment. (2009, August 13). *The Globe and Mail*. Retrieved from <https://www.theglobeandmail.com/>

Arnold, A. (1985). *Afghanistan: The Soviet invasion in perspective* (Rev. ed.). Retrieved from <http://books.google.com/>

Brandt, F. (Producer), & Messina, P. F. (Director). (1995). *Too smart for strangers* [Motion picture]. Burbank, CA: Walt Disney Home Video.

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. Retrieved from <https://www.cna-aiic.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html>

Dear learner, seek assistance from a nearby tutor on how to cite and write a reference list. Make practices on how to make references.

Unit Reflection



You have been invited to attend managers forum as one of the key speakers on writing meeting agendas, minutes and reports. Prepare speech contains important issues that you would like them to learn.

Unit Assignment



1. A curriculum vitae is a self-marketing tool and getting an interview can depend on how good is your curriculum vitae. Design your own CV.
2. Minutes are sometimes referred to as meeting notes. Explain the five major functions of minutes.
3. Write a MEMO to your secretary informing her about the meeting which will be held on 1st of May, 2019 at Kawawa Hall in the Institute of Adult Education.



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