

Subject Title: Communication Skills

Introduction

Communication as an act and a process stands at the core of human existence. Living and functioning as a member of a social organization – however small this may be – requires appropriate communicative competence and the more developed this competence is, the more comfortable the individual feels when operating in a collective set-up. Over and above the bearing that the ability – or incapacity – to communicate properly has on the individual as a social participant, communication skills are of prime importance in the field of education.

This significance is attributable to the fact that both teaching and learning rely heavily on the capacity to communicate comprehensibly in writing and orally. On the one hand, the act of teaching itself is one where the teacher engages in a constant communication process with his learners, while the learner for his part, articulates his understanding of the knowledge conveyed in books and via the teacher's explanations mostly by responding in writing to set tasks and also by asking for clarifications, in most cases orally. Communication, therefore, cannot be dissociated from the act of teaching and learning.

In the field of prevocational education, proper communication skills are not only relevant for the acquisition of 'content' knowledge in diverse subject areas. Given the specificity of this system – with its heavy focus on pre-professional training – the development of communication skills has to be construed in such a way that learners are brought to the realization that while learning to communicate in the formal school setting, they are doing much more than simply studying a subject. The pertinence of oral and written communication skills as a life/professional skill should, thus, be constantly underscored.

The aim of Communication Skills at Pre-Vocational Secondary

To develop linguistic and communicative competence in order to enhance the sociolinguistic environment of learners and to allow them to function in this environment by performing specific set tasks.

The objectives of Communication Skills at Pre-Vocational Secondary

- To change the self-perception of the learners as not being good in languages and/or their resistance to learn European languages by acknowledging and indeed developing their awareness and their proficiency in their mother tongue.
- To bring the learners to value fine arts and drama alongside languages as media for self-expression and for the probing of issues, emotions and situations.
- To develop positive awareness and interest in language use and the functions of each language in our context, which is a multilingual one.
- To develop elementary or elementary plus proficiency in the three main languages in use in the country so as to prepare the learners for their after school life.
- To tap on the interest of the learners in new technology, refresh, restart and/or develop further oral and written academic proficiency in English and French by building literacy through IT, in order to sustain learning and professional training and to enhance their social integration in the local and global world.
- Bring the Prevocational learners at par with their mainstream peers by developing their communicative and academic skills so as to enable them to choose in all freedom between the reintegration of mainstream education and a trade-oriented education.

Mode of Assessment

Assessment will be carried out in a formative and on a continuous basis. Two modes of assessment will be used for this purpose:

(i) Portfolio-based assessment

Learners will have to work out the communication-based activities in a progressive way and keep copies of them in their portfolios which will be used for evaluation purpose at the end of the year at school and MITD.

(ii) Activity-based assessment

At the end of each Unit, learners will be assessed through activities and tasks. Regular feedback on the end-of-unit activities will help the learners to critically situate and analyse their work-in-progress and teachers could hence propose further activities for improvement and remedial.

Curriculum content

Year 1

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|---|---|
| Proficiency in languages and Visual Arts for communication | <ul style="list-style-type: none">• Vocabulary for communication in English and French• Grammar for communication in English and French• Using Visual Arts for communication• Language and artistic communication-based activities |
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Year 2

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| Knowing the world of communication | <ul style="list-style-type: none">• Vocabulary and grammar related to the world of communication• Communication (actors, situation, purpose, interference, barriers)• Skills for oral and written communication• Skills for non-verbal communication• Oral, written and non verbal-communication-based activities |
| Learning about skills for communication | <ul style="list-style-type: none">• Vocabulary and grammar for communication in French and English• Linguistic means of communication: functions and importance in the world of communication.• Artistic means of expression: functions and importance in the world of communication.• Body language: functions and importance in the world of communication.• Verbal and non-verbal communication-based activities. |

Year 3

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| Developing skills for communication in working life in local context | <ul style="list-style-type: none">• Communication in personal life.• Vocabulary and grammar for French and English languages – (related to communication in personal life)• Verbal and non-verbal communication-based activities |
| Developing skills for communication in local business life | <ul style="list-style-type: none">• Communication in local business life• Vocabulary and grammar for French and English languages (related to communication in local business life)• Verbal and non-verbal communication-based activities |

Year 4

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| Developing skills for communication in social life | <ul style="list-style-type: none">• Communication in social life.• Vocabulary and grammar for French and English languages (related to communication in personal and social life).• Verbal and non-verbal communication-based activities |
| Developing skills for communication in working life at international level | <ul style="list-style-type: none">• Communication in the world of business at international level.• Vocabulary and grammar for French and English languages (related to communication in business life at international level).• Verbal and non-verbal communication-based activities |