**Communication skills**

1. **Listening skill**

**Definition:** intentionally receiving any audio material for the purpose of understanding, and be able to analyze and absorb, and gain the ability to criticize, and to express opinion if asked by the listener.

**So listening:** is a deliberate humanitarian process aimed at: acquisition, understanding, analysis, interpretation, derivation, and then mental construction.

The acoustic material has **three levels:**

1. **Hearing-** is the receiving of sounds inadvertently without understanding or analyzing.
2. **Listening** - Receiving sounds with intent, the will to understand and analyze, may be interrupted for any factor.
3. **Intensive listening** - It is the highest level of listening, and is not interrupted by any factor; because of strong determination in the listener.

**Types of listening**:

1. **Indirect listening** (or marginal listening): It is the predominant listening in societies; the public's listening to the audiovisual media or their councils.
2. **Entertainment Listening**: It is the listening which one aims at the psychological and spiritual pleasure, and is not without understanding, analysis, and interpretation .. But the fun overcomes it.
3. **Attentive listening**: It is the listening to which one aims to hear the same material, for the purpose of understanding, analyzing and interpreting it, often in lectures, seminars and classrooms.
4. **Critical listening:** It is the listening that does not stand behind understanding, analysis, interpretation, but rather to compare what he heard to what he believes; and believes through the foundations and principles hidden in it, and then issued a judgment to it, and may be after the comparison discussion.

This type of listening can only come from those who have enough enlightenment, awareness and specialization.

***Importance of listening***

1. It’s a method of communication.
2. The acquisition of the skill of speech and reading through it.
3. The voices can be understood and identified through it.
4. Sounds can be understood and recognized.
5. Gain information through it.
6. Know the aim of the speaker.
7. Know the subject of the speaker.
8. Know the direction of the speaker towards the subject of the conversation.
9. Get influence on the speaker's speech.
10. Evaluation of speech and criticism.
11. **Speaking skill**

**Definition** – is the transfer of knowledge and information from the positive teacher or books to the minds of the recipient learner in a suitable and appropriate way to achieve the desired goals.

**Aims of speaking skill**

1. Developing the child's awareness of verbal words as linguistic units.
2. Enriching the learner with language fluency.
3. Make the learner enable to form and construct sentences.
4. Developing the ability of the learner to organize ideas in language units.
5. Improvement of the spelling and pronunciation.
6. Understand the difference in pronunciation between words with similar sound.

***Importance of speaking skill***

1. Makes the student adapt positive participation in all conversations.
2. Develops the social side in the lives of students, through the exchange of private and public conversations.
3. Provides student with loving behaviors such as respecting others by speaking to them in language.
4. Removes the phenomenon of introversion that some students experience in dealing with others.
5. Proper acquisition of language, because language is not acquired in isolation but by listening to others.
6. Students gain the ability to express their views and views on a particular issue.
7. Students gain the ability to express their information in a particular subject using conversation skills.
8. **Reading skill**

**Definition:**

1. **The old concept:** Converting symbols written into words.
2. **Modern concept:** Know the written symbols, utter them, and translate those symbols into meanings and ideas; to target them and Take advantage of that in practical life.

***Importance of reading***

1. Is an important way to gain knowledge, and pleasure.
2. It helps the individual to solve his problems.
3. Makes close to the use of scientific method in dealing with life.
4. It is a tool to develop human thought in general.
5. Student gain the ability to express himself in front of others.
6. It’s a method of communication.
7. It encourages the student to convey his massage to the others.
8. It can create some relationship with his listeners through enjoying them.
9. It develops sense of competition with others through practicing.

**Steps of practicing reading**

Reading is a relationship of interaction between the reader and the text, and includes the seven steps as follows:

1. Representation: present visual data through the eye.
2. Recognition: Learn the alphabet and words.
3. Understanding: Link the read words with the whole meaning of the text.
4. Comprehension: Linking the read information to the stored knowledge of the reader.
5. Retention: Store information in memory effectively and efficiently.
6. Callback: Remember the information you need.
7. Application: use the stored information in memory in effective communication with the self and others, with proper thinking, good expression.
8. **Writing sills**

**Definition**- it is a creative process that compels the writer to generate ideas, formulate, and organize and then finally putting it on a paper.

**Types of writing**

1. **Functional writing**- Is the writing that leads to a special functional in the life of the individual and the community, to achieve understanding.
2. **Creative writing**- It is a process that allows the production of written text by reviewing and developing the basic idea.
3. **Persuasive writing**- It is a part of functional writing, where the writer uses methods and means of persuasion to convince the reader from his point of view.

***Importance of writing***

1. Writing is a method of communication.
2. Develop the learner on accuracy and the power of observation, arrangement and cleanliness.
3. Train learners to write correct words.
4. Stabilize the images of words in the minds of learners to express its writing from memory.
5. Makes the senses to practice writing perfectly and neatness.
6. Extend the experience of learner’s language and acquire them new skills using punctuation in its positions.
7. Make the learners Practice writing in quick, clear and perfect.

**Aims of writing skill**

1. To provide the leaner the ability to express his thoughts, feelings and emotions in a wonderful and elegant way.
2. To provide the leaner the ability to express himself in a sound language that considers the best uses principles of the Linguistic system.
3. To provide the ability to practice logical reasoning in displaying his ideas.
4. Develop the ability of the leaner to face different life situation e.g. writing letters to friends, writing application letters etc.

**Giving Presentation**

An activity that many of us view with concern is that of giving presentations. Few people feel entirely comfortable standing in front of an audience to deliver a talk; even fewer actually enjoy it. In fact, a survey carried out in America on common fears, suggested that fear of speaking in front of a group was rated higher than fear of death.

The reasons behind this are simple- people fear that public speaking may result in humiliation, embarrassment or loss of dignity. Even the most adept speakers recognize feelings of fear in anticipation of and during delivery of a presentation. However, the key to success is to utilize that fear and to recognize it as a normal, healthy feeling. There is nothing wrong with feeling a level of anxiety and in fact, learning to harness the energy it produces can help you to perform well.

**Dealing with Fears**

Techniques to resolve your anxiety include the following:

• Accept that it is perfectly normal to feel nervous or anxious to some extent.

• Prepare well.

• Be realistic. Are your standards too high? Take off the unnecessary pressure that comes from negative and unrealistic thoughts by challenging them and seeking the more rational view.

• Use relaxation exercises such as deep breathing.

• Behave ‘as if’ you are feeling confident; i.e.

I. Enter the presentation in a very deliberate way,

ii. Rehearse your presentation, but also how you will

Stand, set out your notes, change your slides etc,

iii. Use other non-verbal behaviours to appear confident.

**Planning your Presentation**

It can be helpful to plan your presentation in terms of key steps, as follows:

1. Set your objective.
2. Understand your audience.
3. Know your setting.
4. Write down the ‘central theme’ of the talk.
5. Write your outline.
6. Prepare your delivery notes, according to the structured outline.
7. Deliver your presentation (see section on delivery).

**NB: Do not use too many slides/points.**

**Structuring Your Presentation**

This is perhaps one of the most important aspects of the presentation. The structure should be clear to both you and your audience.

The presentation should have an *introduction*, body and conclusion.

**I*ntroduction:***

Through the introduction you should grab your audience’s attention and set the scene. Ways of getting your audience’s attention include asking a rhetorical or intriguing question, providing a relevant and interesting fact, giving an anecdote, outlining the valuable information you hope the audience will gain from the presentation/telling them why they need to know the information.

**The Main Body:**

Select the main points that support your argument but only include as much detail as your audience needs. Also, be aware that people will not remember too many points.

**Conclusion:**

There are various ways of concluding a presentation including changing the pace, using a new visual aid, summarizing your main points, drawing the conclusion and its importance, making recommendations, asking for questions, getting feedback, etc.

**Do not end suddenly**. Give your audience some idea that you are coming to a close; e.g. ‘And now, before I finish’ or ‘In conclusion’ etc.

**Techniques of Delivery**

1. Be suitably paced.
2. Use visual aids without placing them Centre stage.
3. Make use of sub-summaries, signposts and links.
4. Emphasize key points verbally, non-verbally and vocally.
5. Be verbally fluent.
6. Be concrete and precise, rather than appearing vague and indefinite.
7. Be dynamic.
8. Include carefully chosen examples – as a bridge between what the listener knows and is familiar with and the new material being introduced.
9. Avoid distractions-, e.g. pacing around, playing with a pen or pointer.
10. Rehearse what is going to be said