

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/303893422>

Communication Skills, Students Coursebook

Article · January 2015

CITATIONS

0

READS

316,298

1 author:



Tabitha Wangare Wambui

Karatina University

15 PUBLICATIONS 43 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Effect of part-time teaching [View project](#)



Influence of Adjunct Faculty on students' satisfaction in Public Universities in Kenya [View project](#)

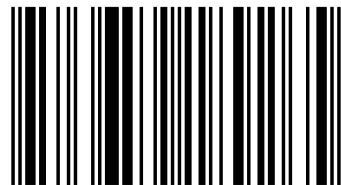
Communication is an important facet of life as the skills to communicate are essential in all spheres of life. Every day in many ways, people communicate with others; sometimes verbally and other times through the written word, and even do it non-verbally through what we call body language. This book represents an extended and thoroughly researched teaching and learning materials for secondary and tertiary levels. The book aims at equipping the students with a solid background of effective communication skills that will help them develop communication strategies that they will use for the rest of their lives. Human behavior and social relationships are the result of the process of communication. The book equips students with effective communication, library, listening, study, reading and examination skills.

Communication skills vol. I



Tabitha Wangare Wambui

Tabitha Wangare Wambui is a lecturer in Karatina University College in Karatina - Kenya where she has been teaching Communication Skills to degree and diploma students since 2010. Currently she is pursuing her PhD in Human Resource Development at JKUAT. She has published another book on Affirmative Action: A Kenyan Case.



978-3-659-18926-5

Wangare Wambui, W. Kibui, Gathuthi

Tabitha Wangare Wambui
Alice W. Kibui
Elizabeth Gathuthi

Communication skills vol. I

Students' Coursebook



**Tabitha Wangare Wambui
Alice W. Kibui
Elizabeth Gathuthi**

Communication skills vol.I

**Tabitha Wangare Wambui
Alice W. Kibui
Elizabeth Gathuthi**

Communication skills vol.I

Students' Coursebook

LAP LAMBERT Academic Publishing

Impressum/Imprint (nur für Deutschland/only for Germany)

Bibliografische Information der Deutschen Nationalbibliothek: Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

Alle in diesem Buch genannten Marken und Produktnamen unterliegen warenzeichen-, marken- oder patentrechtlichem Schutz bzw. sind Warenzeichen oder eingetragene Warenzeichen der jeweiligen Inhaber. Die Wiedergabe von Marken, Produktnamen, Gebrauchsnamen, Handelsnamen, Warenbezeichnungen u.s.w. in diesem Werk berechtigt auch ohne besondere Kennzeichnung nicht zu der Annahme, dass solche Namen im Sinne der Warenzeichen- und Markenschutzgesetzgebung als frei zu betrachten wären und daher von jedermann benutzt werden dürften.

Coverbild: www.ingimage.com

Verlag: LAP LAMBERT Academic Publishing GmbH & Co. KG
Heinrich-Böcking-Str. 6-8, 66121 Saarbrücken, Deutschland
Telefon +49 681 3720-310, Telefax +49 681 3720-3109
Email: info@lap-publishing.com

Herstellung in Deutschland (siehe letzte Seite)

ISBN: 978-3-659-18926-5

Imprint (only for USA, GB)

Bibliographic information published by the Deutsche Nationalbibliothek: The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de>.

Any brand names and product names mentioned in this book are subject to trademark, brand or patent protection and are trademarks or registered trademarks of their respective holders. The use of brand names, product names, common names, trade names, product descriptions etc. even without a particular marking in this works is in no way to be construed to mean that such names may be regarded as unrestricted in respect of trademark and brand protection legislation and could thus be used by anyone.

Cover image: www.ingimage.com

Publisher: LAP LAMBERT Academic Publishing GmbH & Co. KG
Heinrich-Böcking-Str. 6-8, 66121 Saarbrücken, Germany
Phone +49 681 3720-310, Fax +49 681 3720-3109
Email: info@lap-publishing.com

Printed in the U.S.A.

Printed in the U.K. by (see last page)

ISBN: 978-3-659-18926-5

Copyright © 2012 by the author and LAP LAMBERT Academic Publishing GmbH & Co. KG and licensors

All rights reserved. Saarbrücken 2012

DEDICATION

We dedicate this work to Malvin Kimani, Grace Mugure, Matu, Waithera and Muthoni.

PREFACE

This book represents an extended and thoroughly researched teaching and learning materials for all levels of education, that is, primary, secondary and tertiary level. The book has discussed extensively on communication skills, how people should communicate effectively for the smooth running of the society and national development. It has expounded on how students should constructively study, how one can use the library effectively, citation and referencing. The book has also discussed at length on listening skills. It has included cues on how to read effectively for easy comprehension, and what to do in order to pass examinations. It's a must read for all people who would like to communicate effectively.

TABLE OF CONTENT

DEDICATION.....	i
PREFACE.....	ii
TABLE OF CONTENT	iii
TOPIC 1	1
1.0 INTRODUCTION TO COMMUNICATION SKILLS	1
1.1 Defining the Term Communication	1
1.2 Types of Communication	2
1.2.1 Types of communication based on the communication channels used are:	2
1.2.1.1 Verbal Communication.....	2
1.2.2 Types of Communication Based on Purpose and Style.....	9
1.3 Factors to consider when choosing a communication media	9
1.4 Stages in the communication process.....	10
1.5 Communication cycle.....	11
1.6 The roles of a sender and receiver.....	12
1.6.1 Role of the sender.....	12
1.6.2 Role of the receiver	13
1.7 Basic principles of communication	13
1.8 The Purpose for communication	15
1.9 Importance of communication	17
1.10 Barriers to communication.....	17
1.11 Possible remedies to the barriers.....	20
TOPIC TWO	23

2.0 STUDY SKILLS.....	23
2.1 Tips to effective study	23
2.2 Presentation of Work.....	28
2.3 Planning work	29
2.4 Note-taking during lecture.....	30
2.4.1 Challenges of note taking	31
2.5 Formation of discussion groups	31
2.6 Critical Thinking	32
TOPIC 3	34
3.0 LIBRARY SKILLS.....	34
3.1 What is a library?	34
3.2.1 National or state library	35
3.2.2 Academic library	36
3.2.2.1 The functions of an academic library	37
3.2.3 Children’s libraries	38
3.2.4 Special libraries	40
3.2.4.1 The functions of a special library	40
3.2.5 Research libraries	41
3.2.6 Reference libraries.....	42
3.2.7 Public libraries	42
3.3 Sections of a library.....	43
3.3.1 Acquisition Section	43
3.3.2 Cataloguing Section.....	43
3.3.3 General-Readers Section/circulation section	44

3.3.4 Short-Loan Section.....	44
3.3.5 Technical Section	44
3.3.6 Reference Section.....	44
3.3.7 E-Resources Section/ Multimedia Section	45
3.3.8 Periodicals Section	45
3.3.9 National collection section.....	45
3.3.10 Children section.....	45
3.3.11 Exhibition-cum-conference section.....	45
3.4 Library Classification	46
3.4.1 Types of Library Classification.....	47
3.4.2 The Library of Congress Classification System (LC)	49
3.4.3 The Dewey decimal classification (DDC).....	51
3.5 Library catalogue	53
3.6 What is citation?.....	55
3.7 Referencing/Bibliography process	57
TOPIC 4	60
4.0 LISTENING SKILLS	60
4.1 What is listening?.....	60
4.2 Things that we listen to actively	61
4.3 Why You Need Good Listening Skills	61
4.4 Reason why we listen	62
4.5 Tips to Effective and Active Listening Skills.....	63
4.6. How to prepare.....	65
4.7 Difficulties encountered while listening.....	66

4.7.1 Barriers to effective listening	66
4.8 Possible remedies	68
TOPIC 5	69
5.0 READING SKILLS.....	69
5.1 What is reading?.....	69
5.2 Types and methods of reading	70
5.3 Strategies for Reading Comprehension	71
5.4 Why study Reading Skills?.....	72
5.5 Importance of reading.....	73
5.6 Barriers to effective reading	73
TOPIC 6	75
6.0 NON-LINEAR.....	75
6.1 What is non-linear?	75
6.2 Types of visual aids	75
6.2.1 Objects	75
6.2.2 Models	75
6.2.3 Maps	76
6.2.4 Tables.....	76
6.2.5 Photographs.....	76
6.2.6 Diagrams.....	76
6.2.7 Graphs.....	76
6.2.7.1 Bar graph.....	77
6.2.7.2 Line graph	77

6.2.7.3 Pictograph	77
6.2.7.4 Line plot	77
6.2.7.5 Pie chart	77
6.2.7.6 Map chart	78
6.2.7.7 Histogram.....	78
6.2.7.8 Frequency Polygon.....	79
6.2.7.9 Scatter plot	79
6.2.7.10 Stem and Leaf Plot	79
6.2.7.11 Box plot.....	79
6.3 Importance of non-linear	79
TOPIC 7	81
7.0 EXAMINATION SKILLS	81
7.1 What is an examination skill?	81
7.2 Preparation Strategies to Tackle Examination	81
7.3 Examination Rubrics	83
7.4 How to pass examinations	85
REFERENCES	89
SAMLE QUESTIONS.....	93

TOPIC 1

1.0 INTRODUCTION TO COMMUNICATION SKILLS

1.1 Defining the Term Communication

Since communication happens around us all the time, the process is often taken for granted. A large amount of time is spent communicating hence there is need to make sure that ideas and information are put in a way that everyone involved can understand. Thinking about what to say, working out the best way of saying it, finding the right words, making sure the other person understands and understanding anything he/she says in reply are all vital stages in communication.

Communication comes from the Latin “*communis*”, which means “common”. When we communicate, we are trying to establish “commonness” with someone. That is, we are trying to share information, an idea or an attitude (Schramm, 1993). Looking further, you can find this type of definition: “Communications is the mechanism through which human relations exist and develop” (Schramm, 1993).

Carl Hovland, a well-known psychologist defined communication as “the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behavior of the other individuals (communicates)”.

Other scholars define communication as:-

“Communication is the transfer of information from one person to another, whether or not it elicits confidence; but the information transferred must be understandable to the receiver.” - G.G. Brown.

“We all use language to communicate, to express ourselves, to get our ideas across, and to connect with the person to whom we are speaking. When a relationship is working, the act of communicating seems to flow relatively effortlessly. When a relationship is deteriorating, the act of communicating can be as frustrating as climbing a hill of sand.” - Chip Rose, attorney and mediator

“Communication is the intercourse by words, letters or message.- Fred G. Meyer.

This can therefore lead us to define communication as giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions. This broad definition includes body-language, skills of speaking and writing. It also outlines the objectives of communication and emphasizes listening as an important aspect of communication.

1.2 Types of Communication

As aforementioned, communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel. People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication.

1.2.1 Types of communication based on the communication channels used are:

There are two types of communication based on channel; verbal communication and nonverbal communication.

1.2.1.1 Verbal Communication

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication always remember the acronym KISS - keep it short and simple.

When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning. In order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How it will sound on the other side of the table?

Verbal Communication is further divided into, two oral /spoken and written communication

a. **Oral/Spoken Communication**

In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. Examples of spoken communication that is used in the workplace include conversations, interviews, counseling/helping colleagues, meetings, conferences and so on (Wenbin Nah, 2008). In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. The following are the advantages of communication:-

Advantages of Oral/spoken communication

- i. Oral communication allows for immediate feedback such as the opportunity to ask questions when the meaning is not entirely clear.
- ii. The sender is able to check and see whether if the instruction is clear or has created confusion.
- iii. There is high level of understanding and transparency in oral communication as it is interpersonal.
- iv. There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- v. Spoken instructions are flexible and easily adaptable to many diverse situations.
- vi. The feedback is spontaneous in oral communication. Thus, decisions can be made quickly without any delay.
- vii. Oral communication is not only time saving, but it also saves upon money and efforts.
- viii. Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
- ix. Oral communication is an essential for teamwork and group energy.
- x. Oral communication promotes a receptive and encouraging morale among organizational employees.
- xi. Oral communication can be best used to transfer private and confidential information/matter.

- xii. In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantages of Oral/spoken communication

- i. Poor presentation of the message or the instruction can result in misunderstanding and wrong responses.
- ii. Relying only on oral communication may not be sufficient as business communication is formal and very organized.
- iii. Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- iv. Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- v. Oral communications are not easy to maintain and thus they are unsteady.
- vi. There may be misunderstandings as the information is not complete and may lack essentials.
- vii. It requires attentiveness and great receptivity on part of the receivers/audience.
- viii. Oral communication (such as speeches) is not frequently used as legal records except in investigation work.
- ix. Spoken communication is influenced by both verbal and non-verbal communication such as tone or body language which may twist the meaning of your message in the mind of the receiver.

b. Written Communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via, letter, report, memo, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used (Wenbin Nah, 2008). Message, in written communication, is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. Written Communication is most

common form of communication being used in business. Written communication has various advantages and disadvantages as explained here under:-

Advantages of written communication

- i. Written communication is good for complicated and vital instructions, which can be given in a precise and uniform manner.
- ii. Written communication helps in laying down apparent principles, policies and rules for running of an organization.
- iii. It is a permanent means of communication: written instructions can be used for future references. Therefore important where record maintenance is required
- iv. It assists in proper delegation of responsibilities.
- v. Written communication is more precise and explicit
- vi. Effective written communication develops and enhances an organization's image.
- vii. It provides ready records and references.
- viii. Legal defenses depend upon written communication as it provides valid records
- ix. There is a lesser chance for the message to be misunderstood.
- x. Authority is transmitted more effectively with a written order than with an oral one
- xi. Messages can be edited and revised many time before it is actually sent.
- xii. Written communication provides record for every message sent and can be saved for later study.
- xiii. Reader can read the information at a pace that suits them.

- xiv. A written message enables receiver to fully understand it and send appropriate feedback.

Disadvantages of written communication

- i. People may not always read them.
- ii. Written communication takes time.
- iii. It is impersonal or unfriendly.
- iv. Written communication is expensive. It costs huge in terms of stationery and the manpower employed in writing/typing and delivering letters.
- v. Written communication is time-consuming as the feedback is not immediate. The encoding and sending of message takes time
- vi. Effective written communication requires great skills and competencies in language and vocabulary use. Poor writing skills and quality have a negative impact on organization's reputation.
- vii. Too much paper work
- viii. It does not answer questions and there is no immediate feedback.

1.2.1.2 Non-verbal Communication

According to McConnell, (2003), nonverbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Nonverbal communication is talking without speaking a word. It is very effective, maybe even more so than speech. As the saying goes, "Actions speak louder than words."

Speech contains nonverbal elements known as paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well prosodic features such as rhythm, intonation, and stress. On the other hand, written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the physical layout of a page. However, much of the study of nonverbal communication has focused on face-to-face interaction, where it can be classified into three principal areas: environmental conditions where communication takes place, physical characteristics of the communicators, and behaviors of communicators during interaction. Nonverbal communication is all about the body language of speaker. Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal response contradicts verbal communication and hence affects the effectiveness of message. Nonverbal communication has the following three elements:-

Appearance

Speaker: clothing, hairstyle, neatness, use of cosmetics

Surrounding: room size, lighting, decorations, furnishings

Body Language

Facial expressions, gestures, postures and how one stands is an important element of non-verbal communication. For example, leaning towards a speaker indicates intense interest. Frequently looking away from the speaker indicates disinterest or impatience

Sounds

Voice Tone, Volume, Speech rate

Functions of nonverbal communication

According to Argyle et al (1970) spoken language is normally used for communicating information about events external to the speakers, non-verbal codes are used to establish and maintain interpersonal relationships. It is considered more polite or nicer to communicate attitudes towards others non-verbally rather than verbally in order to avoid embarrassing

situations (Rosenthal, Robert and Bella (1979). Argyle (1988) concluded that there are five primary functions of nonverbal bodily behavior in human communication namely:-

- i. Express emotions
- ii. Express interpersonal attitudes
- iii. To accompany speech in managing the cues of interaction between speakers and listeners
- iv. Self-presentation of one's personality
- v. Rituals (greetings)

In regards to expressing interpersonal attitudes, humans communicate interpersonal closeness through a series of nonverbal actions known as immediacy behaviors. Examples of immediacy behaviors are smiling, touching, open body positions, and eye contact. Cultures that display these immediacy behaviors are considered high-contact cultures.

Advantages of non-verbal communication

- i. You can communicate with someone who cannot hear.
- ii. You can communicate in places where you have to avoid talking audibly.
- iii. You can communicate without others around you hearing what is being communicated.
- iv. You can communicate when a person is too far away from you to hear you (for example, by gesturing)
- v. Non-verbal communication makes conversation short and brief.
- vi. Non-verbal communication saves on time and can be used as a tool to communicate with people who don't understand your language

Disadvantages of non-verbal communication

- i. Long conversations using non-verbal communication are usually not possible.
- ii. Non-verbal communication varies from culture to culture.
- iii. Particulars of messages using non-verbal communication cannot be discussed in detail.
- iv. It is not useful as a public tool for communication
- v. It cannot be used everywhere and is less influential than verbal communication.

1.2.2 Types of Communication Based on Purpose and Style

Based on style and purpose, there are two main categories of communication and they both bears their own characteristics. Communication types based on style and purpose are:

- i. Formal Communication
- ii. Informal Communication

i. Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern. Informal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

ii. Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually informal communication is done orally and using gestures. Informal communication, unlike formal communication, doesn't follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationships.

1.3 Factors to consider when choosing a communication media

There are many factors that the speaker has to consider before he/she chooses the media for communication. Here are some of the factors to consider:-

i. Reliability

Reliability is of fundamental importance, it considers whether the message will get to the intended destination. It is also important to consider how reliable it is in getting across the ideas /message contained.

ii. The receiver

The medium selected should be one that can serve the communication needs of the audience in terms of age, education background, cultural orientation etc.

iii. Relationship with the receiver

The exact nature of relationship the sender has with the receiver influences the kind of communication media to use.

iv. Confidentiality

Some messages are confidential and should be read or heard by the intended recipient while others are less private. A letter for instance would be used for confidential messages while memos, notices and oral messages can be used for less confidential messages.

v. Cost

The channel selected should be cost effective in terms of time and money.

vi. Speed

The urgency of the message is important. The channel selected should be appropriate to deliver the message within the expected time span. Speed is usually linked with cost too.

vii. Availability

The channel selected should be available both to the sender and the receiver.

1.4 Stages in the communication process

Communication Process can be defined as a procedure that is used to impart a message or information from a sender to a receiver by using a medium of communication. The message goes through five stages when it is sent by the sender to the receiver. These stages are as follows:-

Sender -the sender is the entity that conveys or sends the message. At this stage, an idea, thought or feeling is formulated in the mind of the sender as a result of an external or internal stimulus or motivation.

Message - is what is being transmitted from sender to receiver.

Encoding - encoding is a process through which the message is symbolized. It involves giving the message a communication form.

Channel - channel is the medium through which message is being sent. The sender selects the most appropriate and effective vehicle that will deliver the message to the receiver. Communication channels may include websites, letters, email, phone conversations, videoconferences and face-to-face meetings.

Effective communication relies on selecting an appropriate communication channel for your message. Selecting the wrong communication channel can cause communication obstacles including information overload and inadequate feedback. The effectiveness of communication channels can be evaluated based on richness and opportunity for feedback. Richness refers to the depth of your message. For instance, the Encyclopedia of Business names face-to-face communication as the richest communication medium. Face-to-face encounters allow the listener to hear your message, as well as sense your tone of voice and watch your facial expressions to determine the meaning of your message. Face-to-face communication also allows for instant feedback, unlike communication mediums like letters and emails.

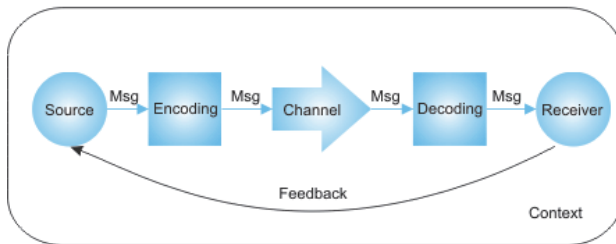
Receiver - is the entity that receives the message.

Decoding - decoding is the process in which the message is translated and meaning is generated out of it.

Feedback - is the process through which receiver sends his response.

The communication process is explained diagrammatically as follows:-

The Communications Process



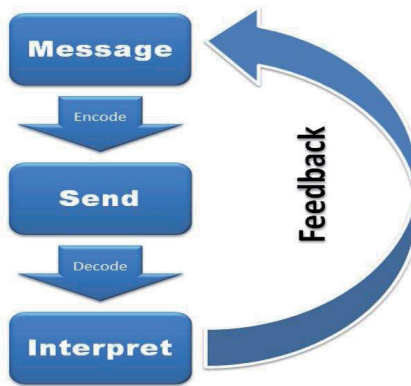
Source: www.mindtools.com/CommSkill/CommunicationIntro.htm

1.5 Communication cycle

Communication cycle is a process on how a message flows from one person to another. Barnlund (2008) proposed a transactional model of communication indicating that individuals are all together engaged in the sending and receiving of messages. At the same time, Social scientists Claude Shannon and Warren Weaver (1949) structured model based on the following elements:

- i. An information source, which produces a message.
- ii. A transmitter, which encodes the message into signals
- iii. A channel, to which signals are adapted for transmission
- iv. A receiver, which 'decodes' (reconstructs) the message from the signal.
- v. A destination, where the message arrives.

Effective Communication Cycle



Source: info@maximumadvantage.com

1.6 The roles of a sender and receiver

Both sender and the receiver have a role in the communication process:-

1.6.1 Role of the sender

While sending the message you must have the ideas, purpose/reason, means of sending that communication, the actual act and encoding and the sending of the message.

When composing that letter, ask yourself:-

- i. What do I want the receiver to do or think, what do I expect.
- ii. Choose appropriate language with an appropriate non-verbal behavior suitable for you at that appropriate time.

- iii. Take time to structure your message strategically
- iv. Select appropriate media/means; select media that will help achieve your aim.
- v. Put yourself in the receiver's position.
- vi. Make sure your message is not misunderstood. Avoid being ambiguous, being vague etc.
- vii. Check the feedback and decide whether you are needed to feedback or not
- viii. Check the attitude of the receiver of the feedback

1.6.2 Role of the receiver

The receiver has a role to play while on the other side of the line:-

- i. Receive message
- ii. Give the message full attention so that you avoid misunderstanding.
- iii. Check whether the media sender used suit your means
- iv. Ensure full comprehension of the message by checking the references to refer to.
- v. Check whether there is any underlined meaning/implication.
- vi. Ensure you give sufficient and necessary feedback.

1.7 Basic principles of communication

The principles of communication are those aspects that have to be taken into account when relaying any communication. These principles provide guidelines for the content and style of presentation adapted to the purpose and receiver of the message. They are called "The seven C's", they are completeness, conciseness, consideration, concreteness, clarity, courtesy and correctness.

i. Clarity

It refers to clarity of thoughts and expressions. The writing should be correctly planned and expressed in a logical way; the writer should make sure that the ideas flow smoothly from the beginning to the end. The message must be so clear that even the dullest man in the world should readily understand it. The communicator must be very clear about all the aspects of the idea in his mind and about the purpose for which it is to be communicated. The speaker should use

simple language, use concrete expressions, avoid excessive use of the infinitives, avoid jargon, avoid ambiguity and use short sentences (Saleemi, 1997). Getting the meaning from the senders head to the head of the receiver accurately is the purpose of clarity. Choose precise, concrete and familiar words-when meaning of words is in doubt, use more familiar words for the audience to understand them better.

ii. Completeness

According to Saleemi (1997), completeness of facts is absolutely necessary. Incomplete communication irritates the reader, for it leaves him baffled. If wrong actions follows incomplete message, they may also prove expensive. It is an essential factor for effective communication. A message must be organized appropriately and must include all the important details. The contents of the message must be checked in order to verify that there is no omission of the relevant details. An incomplete message can do little to convey the information and to persuade the receiver.

iii. Conciseness

Conciseness refers to thoughts expressed in the fewest words consistent with writing. Be as brief as possible. Brevity in expression effectively wins the attention of the reader but it should not be effected at the cost of appropriateness, clarity, correctness, completeness or courtesy (Saleemi, 1997). Saleemi indicated that one should include only relevant facts, avoid repetition, avoid trite and wordy expressions and you organize your message well.

iv. Consideration

Consider the receiver - consideration means preparing every message with the receiver in mind, try to put yourself in their place. For instance adopt the you-attitude and not “we”, emphasize positive, pleasant facts and impart integrity to your messages (Saleemi, 1997).

v. Correctness

Communication must be correct in tone and style of expression, spelling, grammar, format, contents, statistical information; stress-unstressed, etc. there should not be any inaccurate statements in the message. Efforts must be made to avoid errors in the incorrect written documents. At the core of correctness is proper grammar, punctuation and spelling. However, a

message may be perfect grammatically and mechanically but still insult or lose a receiver. The term correctness as applied in messages calls for the following:-

- Use the right level of language
- Check accuracy of figures, facts and words
- Maintain acceptable writing mechanics

vi. Courtesy

Courtesy means politeness and decency. Omit any irritating expressions in your communication. Apologies sincerely for an omission and thank generously for a favor. Knowing your audience allows you to use statements of courtesy; be aware of your message receiver. The following are suggestions for generating a courteous tone.

- Be sincerely tactful, thoughtful and appreciative
- Use expressions that show respect-omit irritating expressions and questionable humor
- Choose non-discriminatory expressions

1.8 The Purpose for communication

The purpose of communication is to get your message across to others clearly and unambiguously (Manktelow, J and Carlson, A). Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages often misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity. In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication (Manktelow, J and Carlson, A). In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively – whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression. Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be

perceived. You must also weigh-in the circumstances surrounding your communications, such as situational and cultural context. Communication is a two-way process of giving and receiving information through any number of channels. Whether one is speaking informally to a colleague, addressing a conference or meeting, writing a newsletter article or formal report, you should consider the following:

- Know your audience.
- Know your purpose.
- Know your topic.
- Anticipate objections.
- Present a rounded picture.
- Achieve credibility with your audience.
- Follow through on what you say.
- Communicate a little at a time.
- Present information in several ways.
- Develop a practical, useful way to get feedback.
- Use multiple communication techniques

Effective communication occurs when that which we speak, write or express through non-spoken body actions or visual symbols achieves the intended purpose. In communication, whether written or spoken, the communicator tries to achieve one or more of the following objectives.

- To be heard
- To be understood
- To be accepted
- To get action taken

1.9 Importance of communication

Communication plays a powerful role in the nation building and development and contributes significantly to bringing about social changes. Communication has led to development in a community. Below are other major reasons as to why we communicate:-

- i. We communicate in order to educate and give instruction to the people we are communicating with
- ii. To provide knowledge for instance in school, church, political rallies etc
- iii. To give expertise and skills for smooth functioning by people in society
- iv. To create awareness and give opportunity to people to actively participate in public life.
- v. We communicate for Information – in case you want to know something you have to ask and be told
- vi. We listen for entertainment
- vii. We listen for discussion and to persuasion
- viii. We listen for understanding and insight - we depend on communication for self-awareness. Communication helps us to understand ourselves and others
- ix. To develop meaningful relationships - it is through communication contacts that human beings basic and social needs are met. Psychology has it that people need each other
- x. Influence and persuasion - human beings spend most of their time trying to influence each other to think as they do, act as they do and like what they like.

1.10 Barriers to communication

Communication is the answer to the success of any organization and if there are barriers to its effectiveness, there will be frustration to the concerned parties. Communication barriers can arise at every stage of the communication process that is from the sender, the message, the channel, the receiver, the feedback and the context.

“A barrier to communication is something that keeps meanings from meeting. Meaning barriers exist between all people, making communication much more difficult than most people seem to realize. It is false to assume that if one can talk he can communicate.

Because so much of our education misleads people into thinking that communication is easier than it is, they become discouraged and give up when they run into difficulty. Because they do not understand the nature of the problem, they do not know what to do. The wonder is not that communicating is as difficult as it is, but that it occurs as much as it does.” - Reuel Howe, theologian and educator

Barriers to successful communication include message overload, when a person receives too many messages at the same time, and message complexity (Patrick J. and Charon, B. H, 2008). Some barriers to communication are discussed here under:-

Physical barriers - Physical barriers are often due to the nature of the environment. Example poor or outdated equipment, distractions, noise, poor lighting etc

System design: System design faults refer to problems with the structures or systems in place in an organization.

Semantic barriers - semantic refers to meaning of language used. Often the same word is interpreted by different people in different ways according to their mental attitude and understanding. Poorly explained or misunderstood messages can result in confusion (J. Scott Armstrong, 1980).

- i. **Physiological barriers** - may result from individual’s personal discomfort, ill health, poor eye sight, hearing difficulties etc.
- ii. **Socio-psychological barrier** – Certain attitudes can also make communication difficult. For instance, great anger or sadness may cause someone to lose focus on the present moment. Disorders such as Autism may also severely hamper effective communication (Berko, M.R, 2010). Other barriers based on social psychological barriers are according to Saleemi (1997):-
 - a. Attitude an opinion– if an information agrees with our opinion and attitude, we tend to receive it favorably but if it ends to run contrary to our accepted beliefs, we don’t react favorably.
 - b. Emotion – emotional state of mind affect communication. If the sender is exited or nervous his thinking will be blurred and he will not be able to organize his message properly.
 - c. Closed mind – it’s a person with deeply ingrained prejudices and is not prepared to reconsider his opinions

- d. Status conscious – are common in organization and subordinates are afraid of communicating upward any unpleasant information. Superiors also think that consulting their juniors would be compromising their dignity.
 - e. The source of communication – if the receiver is suspicious about a prejudice against the source of communication there is likely to be a barrier to communication.
 - f. Inattentiveness – people often become inattentive while receiving a message in particular, if the message contains a new idea.
 - g. Faulty transmission – translator can never be perfect.
 - h. Poor retention – studies shows that employees retain only about 50% of the information communicated to them. If the information is communicated through 3-4 stages, very little reaches the destination. Poor retention may lead to imperfect responses which may further hamper the communication process.
- iii. **Presentation of information** – it is important to aid understanding. The communicator should consider the audience before making the presentation by simplifying their vocabulary so that the majority may understand.
 - iv. **Environmental barrier** - Noise that physically disrupts communication, such as standing next to loud speakers at a party, pulling and moving of seats in a lecture room, working in a factory etc
 - v. **Physiological-Impairment barrier** - Physical maladies that prevent effective communication, such as deafness or blindness.
 - vi. **Syntactical barrier** - Mistakes in grammar can disrupt communication, such subject verb agreement, abrupt change in tense etc
 - vii. **Organizational barriers** - Poorly structured communication can prevent the receiver from accurate interpretation.
 - viii. **Cultural barrier:** Stereotypical assumptions can cause misunderstandings, such as unintentionally offending a Kikuyu person by calling him a thief.

- ix. **Noise** - is any occurrence that inhibits effective communication; it can occur at any point in the process. Noise is the causative factor for the message being mis-communicated or misunderstood due to the problem either in the medium chosen or encoding or decoding or in some stages of the process.

1.11 Possible remedies to the barriers

O'Hanlon, T, (1999), said that effective communication is a tool that can provide innumerable benefits within the workplace, at school and among interpersonal relationships. Despite the strongest communication skills, certain barriers such as defensiveness, underlying negativity or cultural roadblocks may limit the effectiveness of the message. By facing common barriers to communication with well-planned strategies, the messenger and receiver can maximize the impact of the message (O'Hanlon, T, 1999). To deliver your messages effectively, you must ensure that you break down the barriers that exist in all the stages of communication process. Here are some possible remedies to some barriers of communication:-

- i. Malhotra, J. (2009) said that communication face barriers due to delay, distortion and dilution. When the information gets distorted due to the faulty system, jealousy, faulty listening, inadequate vocabulary, baldly chosen words, the information loses its meaning.
- ii. The psychological barriers caused by prejudice, preconceived notion, distrust of the communicator, misinterpretation of his intention etc can be solved by counteracting those prejudice.
- iii. As the source of the message, you need to be clear about why you're communicating, and what you want to communicate. You also need to be confident that the information you're communicating is useful and accurate.
- iv. This is the process of transferring the information you want to communicate into a form that can be sent and correctly decoded at the other end. Your success in encoding depends partly on your ability to convey information clearly and simply, but also on your ability to anticipate and eliminate sources of confusion (for example, cultural issues, mistaken assumptions, and missing information.) A key part of this, know your audience: Failure to understand who you are communicating with will result in delivering messages that are misunderstood.

- v. Only half of the message is absorbed, so keep it simple (O'Hanlon, T, 1999). Often the communicator is so caught up in the subject he is communicating that the message becomes too long, overly detailed, and contains more information than necessary. Offer to-the-point messages that are easy to comprehend and encourage an appropriate reaction on the part of the receiver. Remember the recipient will only remember half of the communication the first time she receives it.
- vi. Avoid cultural confusion - Be clear with the message and avoid using slang or unnecessary metaphors that may challenge or confuse a recipient from a different culture. Create a culture of communication that uses simple language where people of all backgrounds can participate. Celebrate the diversity of a global society by researching how the source culture best receives communication.
- vii. Difficult people can disrupt the line of communication in many ways. Unreasonable receivers have unrealistic expectations, extremely disagreeable recipients can have a negative effect and back-stabbers can attack the message while appearing to be supportive in person. Identify the type of difficult receiver and do not ignore their tactics. Create a plan to take control of their behavior with the underlying goal of always keeping ownership of the message. For example, counter negativity by restating a difficult person's opposition while inviting all receivers to offer feedback on a proposal. Unrealistic negativity will be brought down naturally as a group supports moving toward a goal.
- viii. The policy of the organization must be clear and explicit. It should be designed in such a way that it encourages communication flow. It should be easily understandable by all the levels. The policies for communication should be clear and should favor the promotion of communication in the organization. The policy should be able to specify the subject to be communicated to others. It means that the subject matter should be expressive enough to determine the needs of the organization rather than creating any confusion.
- ix. Communication through proper channel works out effectively. But the flow of communication in the orderly form should not be insisted upon every time. At times it can be ignored and not strictly followed in order to keep the functioning of the organization smooth and effective.

- x. There should be an adequate facility of promoting communication in an organization. Proper attention should be given for the effective use of words and language. Superiors should take care of using supportive attitude methods and proper behavioral needs to overcome any embarrassing situation.

REVISION QUESTIONS

1.
 - i. With clear illustrations, give the definition of communication
 - ii. Explain five purposes of communication
 - iii. using a diagram ,explain the communication process
2. Explain five factors to consider when choosing a communication media
3. However careful one is when communicating, barriers will sometimes occur. Explain the barriers to effective communication.
4. Communication is a dynamic process of action and interaction towards a desired goal. Explain any four elements of communication process.
5. Explain five principles of communication
6. There are different types of communication situations. In light of this sentence, describe upward, lateral, downward and grapevine communication. Give example in each situation.
7. Differentiate these two terms: interpersonal and intrapersonal communication.

TOPIC TWO

2.0 STUDY SKILLS

Study skills or the study strategies are approaches applied to learning. They are generally critical to success in school and are considered essentially for acquiring good grades and are useful for learning throughout one's life. There are some study skills which may tackle the process of organizing, retaining information or dealing with assessments. They include mnemonics which is the retention of lists of information, effective reading and concentration techniques as well as efficient note taking. Any skill which boosts a person's ability to study and pass examination can be termed as study skills and this could include time management and motivational techniques (Educational Resources Information Center, 2009).

Study Skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study e.g. music or technology, and from abilities inherent in the student, such as aspects of intelligence or learning style.

2.1 Tips to effective study

Good study habits include many different skills such as time management, self-discipline, concentration, memorization, organization, and effort. That desire to succeed is important, too. For you to be able to study effectively and be successful in your studies consider following the following tips to effective studying:-

- i. Attend class - this is the simplest way to learn how to study effectively. If you do not go to class, you will not know which items are absolutely crucial to study (Gerhard, 2011). In addition, you will not be able to listen to the lectures or obtain handouts (Gerhard, 2011)
- ii. Sit in the front of the class to avoid distractions – if talkative students in the back of the class disturb you, try to sit where you won't notice them (Blogger, 2012).
- iii. State your intention on why you are studying and what do you intend to gain from it? Ask yourself this question every time you sit down to study. Half-hearted or distracted studying is a waste of time. Relate studying to your life goals. If your life and future depended on how well or how much you studied, would it make sense to

- do it well? If you cannot see the point in studying, it will only make it boring and tedious.
- iv. Set goals - if you don't know what you want to achieve as a student, you won't know how to get there or if you've accomplished it (adinag@stanford.edu)
 - v. Prioritize your time and put off other activities to allow for adequate study time. You may find it necessary to postpone or eliminate certain activities in order to fulfill your goals as a student. Take responsibility for yourself and recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources (Cottrell, 2011)
 - vi. Know your learning style - develop techniques and strategies for compensating for possible differences between your learning style and your instructor's teaching style
 - vii. Be an active reader - be a text detective: ask your text good questions and it will yield good answers.
 - viii. Ask questions - It is important to make sure that you get the answers to your questions right away. Do not wait until you have studied the material several times and you still do not understand it. Get help right away (Gerhard, 2011).
 - ix. Make friends - having a friend in your class can be an invaluable resource. You could help each other learn how to study effectively together by quizzing each other on the material. At the same time, participate in study groups - share the load of reading and studying with other students – you will learn better by teaching them, and you will be exposed to ideas you didn't come up with on your own. A good study group can be one of the most effective means of studying (TestTakingTips.com, 2003). It helps to combine the efforts of different minds, increase your storehouse of information, learn new study techniques, and allows you to share notes and information. It reinforces learning through discussion, questioning, repetition, and reinforcement. The group should set rules, limit the size of the group, and make it an effective study session, not a social gathering. Study groups require the same organization and time management as private study sessions. While joining any group, remember to choose study group which is serious about the study and life.
 - x. Take notes - Make small notes of all the chapters you've read and revise them regularly (Gyanguru, 2009). Condense and synthesize reading, lectures and discussions

- (adinag@stanford.edu). Write down everything you think is important. If you hear an unfamiliar term, write it down so that you can look up the definition later (Gerhard, 2011). Try to make them attractive by adding flow charts, diagrams and sketches which will help you revise quickly (Gyanguru, 2009).
- xi. Organize your study materials - if you organize your materials as you proceed through a course, you will retrieve information with greater ease later (adinag@stanford.edu)
 - xii. Read ahead - although this can seem hard to do when you are already so busy, try to read the material before you attend the class (Gerhard, 2011). If you accomplish this, then you will be exposed to the material a second time. It could begin to cement new concepts and terms. In addition, you can ask for clarification of anything you did not understand during your readings (Gerhard, 2011).
 - xiii. Take breaks every hour - It is important to take a break before you feel tired and lose your concentration completely. Regular breaks at least once an hour helps to sustain your concentration. If the work is not going too well and you have difficulties in concentrating, you may need a long break and go back to it later (StudentHacks.org, 2007). Stretch during your breaks. Know and respect your concentration span which will vary from hour to hour and from day to day. When you sit for long periods, gravity draws the blood to the lower part of your body (StudentHacks.org, 2007). When you take a break, take a few deep breaths and get more oxygen to your brain: try walking around and doing some light stretching for a few minutes. It will help to release tension in your body, and help your circulation.
 - xiv. Use the Available Resources - if the lecturer has included additional reading for you to look into, it is important to take advantage of the resources that you have available.
 - xv. Seek out old exams - you can use old exams and study guides as the basis for learning how to study effectively in university. Even if the answers are not available, you will still learn on how exams are set.
 - xvi. Do not wait until the last minute – Do not try to do all your studying the night before the test (TestTakingTips.com, 2003). Instead space out your studying, review class materials at least several times a week, focusing on one topic at a time. This will help you to avoid cramming all of your studying into one or two days (Gerhard, 2011). You will learn more by studying a little every day instead of waiting to cram at the

- last minute (TestTakingTips.com, 2003). By studying every day, the material will stay in your long-term memory but if you try to study at the last moment, the material will only reside in your short-term memory that you'll easily forget. Study for a few hours each day of the week before the exam (Gerhard, 2011). Study daily and never ever skip days and do whatever you feel like in the entire day but never lose the habit of studying daily (Gyanguru, 2009).
- a. Study begins on the first day of class. Successful students read and review notes before each class to recall information from the previous class and to warm up for learning. Review your notes immediately after each class to reinforce learning or within a 24-hour period for best recall. Repeated exposure to the material will store it in your long-term memory (Mayland Community College, 2002).
 - b. Studying one hour immediately after a class will do more good in developing an understanding of the material as several hours a few days later. Studies show that as much as 80 % of material learned in class is forgotten within 24 hours if there is no review (Mayland Community College, 2002).
 - c. At the ends of the week go over your notes for the week. This refreshes your memory and promotes better recall of the material. Repetition is the key to remembering. The more times you look at the material, the stronger you make the neural (brain) pathways that lead to the material. This makes recall much easier.
 - d. Study when you are at your peak, when you are more awake and alert and able to absorb new information. If you are a morning person, your best study time is in the morning. If you are an evening person, study at night. If you cannot find time to study at your peak time, try to study when you are feeling relatively awake and alert (Mayland Community College, 2002).
- xvii. Study in a calm and peaceful environment. Always study in a place which is isolated from any sort of internal or external noise. Find a comfortable and quiet place to study with good lighting and little distractions: avoid your own bed since it is very tempting to just lie down and take a nap (TestTakingTips.com, 2003).
- xviii. Study ahead of the lecturer. Start out by studying the most important information. Learn the general concepts first, don't worry about learning the details until you have learned the main ideas.

- xix. Don't stress yourself too much - this one is vital and if you are stressing too much on things than what they really deserve, you are losing your concentration here. Be calm and study whenever you feel the best. Morning hours and evening hours are best for studying (TestTakingTips.com, 2003).
- xx. Take short breaks frequently. Your memory retains the information that you study at the beginning and the end better than what you study in the middle.
- xxi. Do not study later than the time you usually go to sleep, you may fall asleep or be tempted to go to sleep, instead try studying in the afternoon or early evening. Study when you are sharpest: if you are a morning person try studying in the morning, according to your body-clock. Schedule your most difficult materials when you are mentally at your best, and schedule the easier ones when you are mentally less efficient.
- xxii. Eat Frequent Small Meals - avoid eating a big meal before a study session. Too much food will send your body into a 'rest' mode. On the other hand, don't starve yourself either. Frequent small meals are best (StudentHacks.org, 2007)
- xxiii. Drink water often - drink plenty of water during a study session, especially when you feel sluggish. Caffeine may help you to stay awake, but it can increase your anxiety – use it in moderation (StudentHacks.org, 2007).
- xxiv. Clear your desk of everything you don't need - have everything you need on the desk. Put away what you do not need for the study session. Seeing reminders of other assessments or domestic bills may increase your anxiety and distract you.
- xxv. Set yourself **SMART-F** targets- according to Cottrell, (2011) this targets are:
- **strategic** : they assist you to achieve your goals
 - **measurable**: you can tell when you have completed them
 - **achievable**: you are likely to succeed in meeting them
 - **realistic**: they fit the circumstances
 - **time-bound**: you have a set time to meet
 - **flexible**: you can adapt them if the circumstances change

- xxvi. Consider yourself in a win-win situation - when you contribute your best to a class, you, your fellow students, and even your teacher will benefit. Your grade can then be one additional check on your performance

2.2 Presentation of Academic Work

A student in college or university is required to do a lot of assignments, CATs, term-papers and so on. The work to be presented to the lecturer should be presentable with legible hand writing. Typed work always look presentable but since a student cannot come with a computer or a laptop and a printer while doing a CAT, so the best thing to put in mind is, let your work be presentable. Your University, school/faculty, department, names (surname first), adm/reg number, course title, course code, name of the lecturer, the date and signature should be carefully scribed on the cover page. A student should have a cover page for every work/assignment they tackled in campus.

How it should be written

KARATASI UNIVERSITY

SCHOOL OF BUSINESS AND ECONOMICS

DEPARTMENT OF HUMAN RESOURCE DEVELOPEMENT

NAME: KIMANI, MARY MUTHONI
ADM. NO: KU/HRM/028/12
COURSE TITLE: COMMUNICATION SKILLS 1
COURSE CODE: IRD 100
TASK: CAT II
PRESENTED TO: PROF. KAMAU
DATE: 17TH MARCH, 20..
SIGNATURE:

By so doing, you are assured that your work is safe, it will be handed to the required person if they were lost and found etc.

2.3 Planning Your Academic Work

For everything you have desired to achieve or have in life, you have to wake up and go get it. There is nothing that come easy, hard work and determination make things happen. A good student should priorities his/her study and work smartly. Dr. Bob Kizlik has said in his article on effective study skills that study skills must be practiced in order for you to improve (Kizlik, 2012). He added and said, practice doesn't make perfect; perfect practice makes perfect. To ensure you become successful person in life through education, here are some guide that you can try to perfect you work.

- i. **Make a Plan**– many people usually make New Year resolution by the beginning of every year, funny enough many don't achieve their plan, why? Failure to plan! A good student should have a plan which is supposed to be followed strictly without fail. A common saying goes “if you want something done in a hurry, ask a busy person.” – a busy person does not postpone, does not waste time, plans his time well and make quick decision because they don't have time to waste. Allocating more time to leisure means less time for study thus high chances of stress, panic and failure.
- ii. **Timetable** - The time table should have all the subjects studied in school without allocation more time to your favorite subjects and denying time to your weak subjects. Follow your time table strictly. That way you will be able to read the teacher's work and read ahead.
- iii. **When to study** – according to Kizlik, 2012, the problem of when to study is critical. A good rule of thumb is that studying should be carried out only when you are rested, alert, and have planned for it. Last minute studying just before a class is usually a waste of time (Kizlik, 2012).
- iv. **Make a Deadline** – procrastination is a thief of time, my standard 8 English teacher always said. Now that am grown, I know for sure procrastination is a thief of time. Time wait for no man, so in case you have things, assignments you have to handle, do them today not tomorrow.

- v. **Note-taking** – take note from lecture note to sermon by a pastor, seminar conferences etc. this notes will be so useful to you today and in the future. covering everything from listening well and following directions, to managing, presenting, and organizing information, to practical note taking
 - vi. **Reading and studying** – be a reader. Read through all kind of materials such as newspapers, textbooks, reading strategies across school subjects, researching and writing reports, and subject-specific study techniques
 - vii. **Discussion groups** – it is always good to work in groups, many hands make work light. Look for colleagues whose priority is study and work with them.
- vii. **The environment/location for study** – You can study anywhere, only that some places are better than others. Make sure the place you study is noise free. Libraries, study lounges or private rooms are the best. Above all, the place you choose to study should not be distracting. Distractions can build up, and the first thing you know, you're out of time and out of luck. Make choosing a good physical environment a part of your study habits.

2.4 Note-taking during lecture

Note taking is the practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture. Notes of a meeting are usually called minutes.

How to go about note taking

- i. Arrive to your lecture room on or in time, this enables one to settle before the lecturer.
- ii. Arrive when organized with all the requirements/materials eg pen, ruler, pencils, note book etc that is avoid borrowing.
- iii. Make sure you sit in a position where you can see the lecturer and the board properly.

- iv. Listen actively – listening is a factor of effective communication; ask questions where you don't understand, make contributions, do not switch off, that is, do not get your mind out of the lecture hall.
- v. Take notes using short forms if possible
- vi. Never remain a passive listener if you fail to grasp an explanation ask the teacher to go over it again
- vii. Take note of important questions during an oral presentation – questions may be asked but no answers given.
- viii. Take note of the contributions from the other students during the discussion group meetings.

2.4.1 Challenges of note taking

While taking notes you are required to listen and at the same time write. In the process one undergoes a lot of challenges. Here are some of the challenges the note taker go through

- i. Misspelling the words
- ii. Not hearing properly maybe because of noise or physical maladies
- iii. Poor pronunciation from the teacher
- iv. Speed of the lecturer at which he is lecturing
- v. Dozing in class
- vi. Misinterpretation of points
- vii. Attitude towards the lecturer/subject/lecture hall

2.5 Formation of discussion groups

A student in the university cannot work alone; he need help from others reason for discussion groups. The students also encourage each other to read and study. Know the members you wish to avoid or include, try to listen to others and correct them. Do not shout at each other, this may lead to depression and feeling inferior. Meet when convenient to all members and avoid destructive members. Leave out5 leisure during discussion time.

Characteristics of a discussion group

While choosing the members of your discussion group consider:-

- i. The characteristics you will like the group to have
- ii. Group dynamics
- iii. They should have common interests
- iv. Committed to the group
- v. Manageable group, about 4-8people – should have a chairperson
- vi. Respecting one another
- vii. Oriented to the same goal/interest
- viii. Time conscious
- ix. Allow each other a chance to discuss (active participation)

2.6 Critical Thinking

As a student you may feel that, having only done a few hours of reading on a topic, you can't argue against an author who has spent many years writing a book (Fisher, A., 2011). Yet one of the main purposes of a degree is to enable you to evaluate critically what you read. Critical thinking is disciplined thinking with accorded or accepted given principles. It focuses on designing new strategies on what to do. It is attitude of mind and it brings to focus problems and their solutions and help one to learn to make one more stimulating. Problem solving is referred to as critical thinking because at the end one has to solve his problems.

Characteristics of Critical Thinkers

- i. A person who is conscious with his work and want to be well informed
- ii. He is enthusiastic – always wanting to gain and he understanding.
- iii. Reasonable and fair minded in judgment
- iv. Critical thinker is efficient in problem solving.
- v. He is clear in communicating ideas and feelings
- vi. He ask creative questions

- vii. He is sensitive to the feeling, level of knowledge and degree of sophistication of the others
- viii. He is an effective team member
- ix. They base judgments on evidence - he takes position and changes position depending on the evidence; when evidence is sufficient to do so.
- x. He looks for alternatives
- xi. He is open minded and always considers other people's point of view
- xii. This people use credible sources and mention or refer to them.
- xiii. They are honest with themselves
- xiv. They resist manipulation
- xv. They overcome confusion
- xvi. They look for connections between subjects
- xvii. They are intellectually independent

REVISION QUESTIONS

1. List five challenges that the note-taker go through while taking notes.
2. List three characteristics of a critical thinker
3. Give reasons as to why we study study skills in the university
4. Explain any five characteristics of a good discussion group

TOPIC 3

3.0 LIBRARY SKILLS

3.1 What is a library?

Library is derived from the Latin word “liber” which means-a book (Dr. Gupta, J. (2012). Gupta added and said long time ago a library was “a place where books were written or kept”. This term was frequently used as a “collection of books” and a librarian was a keeper or guard of books.

According to Casson, L. (2002) a library is an organized collection of books, other printed materials, and in some cases special materials such as manuscripts, films and other sources of information. Its collections can be of print, audio, or visual materials, including maps, prints, documents, microform (e.g.microfilm/microfiche), CDs, cassettes, videotapes, DVDs, video-games, e-books, audio-books and many other types of electronic resource. The places where this material is stored include public libraries, subscription libraries, and private libraries, and material can also be in digital form, stored on computers or accessible over the Internet. Libraries range in size from a few shelves of books in a small organization’s library to collections of several million items in the larger national and academic libraries (Casson, L. 2002).

A library is a collection of information, sources, resources, and services: it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books (<http://wiki.answers.com/>)

In short we can then conclude and say that, a library is a place in which literary and artistic materials, such as books, periodicals newspapers, pamphlets, prints, records and tapes are kept for reading, reference or lending. Library is also defined as collection of literary documents or records kept for reference or borrowing.

3.2 Types of library

We have various types of libraries where people can go and read, research, reference, borrow etc books, manuals, newspapers, magazines and so on.

3.2.1 National or state library

A national library keeps all documents of and about a nation under some legal provision and thus represents publications of and about the whole nation (Dr. Gupta, J. (April 28, 2012).

According to Line, Maurice B. and Line, J. (1979), a national or state library serves as a national repository of information, and has the right of legal deposit, which is a legal requirement that publishers in the country need to deposit a copy of each publication with the library. Unlike a public library, they rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works. Many national libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfill their duties (Lor, P. J. and Sonnekus, E. A. S., 1997). The first national libraries had their origins in the royal collections of the sovereign or some other supreme body of the state.

Examples of national library in the world are:-

- i. National Library of India-Kolkata
- ii. British Library-London
- iii. Library of Congress- Washington
- iv. The Russian State Library-Moscow
- v. The Bibliotheque Nationale-Paris

National library perform the following functions:-

- i. Producing a national bibliography
- ii. Holding and keeping up to date a large and representative collection of foreign literature, including books about the country
- iii. Acting as a national bibliographical information centre
- iv. Compiling union catalogues
- v. Publishing the retrospective national bibliography
- vi. It procures nation's all literary output under legal provision as well as the foreign literature about that nation
- vii. It works as a depository house for the said heritage by preserving it

- viii. It disseminates information about the stored and procured literary wealth through different publications and services
- ix. It works as a national referral and bibliographic exchange centre
- x. It coordinates with the other libraries in a country to develop a national library system.
- xi. It exchanges data and documents at national and international level
- xii. It produces national union catalogues, current, retrospective and subject bibliographies
- xiii. It makes provision for practical training of library professionals
- xiv. It procures and preserves manuscripts
- xv. It also keeps photocopy collection of available documents for national and international library lending
- xvi. It provides reading, lending, consulting facilities to researchers, writers and other users
- xvii. It works as a national referral centre of authentic information for all literary work of the country and responds to all national and international queries from individuals as well as from private and government organizations.

3.2.2 Academic library

An academic library is a library found in school, colleges and university. A library associated or connected with a school and used by the students, teachers and staff of that school is called a School Library (Dr. Gupta, J. (April 28, 2012). Some academic libraries, especially those at public institutions, are accessible to members of the general public in whole or in part. An academic library's purpose is to support the teaching and research of college/university. Non-academic materials are not found in an academic library.

The main functions of an academic library are to provide resources and research support for students and faculty of the educational institution. Specific course-related resources are usually provided by the library, such as copies of textbooks and article readings held on 'reserve'

(meaning that they are loaned out only on a short-term basis, usually a matter of hours). Academic libraries also offer workshops and courses outside of formal, graded coursework, which are meant to provide students with the tools necessary to succeed in their programs <http://main.library.utoronto.ca/workshops/>. These workshops may include help with citations, effective search techniques, journal databases, and electronic citation software. These workshops provide students with skills that can help them achieve success in their academic careers (and often, in their future occupations), which they may not learn inside the classroom.

The academic library provides a quiet study space for students in campus and college; it may also provide group study space, such as meeting rooms. The library provides a "gateway" for students and researchers to access various resources, both print/physical and digital. Dowler, L. (1997) said that academic institutions are subscribing to electronic journals databases, providing research and scholarly writing software, and usually provide computer workstations or computer labs for students to access journals, library search databases and portals, institutional electronic resources, internet access, and course- or task-related software (i.e. word processing and spreadsheet software). They are increasingly acting as an electronic repository for institutional scholarly research and academic knowledge, such as the collection of digital copies of students' theses and dissertations <http://unllib.unl.edu/LPP/anunobi-okoye.htm>. Larger academic institutions may have subject-specific libraries, like a science library, a law library, and a medical library.

3.2.2.1 The functions of an academic library in a school, college and university

- i. To provide facilities for all teaching, learning, educational and research programmes of the school, college and university
- ii. To cater for the information needs of teachers, students, researchers associated with the institution
- iii. It provides facilities to its users for intellectual development which is a power of acquiring ideas through individual efforts
- iv. It conserves knowledge
- v. By putting knowledge to use for research purpose it makes extension of knowledge

- vi. By providing latest knowledge to teachers in their field for effective teaching it makes transmission of knowledge possible.
- vii. By procuring comprehensive range of documents including books, manuscripts, journals, magazines, newspapers etc. on varied subjects, it conserves knowledge and ideas.
- viii. By processing the procured documents with the help of classification, cataloguing, proper shelf arrangements it gives easy and open access to knowledge to its users
- ix. In order to organize huge collection of documents it keeps them in different sections on the basis of their categorization like text book section, reference section, journal section, thesis section etc.
- x. It provides facility of inter-library loan to its users if document desired by user is not available in the library
- xi. A modern library interacts with different information networks to give easy access to e-resources/data to more users so that they could access the desired information even from their workplace.
- xii. It also provides entertainment and healthy leisure to users by providing different newspapers, magazines, short story books, fiction, internet facility etc.
- xiii. It gives the user orientation training to new enrolled users to make them feel at home and to acquaint them with the library system so that they could make maximum use of library services
- xiv. With the help of display of new arrivals, old book exhibitions, information bulletins about new library services etc. it keeps the users updated with the library activities
- xv. It provides reference service through reference section to establish a contact between the right reader and the right document in a personal way to attract more user

3.2.3 Children's libraries

Children's libraries are special collections of books intended for juvenile readers and usually kept in separate rooms of general public libraries. They are an educational agency seeking to acquaint the young with the world's literature and to cultivate a love for reading. Their work supplements that of the public schools (Modell, 1920). Services commonly provided by public libraries may

include storytelling sessions for infants, toddlers, preschool children, or after-school programs, all with an intention of developing early literacy skills and a love of books.

The objectives and functions of children's library

- i. It supports all educational programmes of the school
- ii. It cultivates reading habits in school children
- iii. It develops their interest to use the library for their overall development
- iv. It inculcates the habit of seeking help of additional sources other than text books
- v. It develops self-learning skills of students
- vi. It nurtures good moral values and principles in the children
- vii. It cultivates a feeling of respect and love for nation and its culture in the students
- viii. It helps teachers to improve their teaching expertise
- ix. It provides healthy material for recreational and entertainment purpose to students, teachers and staff members
- x. It keeps the teachers and management informed with the latest updates in education sector
- xi. It provides suitable documents and information helpful in educational programmes and extracurricular activities of the school
- xii. It makes available text books and other additional reading material for all subjects as per the requirement of teachers and students
- xiii. It procures handy documents, illustrated picture books with bold and large fonts to create the interest of children in reading.
- xiv. It procures latest teaching learning material in the form of books, CD, audio-visuals etc. to improve the teaching skills of teachers.
- xv. It keeps reference books, dictionaries, year books, directories, encyclopedias, travel books etc. so that students and teachers can get help of these other than the text books.

- xvi. It also keeps some books on easy self learning like how to use computer, to develop the learning skills of students.
- xvii. It makes available biographies, autobiographies of freedom fighters and other national and international personalities to develop respect and love for nation and humanity.
- xviii. It provides books of simple and meaningful stories of classics, animals and birds to give moral values and ethics to children.
- xix. It also procures bulletins, journals etc. on different subjects and various aspects of education to keep the teachers and school management updated in their respective areas.

3.2.4 Special libraries

According to American Library Association (ALA) glossary of library and information science- Special Library is “a library established, supported and administered by a business firm, private corporation, association, government agency, or other special interest group or agency to meet the information needs of its members or staff in pursuing the goals of the organization. Scope of collections and services is limited to the subject interest of the host or parent organization”. Many private businesses and public organizations, including hospitals, museums, research laboratories, law firms, and many government departments and agencies, maintain their own libraries for the use of their employees in doing specialized research related to their work. Special libraries may or may not be accessible to some identified part of the general public. Branches of a large academic or research libraries dealing with particular subjects are also usually called special libraries. They are generally associated with one or more academic departments. Special libraries are distinguished from special collections, which are branches or parts of a library intended for rare books, manuscripts, and other special materials.

3.2.4.1 The functions of a special library

- i. It selects and procures documents and other sources of relevant information
- ii. It processes the procured information or documents with the help of classification, cataloguing, shelf arrangements etc (Gupta, J., 2012). to make them easily available for the users

- iii. It subscribes to a good number of journals related to its area
- iv. It provides indexing and abstracting services to the users to save their time
- v. It provides reference services to the users by telephone, by post or by e-mail
- vi. It gives current awareness service (CAS) regarding new arrivals and latest services to the users
- vii. It provides Selective Dissemination of Information (SDI) service to the users as per their subject interest and requirement
- viii. It also gives document delivery service to its users at their doorstep
- ix. It brings out library bulletins weekly/fortnightly/monthly to keep the users up to date with latest information
- x. It gives translation services to provide the desired information to the users in their convenient language
- xi. It also provides intranet as well as internet facility to the users in order to access the library collection and catalogues at their desktop
- xii. It responds to the reference queries and make retrospective search of literature as per the users' demand
- xiii. It compiles bibliographies, union catalogues, documentation lists, newspaper- clippings, accession lists etc. to save the time of its users
- xiv. It provides inter library loan (ILL) facility to the users
- xv. It gives user orientation training through personal interaction with users and by library brochure and pamphlets to make the users familiar with the library collection and services.

3.2.5 Research libraries

A research library contains an in-depth collection of material on one or more subjects, (Young, H., 1983). A research library supports scholarly research and will generally include primary as well as secondary sources; it will maintain permanent collections and attempt to provide access to all necessary material. A research library is most often an academic or national library, but a large special library may have a research library within its special field and a very few of the

largest public libraries also serve as research libraries. A large university library may be considered a research library (Young, 1983). A research library can be either a reference library, which does not lend its holdings, or a lending library, which does lend all or some of its holdings. Some extremely large or traditional research libraries are entirely reference in this sense, lending none of their material.

3.2.6 Reference libraries

A reference library does not lend books and other items; instead, they must be read at the library itself. Typically such libraries are used for research purposes in the university. Some items at reference libraries may be historical and even unique (Ehrenhaft, 2004). Many libraries contain a “reference section”, which holds books, such as dictionaries, which are common reference books, and are therefore not lent out (Ehrenhaft, 2004). Such reference sections may be referred to as “reading rooms”, which may also include newspapers and periodicals (Champneys, 2007).

3.2.7 Public libraries

According to Dr.S.R.Ranganathan Public Library is a public institution or establishment charged with the care of collection of books and the duty of making them accessible to those who require the use of them. According to Dr. Gupta, J., (2012) a social institution established by law, financed by public fund, open for all without any discrimination, for general and free diffusion of knowledge and information in the community. It is also seen as the obligation of the government to establish a public library system throughout the country at national, state and local levels. Besides this, the rural and suburban areas should also be covered by branch and mobile libraries.

A public library provides service to the general public and makes at least some of its books available for borrowing, so that readers may use them at home over a period of days or weeks. Public libraries issue library cards to community members wishing to borrow books. Many public libraries also serve as community organizations that provide free services and events to the public, such as reading groups and toddler story time. Public library is a nonprofit library maintained for public use whereas rental collection is a collection of books that can be rented by readers in return for a small daily fee. Popular best-sellers, self-help books, repair manuals, and the like are found in public libraries. Public libraries rarely have scholarly books or research journals and therefore academic research should be done at an academic library.

3.3 Sections of a library

There are many service units/sections of the Library, the sections are determined by the size of the library and its ability. The following are the most common sections in the library.

3.3.1 Acquisition Section

This unit is concerned with the selection and purchase of reading material. The books demanded by different departments are purchased by the acquisition section. Books are accessioned in this section. It keeps a complete and up-to-date record of such books and other reading materials.

This section performs the following role:-

- i. Registers new members, issue membership cards for borrowing books and renews them
- ii. Issue and receive the books to and from the members only
- iii. Collects delay fines for over-due books
- iv. Settles cases regarding the books lost or damaged by the members.
- v. Issues the Library Clearance form
- vi. Checks incoming and outgoing materials thoroughly
- vii. Helps the library users in finding the required material
- viii. Guides library user on the use of library catalogue
- ix. Keeps statistics of the daily transactions i.e. the books borrowed, the number of people who used the library etc
- x. Carries out annual stock

3.3.2 Cataloguing Section

After purchasing, accessioning and labeling of the reading material in the Acquisition section, it is sent to the cataloguing section for technical processing. Main responsibility of this section is to classify and catalogue the reading material. The reading material is being classified according to Dewey Decimal Classification Scheme or the Library of Congress classifications which are used in so many libraries in the world (see library classification). Catalogue cards are prepared according to ALA Cataloguing Rules of 1978. Catalogue cards are filed according to ALA Rules for Filing Catalogue Cards 1968.

3.3.3 General-Readers Section/circulation section

It is also referred to as the long loan section. This Section is the backbone of the Library; here teachers and students come to study. All registered members borrow materials from here subject to the lending regulations indicated in the lending policy. This area contains materials which can be borrowed and/or read within the library. It is arranged in systematic way. It is referred to as open access in the shelf. It can be said that this section has a unique role for providing the latest information to the readers. The duties and responsibilities of this section is registration of library users, orientation of new users and visitors, issuing and receiving of books and other information materials including periodicals, and generation of the user statistics

3.3.4 Short-Loan Section

Contain materials that are in high demand but are limited in number. These materials include past-papers, abstracts from books etc. The materials here are borrowed for limited time i.e. 1day and 1material. It offers closed access material.

3.4.5 Technical Section

This section is charged with the duties and responsibilities of acquiring information materials and processing them. It classifies books, catalogue, OPAC and any other documents in the Library. The section also liaises with other academic departments in the acquisition of information materials.

3.4.6 Reference Section

This section stock books that are read or referred to in the library and left there; you cannot borrow them. They are very expensive books. This section function is to answer the reader's reference questions and to keep a record of the reference questions asked and answered. The reference questions may range from simple reference question to complex research questions. It provides reference service to fulfill the information needs of the teachers, the students and the researchers. It also answers the questions like who is who, what is what, how and where etc. to save the time of the users. The librarian at this section educates readers on how to access reference information from reference sources. The reference librarian judges what information is required, by who, in what form, how quickly it is required, what details are necessary and from which source, he then report to the acquisition section and the book is bought. Examples of

reference books that are in the reference area are: - Encyclopedias, Dictionaries, Directories, thesaurus, biographical dictionaries, hand books, almanacs, directories, atlases, gazetteers, indexes, quotation books, bibliographies, accession lists, guides, maps, etc

3.4.7 E-Resources Section/ Multimedia Section

Because of the rapid growth and developments in information and communication technologies (ICT), many libraries have collection of CD-ROMs and other digital materials as well as areas where the library users can access internet. Photocopy machines are also available to provide researchers with the copies of rare material and preservation. Printing services are also available in this section. The librarian in this section provides information literacy in the form of assisting new users to access e-resources and acquaint them with the use of computers.

3.4.8 Periodicals Section

It is the source of current and the latest published information which is very useful in research work. It acquires journals of almost all the subjects. Local newspapers like Daily Nation, Standard, and Taifa Leo are stocked there. We have loose and bound periodicals in this section. Bound volumes of the journals are arranged on racks in classified order and fresh issues are displayed alphabetically by title. Journals and newspapers are not issued, but photocopy of the required article(s) is allowed under the rules.

3.4.9 National collection section

This section contains research materials about the country for example, materials about Kenyan by Kenyans or/and non-Kenyans. You will find thesis, dissertation and reports.

3.4.10 Children section

This section contains books for the children in primary school and high school. This group can come and do their reading and research here.

3.4.11 Exhibition-cum-conference section

In this section collection of books/documents of a few eminent scientist are available. Information regarding different courses inside and outside the country are also found here. Conferences, seminars and exhibitions also take place here.

3.5 Library Classification

A library classification is a system of coding and organizing library materials such as books, audiovisual materials, computer files, maps, manuscripts, etc according to their subject and allocating a call number to that information resource. Similar to classification systems used in biology, bibliographic classification systems group entities together that are similar, typically arranged in a hierarchical tree structure.

A classification system is simply a pre-established principle for organizing books and other bibliographic items (paw@ibiblio): examples are:-

- The familiar Dewey Decimal Classification System, which is used in most school libraries and public libraries.
- The Library of Congress classification system, used in most university and research libraries.

Libraries use classification systems to organize the books on the shelves. A classification system uses letters and/or numbers (call numbers) to arrange the books so that books on the same topic are together. This arrangement results in “unanticipated browsing” you find one book in the catalog, go to the shelf, and, an even better book is sitting right next to it.

Library classification of a piece of work consists of two steps:-

- i. What the material ascertained is all about. Is a general book, a literature book, technology etc
- ii. A call number (the book’s address in which the reader can use to locate it). The book is given the call number based on the method of classification that the library is using. A book can have only one physical address. Although in the library catalogue one book can have three entries that is author catalogue, subject catalogue and title catalogue.

According to Lynch, S. N., and Eugene M. (2007), classification systems in libraries play two roles:-

- i. Facilitate subject access by allowing the user to find out what works or documents the library has on a certain subject

- ii. They provide a known location for the information source to be located, that is, where it is shelved.

Until the 19th century, most libraries had closed stacks, so the library classification only served to organize the subject catalogue. In the 20th century, libraries opened their stacks to the public and started to shelve the library material itself according to some library classification to simplify subject browsing (Lynch, S. N., and Eugene M., 2007). Some classification systems are more suitable for aiding subject access, rather than for shelf location. For example, Universal Decimal Classification (UDC) which uses a complicated notation including plus, colons are more difficult to use for the purpose of shelf arrangement but are more expressive compared to Dewey Decimal Classification (DDC) in terms of showing relationships between subjects (Lynch, S. N., and Eugene M., 2007).

3.5.1 Types of Library Classification

There are many standard systems of library classification in use, and many more have been proposed over the years the (Wikimedia Foundation, Inc, 2011). In general, Classification systems can be divided into three types depending on how they are used.

- i. **Universal schemes covering all subjects** - examples include Dewey Decimal Classification, Universal Decimal Classification and Library of Congress Classification
- ii. **Specific classification schemes for particular subjects or types of materials** - examples include Iconclass, British Catalogue of Music Classification, and Dickinson classification, or the NLM Classification for medicine.
- iii. **National schemes specially created for certain countries** - an example is the Swedish library classification system, SAB (Sveriges Allmänna Biblioteksörening).

In terms of functionality, classification systems are often described as

- i. Enumerative - produce an alphabetical list of subject headings, assign numbers to each heading in alphabetical order library classification is the technical process
- ii. Hierarchical - divides subjects hierarchically, from most general to most specific

- iii. faceted or analytico-synthetic - divides subjects into mutually exclusive orthogonal facets

There are few completely enumerative systems or faceted systems, most systems are a blend but favouring one type or the other (Chan, L. M., 1994). The most common classification systems is Library of Congress Classification (LCC) and Dewey Decimal Classification (DDC) which are essentially enumerative, though with some hierarchical and faceted elements (more so for DDC), especially at the broadest and most general level the (Wikimedia Foundation, Inc. 2011). The first true faceted system was the Colon classification of S. R. Ranganathan.

Universal classification systems used in the English-speaking world are:-

- i. Dewey Decimal Classification (DDC)
- ii. Library of Congress Classification (LCC)
- iii. Bliss bibliographic classification (BC)

Universal classification systems in other languages

- i. A system of book classification for Chinese libraries (Liu's Classification) library classification for user
- ii. New Classification Scheme for Chinese Libraries
- iii. Nippon Decimal Classification (NDC)
- iv. Chinese Library Classification (CLC)
- v. Korean Decimal Classification (KDC)
- vi. Library-Bibliographic Classification (BBK) from Russia.

Universal classification systems that rely on synthesis (faceted systems)

- i. Bliss bibliographic classification
- ii. Colon classification
- iii. Cutter Expansive Classification
- iv. Universal Decimal Classification

Newer classification systems tend to use the principle of synthesis (combining codes from different lists to represent the different attributes of a work) heavily, which is comparatively lacking in LC or DDC the (Wikimedia Foundation, Inc, 2011).

3.5.2 The Library of Congress Classification System (LC)

Liswiki (2011) indicated that this system for classifying books and other works was devised from the Library of Congress in Washington, D.C. which divides human knowledge into broad categories indicated by letters of the English alphabet, with further subdivisions indicated by decimal notation.

The Library of Congress is the research library of the United States Congress, or national library of the United States. It is the oldest federal cultural institution in the United States and is located in Washington D.C. It is the largest library in the world by shelf space and number of books. The head of the Library is the Librarian of Congress. The Library of Congress was built by Congress in 1800, and was housed in the United States Capital for most of the 19th century. After much of the original collection was destroyed during the War of 1812, Thomas Jefferson sold 6,487 books, his entire personal collection, to the library in 1815 (<http://www.loc.gov/loc/legacy/loc.html>). After a period of decline during the mid-19th century the Library of Congress began to grow rapidly in both size and importance after the American Civil War, culminating in the construction of a separate library building and the transference of all copyright deposit holdings to the Library. During the rapid expansion of the 20th century the Library of Congress assumed a preeminent public role, becoming a “library of last resort” and expanding its mission for the benefit of scholars and the American people (<http://www.loc.gov/loc/legacy/loc.html>)

The Library's primary mission is researching inquiries made by members of Congress through the Congressional Research Service. Although it is open to the public, only Members of Congress, Supreme Court justices and other high-ranking government officials may check out books. As the *de facto* national library, the Library of Congress promotes literacy and American literature through projects such as the American Folklore Center, American Memory, Center for the Book and Poet Laureate.

Classification of books in library using library of congress

Listed below are the letters and titles of the main classes of the Library of Congress Classification.

A - General works
B - Philosophy, psychology and religion
C - History - auxiliary sciences
D - History and topography/ General and Old World History
E-F- American history/History of the United States and British, Dutch, French, and Latin
 America
G - Geography, anthropology, folklore, recreation
H - Social sciences
J - Political science
K - Law
KE - Canadian Law
KF - U.S. Law
L - Education
M - Music
N - Fine arts
P - Language and literature
Q - Science
R - Medicine
S - Agriculture
T - Technology
U - Military science
V - Naval science
Z - Bibliography, library science and general Information Resources

Advantages of library of congress classification

- i. Classification by discipline
- ii. Economy of notation
- iii. Alphabetically and geographically transparent
- iv. Lots of room for growth
- v. Hospitable - the Library of Congress Classification system was developed based mainly on the idea of literary warrant; classes were added (by individual experts in each area)

only when needed for works owned by the Library of Congress. Due to this Library of Congress Classification system was able to incorporate changes and additions of new branches of knowledge, particularly in the fields of engineering and computer science.

Disadvantages of library of congress classification

- i. Piecemeal
- ii. Few mnemonic devices
- iii. No overall instructions
- iv. It is highly US-centric because of the nature of the system, and it has been translated into far fewer languages than DDC and UDC.
- v. No overall index
- vi. Library of Congress Classification is almost totally enumerative.

3.5.3 The Dewey decimal classification (DDC)

Dewey Decimal System of classification is a proprietary system of library classification developed by Melvil Dewey in 1876 (Lynch, S. N., and Eugene M., (2007). It has been greatly modified and expanded through 23 major revisions, the most recent in 2011. This system organizes books on library shelves in a specific and repeatable order that makes it easy to find any book and return it to its proper place. The system is used in 200,000 libraries in at least 135 countries (<http://www.oclc.org/dewey/default.htm>).

The DDC attempts to organize all knowledge into ten main classes. The ten main classes are each further subdivided into ten divisions, and each division into ten sections, giving ten main classes, 100 divisions and 1000 sections. DDC's advantage in using decimals for its categories allows it to be purely numerical; while the drawback is that the codes are much longer and more difficult to remember as compared to an alphanumeric system. Just as an alphanumeric system, it is infinitely hierarchical. It also uses some aspects of a faceted classification scheme, combining elements from different parts of the structure to construct a number representing the subject content (often combining two subject elements with linking numbers and geographical and temporal elements) and form of an item rather than drawing upon a list containing each class and its meaning.

The Dewey decimal classification of books in the library is as follows:-

- i. 000 –099 Computer science, information and general works
- ii. 100 –199 Philosophy and psychology
- iii. 200 – 299 Religion
- iv. 300 – 399 Social sciences
- v. 400 – 499 Language
- vi. 500 – 599 Science (including mathematics)
- vii. 600 – 699 Technology and applied Science
- viii. 700 –799 Arts and recreation
- ix. 800 –899 Literature
- x. 900 –999 History, geography, and biography

Advantages of Dewey decimal classification

- i. The Dewey decimal classification system is universal because of its numerical notation. A system based on Arabic numerals is used throughout the world.
- ii. Documents are classified by subject. Those interested or specialized in a particular topic can find all the documents they need under the same classification.
- iii. The Dewey system indicates at the outset whether the document in question is general in nature or highly specific, simply from the length of the number on the label; the longer the string of numbers, the more detailed the contents. All Dewey numbers must contain a minimum of three digits, but if the third digit is a zero, then it belongs to one of the first hundred divisions, and is therefore general in scope. Likewise, a book with just “700” on the spine would be a very generalized volume on the “The Arts” that could not be given a more specific classification.
- iv. Simplicity because of its notational, a mnemonics system and a hierarchical decimal place system, it is generally easier to use
- v. Dewey decimal classification is more flexible than Library of Congress Classification because of greater use of facets (via auxiliary tables).

Disadvantages of Dewey decimal classification

- i. DDC was developed in the 19th century essentially by one man and was built on a top-down approach to classify all human knowledge, which makes it difficult to adapt to changing fields of knowledge.
- ii. It is less hospitable to the addition of new subjects. DDC notations can be much longer compared to other classification systems.
- iii. Dewey system has highly artificial nature of the original division, and the assumption that knowledge can be conveniently sliced into divisions of ten, no more and no less.

3.6 Library catalogue

Cataloging is how a library maintains its list of materials. A cataloging system allows searching and helps manage circulation (paw@ibiblio.org). A bibliographic record is prepared by the cataloger on each bibliographic record on the material; the record can be just basic data, i.e. author, title, date, subject. These records can be kept in a traditional card catalog or store using Online Public Access Catalog (OPAC).

Library catalogue is a register of all bibliographic items found in a library this include books, maps, newspapers, magazines, computer files, graphics, etc that is considered library. Libraries use classification systems to organize the books on the shelves. A classification system uses letters and/or numbers (call numbers) to arrange the books so that books on the same topic are together.

Types of Library Catalogue

Traditionally, Eliot, S. Jonathan R. (2009) indicated that there are the following types of catalog:-

- i. Author card: a formal catalog, sorted alphabetically according to the authors' or editors' names of the entries.
- ii. Title catalog: a formal catalog, sorted alphabetically according to the title of the entries.
- iii. Dictionary catalog: a catalog in which all entries (author, title, subject, series) are interfiled in a single alphabetical order. This was the primary form of card catalog in

North American libraries just prior to the introduction of the computer-based catalog.

- iv. Keyword catalog: a subject catalog, sorted alphabetically according to some system of keywords.
- v. Mixed alphabetic catalog forms: sometimes, one finds a mixed author / title, or an author / title / keyword catalog.
- vi. Systematic catalog: a subject catalog, sorted according to some systematic subdivision of subjects. Also called a classified catalog.
- vii. Shelf list catalog: a formal catalog with entries sorted in the same order as bibliographic items are shelved. This catalog may also serve as the primary inventory for the library.

The Objectives of Library Catalogue

Charles Ammi Cutter (1876) came with three objectives of a catalogue as follows:-

- i. To enable a person to find a book of which either of the following is known: (Identifying objective)
 - a. the author
 - b. the title
 - c. the subject
 - d. the category
- ii. To show what the library has (Collocating objective)
 - a. by a given author
 - b. on a given subject
 - c. in a given kind of literature
- iii. To assist in the choice of a book (Evaluating objective)
 - a. as to its edition (bibliographically)
 - b. as to its character (literary or topical)

Cutter's objectives were revised by Lubetzky and the Conference on Cataloging Principles (CCP) in Paris. The latest attempt to describe a library catalog's goals and functions was made in 1998 with Functional Requirements for Bibliographic Records (FRBR) which defines four user tasks: find, identify, select, and obtain.

3.7 What is citation?

Ethics, copyright laws, and courtesy to readers require authors to identify the sources of direct quotations and of any facts or opinions not generally known or easily checked (<http://students.berkeley.edu/uga/conduct.pdf>). Plagiarism means using another's work without giving credit. You must put author's words in quotation marks and cite your source(s). Citation must also be given when using others' ideas, even when those ideas are paraphrased into your own words. Plagiarism is a form of academic dishonesty (<http://students.berkeley.edu/uga/conduct.pdf>). Whenever you quote or base your ideas on another person's work, you must document the source you used.

Citation is a reference to a published or unpublished source. More precisely, a citation is an abbreviated alphanumeric expression. To cite works of others, APA style is used where the author and date are cited. Citations inserted in the text are acknowledged with (Author, Date) or Author (Date), (e.g. (Wambui, 2011) in the body of an intellectual work that denotes an entry in the bibliographic references section of the work for the purpose of acknowledging the relevance of the works of others to the topic of discussion at the spot where the citation appears. The combination of both the in-body citation and the bibliographic entry constitutes what is commonly thought of as a citation, whereas bibliographic entries by themselves are not. Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation styles reflect different priorities with respect to concision, readability, dates, authors, publications, and style (plagiarism.org, 2012).

Citations allow readers to locate and further explore the sources you consulted, it also show the depth and scope of your research and give credit to authors for their ideas. Citations provide evidence for your arguments and add credibility to your work by demonstrating that you have sought out and considered a variety of resources. In written academic work, citing sources is standard practice and shows that you are responding to this person, agreeing with that person,

and adding something of your own. Think of documenting your sources as providing a trail for your reader to follow to see the research you performed and discover what led you to your original contribution

Citation has the following purpose:-

- i. It allow the reader to identify and relocate the document
- ii. To (<http://web.mit.edu/academicintegrity/citing/whatandwhy.html>) citation upholds intellectual honesty. To attribute prior or original work and ideas to the correct sources, to allow the reader to determine independently whether the referenced material supports the author's argument in the claimed way, and to help the reader gauge the strength and validity of the material the author has used.
- iii. Establishes permanent citations in a medium where documents are continually changing and moving.
- iv. Referring readers to specific point in an on-line source or a book
- v. To show anyone who reads your work that you understand the topic and can demonstrate your own thoughts on this.
- vi. To demonstrate that you have read widely and deeply.
- vii. To enable the reader to locate where you obtained each quote or idea.
- viii. By providing the original source you are acknowledging that you have read the work and recognize the original author(s) ideas.

A citation is required when:-

- i. Quoting another person word for word (direct quotation). It doesn't matter whether it is a phrase, sentence or paragraph, you will need to provide a reference to the source.
- ii. Paraphrasing or summarizing ideas or data obtained from another source; a secondary source.
- iii. Using statistics in your work obtained from another source e.g. population, results of surveys.
- iv. Using tables, figures, diagrams or images created by someone else.

- v. Using controversial facts, opinions, or dates from another source.

There is no universally agreed upon method for citing Internet sources, but recommended guidelines for Internet citing is as follows:-

Sources page, (<http://web.mit.edu/academicintegrity/citing/whatandwhy.html>), is a good source of links to sites covering citation formats.

For those of us seeking a quick guide to Internet citation, a Quick Guide: Citing Net Sources, <http://gateway.lib.ohio-state.edu/tutor/les7/guide.html> is provided by The Ohio State University Libraries

If you want a detailed and authoritative discussion on Internet citation, consult Electronic Style: A Guide to Citing Electronic Information, by Xia Li and Nancy Crane, <http://www.uvm.edu/~ncrane/estyles/>

Avoiding plagiarism is the individual's responsibility, and there are penalties for failing to do so. In professional life, you will find that plagiarism can have serious effects on your reputation and that of your colleagues and employer. It may prompt legal action from the copyright owner of any work that is not acknowledged.

3.8 Referencing/Bibliography process

Bibliography includes all sources of information consulted while doing your research. It is a standardized method of formatting the information sources you have used in your assignments or written work. Any given referencing style serves two purposes:

- i. It acknowledges the source
- ii. It allows the reader to trace the source.

Referencing styles

A referencing style of writing is a specific format for presenting references (footnotes or endnotes), and bibliography. Referencing styles are well established systems of referencing with

consistent rules. Referencing style basically covers the two essential elements of a referencing writing mode namely:

- i. Footnotes or in-text citations such as author-date citations.
- ii. Reference lists or bibliographies.

The most widely accepted and preferred way of referencing styles of writing is as follows:-

- APA
- Vancouver
- AGPS
- MLA
- Oxford
- Harvard
- Chicago

Each style of writing has its own rules for properly citing sources.

- Author-date styles (e.g. APA, MLA, and Harvard) - put the author's name inside the text of the assignment.
- Documentary-note styles (e.g. Chicago and Oxford) - put the author's name in a footnote at the bottom of each page, or in an endnote at the end of the assignment.

The most common styles list every source used in a document at the end, in a reference list or bibliography. While listing the details of the work referred to it is important that you give precise details of all the work within the writing. Details should include:

- i. Author's name and initials (Surname first ex Wambui, T. W)
- ii. Date of publication
- iii. Title of the book, paper or journal
- iv. Place of publication
- v. Name of the publishing house
- vi. Page numbers
- vii. Details of the journal volume in which the article has appeared.

References should be listed in alphabetical order of the authors' names. Make sure that your references are accurate and comprehensive.

Referencing is part of the code of conduct for scholars and academicians. It is a standard required of scholarly communication. It is also a standard for written communication expected by professionals. Referencing your work is important because:-

- i. It shows adherence to academic writing standards
- ii. Shows respect for and acknowledges the work of other scholars therefore avoiding plagiarism
- iii. Provides evidence that you have read and considered the relevant literature
- iv. It allows validation and confirmation of sources used in your work
- v. Gives your work credibility.

REVISION QUESTIONS

1. Give five benefits of library facility to a student
2. Use illustrations to show three types of catalogues
3. Describe the various collections you find in a library
4. Identify four types of libraries and give an example of each
5. Discuss briefly the difference between Dewey decimal classification and the library of congress classification of books in a library

TOPIC 4

4.0 LISTENING SKILLS

4.1 What is listening?

“Listening in dialogue is listening more to meaning than to words . . . In true listening, we reach behind the words; see through them, to find the person who is being revealed. Listening is a search to find the treasure of the true person as revealed verbally and nonverbally. There is the semantic problem, of course. The words bear a different connotation for you than they do for me. Consequently, I can never tell you what you said, but only what I heard. I will have to rephrase what you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion”.- John Powell, theologian

Listening is a selective process by which sounds communicated by some sources are received, critically interpreted and acted upon by a purposed listener.

Listening is to pay attention to somebody or something that you can hear (Oxford Dictionary)

Listening is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening requires more than hearing words. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another person's point of view. Listening requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes. True listening requires that we suspend judgment, evaluation and approval in an attempt to understand his reference, emotions and attitudes. Listening to understand is a difficult task!

Often, people worry that if they listen attentively and patiently to a person who is saying something they disagree with, they are inadvertently sending a message of agreement. When we listen effectively we gain information that is valuable to understanding the problem as the other person sees it. We gain a greater understanding of the other person's perception. After all, the truth is subjective and a matter of perception. When we have a deeper understanding of another's perception, whether we agree with it or not, we hold the key to understanding that person's motivation, attitude, and behavior. We have a deeper understanding of the problem and the potential paths for reaching agreement.

Listening is an important aid to communication. Though its importance had not been realized till very recently, it is un-doubtable that if people are bad listeners, they will also make bad communicators (Saleemi, 1997)

Listening is a complex process with three main phases:

Receive – gather all the signals being sent to you, both verbal and non-verbal

Comprehend – try to understand what you’ve sensed and consider what it means

Respond – ask questions and reflect back your understanding.

4.2 Things that we listen to actively

- i. Music
- ii. Lecturer
- iii. News
- iv. Sermons
- v. Discussions
- vi. Advices
- vii. Gossips

4.3 Why You Need Good Listening Skills

Good listening skills increase productivity amongst workers. The ability to listen carefully will allow you to:

- i. Understand better the assignments and what is expected of you by you teachers and lecturers
- ii. It build rapport among colleagues, your bosses, and the customers
- iii. It boast team-work
- iv. Many problems, between workers and bosses are resolved through listening
- v. Through listening you can be able to answer many questions and correctly

4.4 Reason why we listen

Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others. The way to become a better listener is to practice active listening. This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent. According to a research done by Kathleen Galvin (1995), we listen so as:-

- i. To be able to engage to social rituals (socialize)
- ii. To exert control – to take a step after advice
- iii. To share feelings
- iv. We listen to obtain information/exchange information and learn more.
- v. We listen to understand.
- vi. We listen for enjoyment/to entertain ourselves.
- vii. We listen to learn

According to Salemi (1997) we usually listen to:-

- i. Obtain information
- ii. To solve problems
- iii. To share experiences
- iv. To persuade

Salemi (1997) said that if people are bad listeners:-

- i. Only inaccurate and incomplete information would be exchanged
- ii. Problems would not be clearly understood and would remain unsolved
- iii. They would not be able to share one another's experience
- iv. On account of being unable to understand each other through their own or others' inattentiveness, they would not be able to persuade or dissuade others.

In addition, to the following advantages of listening the following can easily be listed:-

- i. Listening helps to know what the organization i.e. grapevine will help you know what the members think of the company policies and activities
- ii. Listening helps to make better policies i.e. if you listen to your subordinates carefully you will know which policies are suitable for your organization
- iii. Listening mollifies complaining employees – if you as a manager listen to them patiently and sympathetically, their anger will subside
- iv. Listening is important for the success of the open door policy – many managers are bad listeners
- v. Listening helps to spot sensitive areas before they become explosive.

4.5 Tips to Effective and Active Listening Skills

According to Cortright (2011) Listening makes our loved ones feel worthy, appreciated, interesting and respected. Ordinary conversations emerge on a deeper level, as do our relationships. When we listen, we foster the skill in others by acting as a model for positive and effective communication. In our love relationships, greater communication brings greater intimacy. Parents listening to their kids help build their self-esteem. In the business world, listening saves time and money by preventing misunderstandings. And we always learn more when we listen than when we talk. Listening skills fuel our social, emotional and professional success, and studies prove that listening is a skill we can learn (Cortright, 2011). Active listening is really an extension of the Golden Rule. To know how to listen to someone else, think about how you would want to be listened to. While the ideas are largely intuitive, it might take some practice to develop (or re-develop) the skills. Here are the tips to effective listening according to (Cortright, 2011):-

- i. Face the speaker - Sit up straight or lean forward slightly to show your attentiveness through body language. Maintain eye contact, to the degree that you all remain comfortable.
- ii. Minimize external distractions - Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.

- iii. Respond appropriately to show that you understand - you can Murnur (“uh-huh” and “um-hmm”) or nod. Raise your eyebrows, laugh, frown and/or be silent.
- iv. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
- v. Minimize internal distractions- If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
- vi. Keep an open mind -Wait until the speaker is through before deciding that you disagree. Try not to make assumptions about what the speaker is thinking. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.
- vii. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in and be ready for more.
- viii. Engage yourself- Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: “So you're saying...”
- ix. According to Saleemi (1997), to become a good listener you should concentrate on what the person is saying rather than on how he looks. Don't be distracted by his physical appearance or his mannerism.
- x. He said that you should listen with a positive attitude. Many listener fail to listen because they are mentally unprepared to listen. Don't let your prejudices close your mind to what the other person has to say.

- xii. Repeat the key ideas to yourself. Particularly, while listening to a long lecture see if you can repeat to yourself all the important ideas the speaker has put before you. This will also help you to understand the lecture better

Cortright (2011) said that as you work on developing your listening skills, you may feel a bit panicky when there is a natural pause in the conversation. What should you say next? Learn to settle into the silence and use it to better understand all points of view. Ironically, as your listening skills improve, so will your aptitude for conversation.

4.6 How to become a good listener

For you to be a good listener, firstly you must prepare for listening:

4.6.1 How to prepare

- i. Focus your attention on the subject that is being discussed. Avoid any activities that are not in par with the day's business of the talk ahead. Concentrate on the speaker and the topic. Review mentally what you already know about the subject, Organize in advance relevant material in order to develop it further
- ii. Avoid distractions by sitting in-front, sit still, near the speaker. Also avoid sitting next to a window, a talkative neighbor or noise.
- iii. Suspend emotions until later. Keep your eyes fixed on the speaker and listen with your ears but also with your eyes and other senses
- iv. Concentrate on what a person is saying rather than how he looks and mannerism. Nod your head to show you are understanding
- v. Repeat the key ideas to yourself. It will help you understand better
- vi. Try to relate the speakers remarks to your personal background and experiences
- vii. Listen with a positive attitude. Don't let your prejudice close your mind to what the speaker has to say.
- viii. Maintain eye contact.
- ix. Repeat instructions and ask appropriate questions when the speaker has finished. Let the speaker finish before you begin to talk. Speakers appreciate having the chance to

say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you are.

- x. Give the speaker your full attention. Avoid looking out of the window or at what else is going on in the room.
- xi. Listen with an open-mind.
- xii. Ask questions. If you are not sure you understand what the speaker has said, just ask.

4.7 Difficulties encountered while listening

Listening is affected by various factors such as:-

- i. Audibility – if the speaker is not louder enough then listening becomes an issue
- ii. Accent – this can happen when the speaker is influenced by mother tongue. It affects pronunciation.
- iii. Speed of delivery – if the speaker is too fast and the listener is writing and interpreting at the same time, listening becomes a problem.
- iv. Boring speaker – when the speaker is boring, your mind is tempted to wander elsewhere.
- v. Language barrier – the language the speaker is using determines if you will listen and understand or not
- vi. Noise from the environment distracts the listeners from listening.
- vii. Semantic destruction – semantic refers to meaning of language used. The language used by the speaker can be hard to the listener.
- viii. Physical disabilities – a listener can have problem in listening if your ears have problems or if the speaker is a stammerer.
- ix. Code-switching – switching from one language to another or use terms which are not commonly used affects listening.

4.7.1 Barriers to effective listening

- i. Physiological Barriers

- a. Hearing Problems – hearing deficiencies which can be temporary or permanent but in the process can affect your hearing capabilities
 - b. Drifting away or tuning out – the brain is able to process at 500 words/minute, but people speak at 125 words/minutes, leaving a lot of free time to drift.
 - c. Becoming emotional and judging- strong feelings and emotions affect our listening, reasoning and judgment.
- ii. Environmental Barriers
 - a. Physical distractions inside and outside the room deter listening
 - b. Communication Channel – in case the communication channel is faulty, communication will be affected.
- iii. Attitudinal Barriers
 - a. Closed mind – if a listener has a closed mind and prejudices always indicating that “My opinion is worth more” then listening becomes an issue.
 - b. Engaging in selective listening - It occurs when we listen only to what we want to hear.
 - c. We do not pay enough attention to non-verbal communication, such as intonation, rate of speech, emphasis, or tone. We can focus not only on what is being said, but also on what is not being said.
- iv. Faulty Assumptions
 - a. The assumption that effective communication is the sender’s responsibility and not yours as the listener can affect the listening. Both speaker and listener share the burden of reaching an understanding
 - b. Assumption that listening is passive can affect listening. Listening is hard work that is, you may need to ask questions or paraphrase the statements to ensure your understanding
 - c. Assumption that talking has more advantages than listening – “Big people monopolize the listening, small people monopolize the talking.”
 - d. Completing the other person’s thoughts and jumping to conclusions

- v. Cultural Differences based on the background, culture affect speaking and listening
 - a. Accents – the assumption that anyone with an accent is less intelligent, the “noise” of misunderstanding due to accents do affect listening
- vi. Gender Differences
 - a. Women listen for relational subtext, men for content
 - b. Women interpret listening noises – “uh huh, mmm” – to signify they are listening, men use them to signify agreement

4.8 Possible remedies

Effective listening is every bit as important as effective speaking, and generally much more difficult (http://EzineArticles.com/?expert=Justin_Elza). The most direct way to improve communication is by learning to listen more effectively (Webb, 2006). Although numerous barriers to effective listening can make the practice difficult, there are several habits one can adopt that will lead to a higher level of listening proficiency. These are:-

- i. To overcome the habit of selective listening, paraphrase or mirror back what you hear to ensure you understand other points of view.
- ii. If the parties feel overwhelmed or tired which affects listening, a better strategy is to take a break from the conversation.
- iii. Be an active listener. To be an active listener, you have to be a good observer too.
- iv. Provide clues that you are actively involved through asking questions, nodding etc
- v. Refrain from formulating an immediate response
- vi. Prepare beforehand
- vii. Ensure the environment is conducive for listening.

REVISION QUESTIONS

1. Explain the features of quality listening
2. Differentiate between listening and hearing
3. Outline four qualities of a good listener

TOPIC 5

5.0 READING SKILLS

5.1 What is reading?

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Reading is activated by print. The reader must be able to translate the written words into meaningful language. Reading according to Wixson, Peters, Weber, and Roeber, (1987) is the process of constructing meaning through the dynamic interaction among:-

- the reader's existing knowledge
- the information suggested by the text being read
- the context of the reading situation

Reading is the translation of symbols, or letters, into words and sentences that then have meaning for the individual looking at them. The reader must follow a sequence of symbols arranged in a particular way - in English from left to right, in Hebrew from right to left, and in Chinese from top to bottom (Fideles, 2012).

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

For words that are in a reader's meaning vocabulary, unlocking the pronunciation leads to the word's meaning. If a printed word is not in a reader's meaning vocabulary, word-identification skills may allow access to the word's pronunciation, but not its meaning (Harris and Hodges, 1995). Being able to arrive at the pronunciation of a printed word constitutes word identification in the most minimal sense; however, if the reader is unable to attach meaning to the word, then he or she has not read the word, since reading must end in meaning construction (Harris and Hodges, 1995).

5.2 Types and methods of reading

There are many types and methods of reading below are some:

- i. **Scanning** - this is looking or running your eyes over a text quickly to get a specific piece of information.(Fedeles, 2012) Move your eye quickly over the page to find particular words, name or phrases that are relevant to the task you are doing(MacLeod, 2012).
- ii. **Skimming** - Looking over the text quickly to get a general idea of the content/ the gist of something (MacLeod, 2012). You read quickly to get the main points, and skip over the detail. Use skimming when you're trying to decide if a book in the library or bookshop is right for you.
- iii. **Sub-vocalization** - This is reading very slowly and methodically, either saying the words out loud or at least with a 'voice' in your head. It combines sight reading with internal sounding of the words as if spoken. It is painstaking but very slow. We tend to use it when trying out a recipe for the first time, or carrying out instructions as to how to assemble something we've bought (Fedeles, 2012). Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts (Rayner, 1995).
- iv. **Extensive reading/Light Reading** - This is reading fairly quickly without concentrating too hard or worrying about every single word. It is often used when reading an enjoyable novel. Brown (1989) explains that extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1971 in MacLeod, 2012) identifies extensive reading as occurring when students read large amounts of high interest material. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details
- v. **Intensive reading/Study Reading** (Fedeles, 2012) - it involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole summarized. Brown (1989) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and so on. Long and Richards (1987) say it is a detailed in-class analysis.

- vi. **Speed reading** -is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention.
- vii. **Proof-reading** -is a kind of reading for the purpose of detecting typographical errors.
- viii. **Independent Reading** - students read silently by themselves and at their own pace (Taylor, 1993). The selections must be at students' reading level in order for them to comprehend what they are reading.
- ix. **Guided Reading**- guided reading is conducted with small groups of students who read at the same level.
- x. **Shared Reading** -students follow along as the teacher reads a selection aloud (Fisher & Medvic, 2000).

5.3 Strategies for Reading Comprehension

- i. **Creating Mental Images (Visualizing)** - This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text.
- ii. **Questioning** - This strategy involves readers asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text
- iii. **Inferring** - Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines”—by making inferences that combine information in the text with their schema.
- iv. **Predicting**- using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- v. **Guessing from context**- using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

- vi. Evaluating (Determining Importance) - Determining importance has to do with knowing why you are reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece
- vii. Synthesizing - synthesizing is closely linked to evaluating. Basically, as we identify what is important, we interweave our thoughts to form a comprehensive perspective to make the whole greater than just the sum of the parts.
- viii. Previewing- reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- ix. Skimming and scanning- using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- x. Paraphrasing- stopping at the end of a section to check comprehension by restating the information and ideas in the text
- xi. Read Actively - When you are reading a document or book in detail, it helps if you practice "active reading" by highlighting and underlining key information, and taking notes as you progress. Mind Maps are great for this. This emphasizes information in your mind, and helps you to review important points later. Doing this also helps you keep your mind focused on the material, and stops you thinking about other things (Causeytutors.com, 2010).
- xii. Use Glossaries with Technical Documents- If you're reading large amounts of difficult technical material, it may be useful to use or compile a glossary (Causeytutors.com, 2010). Keep this beside you as you read. It is also useful to note down the key concepts in your own words, and refer to these when necessary
- xiii. You should reduce frequency of moving your eyes backwards to cover the previous block.

5.4 Why study Reading Skills?

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency (SIL International, 1999).

Reading skills are specific abilities which enable a reader to:-

- i. to read the written form as meaningful language
- ii. to read anything written with independence, comprehension and fluency,
- iii. to mentally interact with the message

5.5 Importance of reading

Educational researchers have found that there is a strong correlation between reading and academic success - a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications

Your reading skill is a very critical factor responsible for increasing your ability to learn and master large volumes of information. Thus, your ability to read fast gives you an edge over others by making it possible for you to go through piles of papers quickly.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

5.6 Barriers to effective reading

The barriers to effective reading are:-

- The environmental barrier – that is where the reader is reading from; the environment one is in can affect the reading if there is constant background noise, or activities going on outside, and other external distractions which mainly take place in the likes of a classroom or built-up public area, even libraries can provoke mild distractions.
- Physical maladies - if you suffer from any disabilities. Disabilities can be of various kinds, but usually relate back to particular functions of the brain which control the speech, reading and writing demands. Certain disabilities which will defiantly affect this control are; downs Syndrome, Cerebral Palsy, Speech In pediments, Dyslexia/Dispraxia, Deafness/Blindness

REVISION QUESTIONS

1. Describe two strategies you can use to improve each of the following:
 - a. Comprehension
 - b. Retention
2. Explain any three poor reading habits and provide a psychomotor reading strategy for each.
3. Mention any three discourse markers used in reading comprehensions and explain their functions
4. Name any four types of paragraphs and give an example for each
5. Discuss how you would use the SQ3R reading formula to extract information from a book
6. Explain the following types of reading skills
 - a) scanning
 - b) skimming
 - c) critical reading

TOPIC 6

6.0 NON-LINEAR

6.1 What is non-linear?

A non-linear text is an object of verbal communication that is not simply one fixed sequence of letters, but one in which the words or sequence of words may differ from reading to reading because of the shape, conventions or mechanisms of the text.

Non-linear is all kind of information that accompany a text but are not textual (they are not in form of words).

Non-linear can be useful in reading when interpreted effectively. Used together, no-linear information supports each other/compliments each other. A text may be clarified by a diagram. Non-linear diagram provide immediate visual impression of information that would be difficult to convince in words.

6.2 Types of visual aids

Visual aids are

6.2.1 Objects

The use of objects as visual aids involves bringing the actual object to demonstrate on during the presentation. For example, when teaching comparative and superlative adjectives in English you can bring three objects different in size to elaborate short-shorter-shortest etc. The use of the actual object is essential when demonstrating how to do something so that the students can fully understand the procedure but on the other hand, some objects are too large or unavailable for a speaker to bring with them.

6.2.2 Models

Models are representations of another object that are there to demonstrate an object when the real object inadequate or unavailable. Example, a model of eye, ear, skeletal models etc in Biology class. A model can serve as substitutes that provide a better example of the real thing to the audience when the object being spoken about is of an awkward size or composure for use in the demonstration. On other hand a model may perhaps take away from the reality what is being spoken about.

6.2.3 Maps

Maps show geographic areas that are of interest to the speaker and the listeners. They are used as aids when speaking of differences between geographical areas or showing the location of something. If maps are simple and clear, they can be used to effectively make points about certain areas. But by the inclusion of too much detail on a map can cause the audience to lose focus on the key point being made. At the same time, if the map is disproportional or unrealistic, it may prove ineffective for the point being made.

6.2.4 Tables

Tables are columns and rows that organize words, symbols, and data. Clear and good tables are easy to understand. They are a good way to compare facts and to gain a better overall understanding of what is being discussed but they can be overwhelming if too much information is in a small space or the information is not organized in a convenient way. Tables can also be visual distractions if it is too complicated to the reader. It can also be a visual distraction if the table is not drawn evenly.

6.2.5 Photographs

Photographs are good tools to use when you want to emphasize a point or to explain a topic. For example, when explaining the poor housing plan in Kibera or Mathare - Kenya a picture will be beneficial for better understanding. A photograph is also good to use when the actual object cannot be viewed. But if the photograph is too small it just becomes a distraction and enlarging it can also be expensive.

6.2.6 Diagrams

Drawings and diagrams can be used when photographs do not show exactly what the speaker wants to show or explain. It can also be used when a photograph is too detailed. But when the diagram is not drawn correctly a drawing can look shoddy and become ineffective.

6.2.7 Graphs

Graphs are widely used when one want to visualize relationships between different variables. There are various types of graphs namely bar graphs, line graphs, pictograph, histogram, pie chart, line plot, map chart, frequency polygon, box plot, steam and leaf plot and scatter plots. Graphs help the audience to visualize statistics so that they make a greater impact than just

listing them verbally would. On the other hand, when there are too detailed, graphs can overwhelm the audience therefore rendered ineffective. The named various types of graphs are discussed here under:-

6.2.7.1 Bar graph

A bar graph displays discrete data in separate columns. A double bar graph can be used to compare two data sets. Categories are considered unordered and can be rearranged alphabetically, by size, etc. Bar Graphs are visually strong and easy to compare two or three data sets. The disadvantage is that bar graph are used only with discrete data

6.2.7.2 Line graph

A line graph plots continuous data as points and then joins them with a line. Multiple data sets can be graphed together, but a key must be used. The line graph can compare multiple continuous data sets easily and interim data can be inferred from the line graph. On the other hand line graph are used only with continuous data.

6.2.7.3 Pictograph

A pictograph uses an icon to represent a quantity of data values in order to decrease the size of the graph. A key must be used to explain the icon. They are easy to read and are visually appealing. Pictographs handles large data sets easily using keyed icons although they are hard to quantify partial icons, icons must be of consistent size, best for only 2-6 categories

6.2.7.4 Line plot

A line plot can be used as an initial record of discrete data values. The range determines a number line which is then plotted with x's for each data value. They are quick to analyze, they shows range, minimum and maximum, gaps and clusters easily and exact values is retained. The disadvantages of line plot are they are not visually appealing and need small range of data.

6.2.7.5 Pie chart

A pie chart displays data as a percentage of the whole. Each pie section should have a label and percentage. A total data number should be included. The pie charts are visually appealing and show percent of total for each category.

Advantages

- display relative proportions of multiple classes of data
- size of the circle can be made proportional to the total quantity it represents
- summarize a large data set in visual form
- be visually simpler than other types of graphs
- permit a visual check of the reasonableness or accuracy of calculations
- require minimal additional explanation
- do not easily reveal exact values
- Many pie charts may be needed to show changes over time
- fail to reveal key assumptions, causes, effects, or patterns
- be easily manipulated to yield false impressions

On the other hand pie chart does not indicate the exact numerical data but the percentage, it is hard to compare two data sets, best for 3 to 7 categories and they deal with only discrete data.

6.2.7.6 Map chart

A map chart displays data by shading sections of a map, and must include a key. A total data number should be included. Map chart are good visual appeal and the overall trends are very well shown. On the other hand map chart needs limited categories, no exact numerical values are shown and color key can skew visual interpretation.

6.2.7.7 Histogram

A histogram displays continuous data in ordered columns. Categories are of continuous measure such as time, inches, temperature, etc. histogram are advantageous in that they are visually strong, they can compare to normal curve and usually vertical axis is a frequency count of items falling into each category. Histogram on the other hand cannot read exact values because data is grouped into categories, it is more difficult to compare two data sets and are used only with continuous data

6.2.7.8 Frequency Polygon

A frequency polygon can be made from a line graph by shading in the area beneath the graph. It can be made from a histogram by joining midpoints of each column. The frequency polygon is used only with continuous data.

6.2.7.9 Scatter plot

A scatter plot displays the relationship between two factors of the experiment. A trend line is used to determine positive, negative, or no correlation. They shows a trend in the data relationship, retains exact data values. Scatter plot are hard to visualize results in large data sets, flat trend line gives inconclusive results and data on both axes should be continuous.

6.2.7.10 Stem and Leaf Plot

Stem and leaf plots record data values in rows, and can easily be made into a histogram. Large data sets can be accommodated by splitting stems. They are advantageous in that they give concise representation of data. It does not easily indicate measures of centrality for large data sets

6.2.7.11 Box plot

A box plot is a concise graph showing the five point summary. Multiple box plots can be drawn side by side to compare more than one data set. They easily compare two or more data sets and handles extremely large data sets. But exact values are not retained.

6.3 Importance of non-linear

- Provide information in an orderly manner
- It reveal/show distinct patters which cannot be seen in narrative/linear form
- Enable figures to be located more quickly
- Enables comparison to be made easily
- It safes time and space
- Helps when showing relationship between variables.

REVISION QUESTIONS

1. The following figures show a breakdown of students admitted to Form 1 over the past five years in various schools.

Year	Schools				
	Star of the River	African	Excellors	Mavuno	Super Achievers
2001	21	65	52	17	12
2002	20	74	50	20	10
2003	18	73	48	16	14
2004	20	65	46	18	10
2005	20	58	40	28	12

- Use a line graph to present this information
- Which school had the highest and the lowest number of students admitted over the past five years
- List five advantages of non-linear information.

TOPIC 7

7.0 EXAMINATION SKILLS

7.1 What is an examination skill?

An examination is a formal test of your knowledge or skills in a given area (YourDictionary, 2012). An example of an examination is when you take a science test to see how well you understand science. It is written exercises, oral questions, or practical tasks, set to test a candidate's knowledge and skill.

Success and failure are two aspects of life. Why do some people get success and why some people fail, the reason for this is the manner in which examinations strategies are planned (Dutta, 2009). According to Dutta (2009) there are three vital strategies to being successful in examination and in life:-

- i. **Planning:** The first and the most important thing that is required for success is planning. Planning is the determination of ends and formulation of means. Under this step we decide the goal and the manner in which it can be achieved. Your planning should be flexible so that it can be changed in undesirable circumstances or whenever required.
- ii. **Implementation:** Planning is just the predetermination of the manner in which the work is going to be performed. Thus, the next step after the formulation of the plan is its implementation. Your goal will be achieved only when the plan is properly implemented.
- iii. **Control:** Under this step we should compare the existing situation and desired situation and if we find any deviation then we must improve upon it as soon as possible.

The above mentioned are the steps that contribute greatly for preparing the strategy for examination. Being sincere is not enough, it is also important to do smart hard work as well (Dutta, 2009).

7.2 Preparation Strategies to Tackle Examination

Dutta, (2009) indicated that an effective approach to examination technique enables students to enter the examination room with a clear idea of the skills they wish to demonstrate, with a realistic expectation of what the questions will be like, and with the intention of using the

questions to demonstrate as much knowledge as possible. This active approach to examination technique enables students to be in control of the situation (Dutta, 2009). She indicated that, some students approach examinations with a fatalistic attitude, rather like helpless victims facing torment. They respond passively to the questions and then hope for the best (Dutta, 2009).

It is important to realize that answering an examination question correctly requires mastery of your material ([lsc.sas.cornell.edu/Sidebars/Study Skills Resources/exam.pdf](http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/exam.pdf)). That means attending all lectures, reading all assignments, taking thoughtful notes and reviewing and reciting what you've written down. Below are the tips on how to prepare for your examination according to ([lsc.sas.cornell.edu/Sidebars/Study Skills Resources/exam.pdf](http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/exam.pdf); Dutta, 2009; Herophilus (2012) :-

- i. **Manage your time** -figure out roughly how much time you can spend on each question to complete the exam. Stick as close to your time plan as you can, but don't become overly anxious or rigid about doing so. Always start with the easiest questions ([lsc.sas.cornell.edu/Sidebars/Study Skills Resources/exam.pdf](http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/exam.pdf)).
- ii. **Read directions and questions carefully** - exam directions often contain specific instructions for answering the questions. As you read the questions, write down words or phrases that come to mind in the margin. These may help you organize your answer.
- iii. **Make a mental plan, use mnemonics and spider diagrams** - jot down some of your mnemonics or spider diagrams before you start answering any question (Dutta, 2009). In that way, you can refer back to your plan when writing your answer, without fear of forgetting what you were going to write next.
- iv. **Consider how to organize your essay** - carefully organize your essay, using a recognizable pattern. The decreasing – importance pattern starts off with the broadest and most important information and then gradually narrows in scope. In a descriptive or chronological essay move systematically from one end of what you're describing to the other. If the question asks you to compare and contrast, make sure you shift back predictably between the things you're comparing and contrasting.
- v. **Write an outline** - once you understand the question, write an outline for your answer. This will help you make sure your essay addresses each part of the question and has a clear structure. This will also help your professor see what you were thinking.

- vi. **Get to the point right away** - time plays a key role in essay questions. Be sure to get right to the point, even if it means skipping the introduction. It is best to put your answer in the beginning, followed by supporting evidence or illustrations.
- vii. **Support your opinions with solid evidence** - the well-written essay usually contains the answer in the first/topic sentence. The bulk of your essay should be devoted to the evidence that supports your answer. Support all general opinions with logical or factual evidence, and avoid including personal opinions unless asked to do so.
- viii. **End with a summary** - summarize your essay in a final sentence or two. This will tie your points together.
- ix. **Express your knowledge and learn to link concepts** - it can be quite frustrating to do a lot of revision and then find that you are not asked questions that reflect what you have learned. However it sometimes happens that examination questions give you the opportunity to express your knowledge.

7.3 Examination Rubrics

Students fail in the examination due to many reasons. For instance student's mental approach towards study, how much a student is particular about his study, attendance in lectures, method of preparing for exam, exam taking tactics and strategies, etc (Pollitt, et al, 1985). Sometimes a student studies a lot but he gets less mark in exam because he may not be aware of test taking strategies which tells him how to express his learning in best way in exam or reproduce his learning in a good way in exam to convince the examiner to give him more marks. Exam taking tactics and strategies plays a vital role. Failure, just like abandoning one's studies, is never due to a single cause but to an accumulation of reasons (Pollitt, et al, 1985). It may be due to:-

- i. **Internal factors**
 - a. educational project not properly thought out, hesitation between several study choices
 - b. lack of commitment and motivation, lack of maturity, low inclination for effort, lack of self-confidence, fear of exams
 - c. problems in learning how to be a student

- d. insufficient intellectual skills - school baggage, prerequisites, working methods (taking notes, listening, memorizing, exam preparation)
 - e. inadequate personal skills - time management, concentration, emotional control
 - f. Inadequate preparation
 - g. Inappropriate Study Habits
 - h. Subject –concept difficulties- if the subject is overly hard the student may fail to grasp henceforth failing.
 - i. Process difficulties where a particular operation or sequence of operations demands manipulation of data at a level beyond the recall of specific learned items
 - j. Question or stimulus difficulties where the guidance given to candidates in directing their attention to a particular response or the support given in terms of additional information or data is either minimal or non-specific.
- ii. **External factors**
- a. studying conditions, supervision by the professors or lecturers
 - b. relevance of study plans, overloaded study programmes, ambiguous requirements by the professors
 - c. exam selectiveness
 - d. cultural or geographical gap
 - e. personal or financial problems

The question or stimulus difficulty arises from the candidates' failure to interpret what DIRECTIONAL WORDS – guide words/examination rubrics are testing (Pollitt, et al, 1985).

Some of the commonly used examination rubrics are discussed here under:-

- i. Briefly outline
 - a. Briefly means shortly/in a few sentences (<http://tls.vu.edu.au/sls/ca>).
 - b. Outline means - a description of the main features without going into details.

- ii. Compare - means identify the similarities and differences and comment on them.
- iii. Contrast - compare certain things by discussion of their main differences.
- iv. Critically examine - critically means to weigh up/ look for faults.
- v. Examine means - to consider carefully/to investigate.
- vi. Define - state accurately the main characteristics of.
- vii. Describe - give a step-by-step account.
- viii. Discuss - identify both sides of a debate and support your point of view with reasons.
- ix. Distinguish - to make a distinction by separating.
- x. Explain- to make plain or understandable how something works.
- xi. Features - a distinct part of something.
- xii. Form- to place in order/ to arrange.
- xiii. Functions - the approved duties of a person or organization
- xiv. Relationship- the particular way in which one thing is thought of as being connected or linked with another.
- xv. Relative - the extent or degree
- xvi. Role - the job or function a person or organization carries out.

7.4 How to pass examinations

Making good and helpful notes, having a direction of study, method of learning, memorizing, concentration, confidence and study related extra-curricular activities are the factors which make student succeed in exam. Examination tests one's ability and if one fails, he is judged to be weak and unsuccessful. There are a number of factors that a student can implement so as to pass the examination. According to (www.studyandexam.com, 2010), for you to pass your examination you should do the following:-

- i. **Have effective and directed study** - study is not just reading, it is reading for learning. A student should know how to study effectively, how to study more in little time. Study should be directed. Directed study means that you study according to the nature of exam and according to the way it should be learnt. This can be done by:-
 - a. Building up a set of clear condensed revision notes, right from the start.
 - b. Practice expressing psychological ideas.

- c. Use memory aids.
 - d. Self-test regularly.
 - e. Plan your revision ahead.
 - f. Know what to expect on exam day.
- ii. **Take study breaks often, and get plenty of sleep** – it's very easy to get super stressed out about studying, especially when you are studying for hours on end. But remember that you are not cramming for this exam (Herophilus, 2012). Give your brain a break! Get out and watch a movie, catch up on TV shows in between study sessions, go get some food with friends, etc. You will often come back to studying feeling re-motivated. Seriously, aim to take a small break every 3-4 hours, even if it is just to take a walk somewhere (Herophilus, 2012). Sleep is also your friend. Do not miss out on a good night's sleep, every night. Plenty of students stay up until 3 or 4am studying, and then wake up at 8am to try and keep studying (Herophilus, 2012). This is also dumb. Sleep is also incredibly important for memory consolidation (as you probably know), and you will need this to slowly assimilate all the knowledge your soaking up every day.
- iii. **Preparation for exam** - student should know how to make preparation for exam. Preparation for exam is not a task of day or two, it needs daily study.
- a. **Spend the days leading up to the exam wisely.** I would highly recommend starting to wake up at the same time you will wake up on exam day in the 2 weeks leading up to the exam. In the last week, you shouldn't be learning too much new material, only reviewing things you have forgotten or fine-tuning what you already know (Herophilus, 2012).
- iv. **Making good notes** - making useful notes plays a vital role for success in exam. It helps one to learn easily and with perfection. Notes are used for revision in futures for exam.
- v. **Test taking strategies** - test taking strategies show you how to present your answer on answer sheet in befitting way so that the checker give you more marks for your answers. Test taking strategies tells you all the tactics for exam like time management for each question and how to tackle different question.

- vi. **Learn to cope with exam stress** - in examinations, people tend to be fairly highly aroused, and this often has positive effects. They think more clearly and quickly, and write more fluently. If you feel a little anxious before an examination, do not worry about it. Remember, it may improve your performance (Dutta, 2009). However, a few people become so anxious about examinations that their high arousal level leads to a worsening of performance.
- vii. **Revise your notes** - students must read thoroughly their study notes several times to possess an adequate grasp on theories, principles and applications of a subject. Practice in writing essays is essential, especially for students who have not written essays for a considerable time. Examiners recognize that essays written under hurried circumstances and stress need not be grammatically perfect, but they do demand certain minimum standards and will penalize students whose written presentation is not up to a scratch. Accordingly, the students should avoid using vague, meaningless statements, should try to spell correctly, and seek to cultivate a direct and forthright style using short clear sentences.
- viii. **Revise/Analyze past exams question papers** - analysis of past examination papers provides a valuable insight into how the examiners feel about the subject. Often, the same questions reappear year after year, albeit written slightly differently. While it is obviously useful to predict questions, students should always remember that no question could ever be guaranteed to come up. Also, syllabuses and examiners change, each examiner has personal preferences regarding the content and style of questions that need to be asked.
- ix. Read the questions carefully and ensure you fully understand what each question is asking. It is good idea to underline keywords and to break the question down into separate component parts.
- x. **Time management is crucial while writing exam** - the first few minutes of the time allocated to each answer should be used for jotting down the main points of the answer in an essay plan. Thereafter the following rules should be observed:
 - a. The time allowed for each answer (a three-hour paper demanding five answers permits 36 minutes per question) must be adhered to. As soon as period is up the student should move on to the next question.

- b. Students should leave a space at the end of the question in order to be able to come back to the question if they have any spare time at the end of the examination.
- c. Easy questions should be answered first. This increases the student's confidence, assists concentration and establishes rhythm for tackling the rest of the paper. However, students should not spend too much time on easy questions and objective type questions. Time is crucial and answers should be accurate to avoid negative marking. Each answer needs to be of approximately equal length.

REVISION QUESTIONS

1. Based on the research done by Pollitt et al (1985), discuss the three examination difficulties that students experience
2. Jane is a first year student in one of the public universities in Kenya. She is asked to answer the following question in one of her major subjects. Comment on the constitutional review process in Kenya and assess the role of ordinary Kenyans in review.
 - a. Into how many parts is the question divided?
 - b. Explain what Jane is supposed to do in an attempt to answer the question.
3. On receiving the question paper in an examination Otieno failed to observe certain procedures. As a result, he performed poorly. List three procedures that Otieno may have failed to observe.
4. Briefly explain what one should do when she/he is short of time to write a whole essay in examination.
5. The last 10 minutes in an examination are important towards good performance. Explain two steps you would undertake to enable you to perform well in an examination paper.

REFERENCES

- Anastasia, M. P. (2010). Seven Barriers to Active Listening: “*Why we don’t listen as well as we could*”; www.lawsagna.com
- Argyle, M., Salter, V., Nicholson, H. Marilyn W. & Burgess, P. (1970). The Communication of Inferior and Superior Attitudes by Verbal and Non-Verbal Signals. *British journal of social and clinical psychology* Vol 9
- Baluska, F., Marcuso, S. Volkman, D. (2006). Communication in plants: neuronal aspects of plant life. Taylor & Francis US
- Barnlund, D. C. (2008). A Transactional Model of Communication. In. C. D. Mortensen (Eds.), *Communication theory* (2nd Ed). New Brunswick, New Jersey
- Berlo, D. K. (1960). The process of communication. New York, New York: Holt, Rinehart, & Winston.
- Berko, R. M. et al (2010). Communicating (11th Ed). Boston; Pearson Education, Inc
- Bolton, R. (1987). People Skills, “*Listening with the whole body*”. Simon and Schuster, Australia
- Champneys, A. L. (2007). “Public Libraries”. Jeremy Mills Publishing
<http://books.google.co.uk/books>
- Chandler, D (1994). “The Transmission Model of Communication”,
www.aber.ac.uk/media/Documents/short/trans.html
- Chan, L. M. (1994). Cataloging and Classification: *An Introduction*, (2nd Ed). New York, McGraw-Hill
- Charles Ammi Cutter (1876) Rules for a Printed Dictionary Catalog. Washington, government printing office
- Cortright, S. M. (2011). Ten Tips to Effective & Active Listening Skills.
<http://powertochange.com/students/people/listen/>
- Cottrell, S. (2008). The Study Skills Handbook. Basingstoke: Palgrave Macmillan
- Cottrell, S. (2011). Critical Thinking Skills. Basingstoke: Palgrave Macmillan
- Daily Almanac (2012). Listening Skills. Pearson Education
<http://www.d.umn.edu/kmc/student/loon/acad/strat/ss>
- Dowler, L. (1997). Gateways to Knowledge: “*The Role of Academic Libraries in Teaching, Learning, and Research*”. <http://unllib.unl.edu/LPP/anunobi-okoye.htm>
- Dutta, P. K. (2009). Examination Preparation-Examination tips; Kalyan City Life, Gaurav Akrani
- Ehrenhaft, G., Armstrong, W. H. and Lampe, M. W. (2004). Barron's Pocket Guide to Study Tips. Barron's Educational Series: <http://books.google.co.uk/books>
- Eliot, S. and Rose, J. (2009). A Companion to the History of the Book. John Wiley and Sons
- Elza, J. (2006). Top Barriers to Effective Listening and How to Overcome Them:
<http://ezinearticles.com/Top-Barriers-to-Effective-Listening-and-How-to-Overcome-Them&id=170522>

- Ferro, G. (2009). *Blessay: My Life of Study – Planning, Tips and Thoughts 1996 the Study Guides and Strategies*; Etherealmind.com
- Fisher, A. (2011). *Critical Thinking*; Open University, Skills for OU Study
- Galvin, R. (1996). Communication: the lever of effectiveness and productivity. *Managing Innovation*. Daedalus. Spring 1996 Vol 125.
- Gang Signs and Symbols(2004) *Pagewise Inc.* http://ga.essortment.com/gangsignsands_reyp.htm.
- Gerhard, A. (2011). 10 Tips On How to Study Effectively; www.howtostudyeffectively.org
- Gupta, J. (2012). Types of Libraries. Kurukshetra, Kurukshetra University. Dr_Jyotsnagupta@Rediffmail.Com
- Gyanguru (2009). Five Tips to Study Effectively; www.gyanguru.org/5-tips-to-study-effectively/
- Herophilus (2012). Tackling the USMLE Step 1 Exam: Strategies; herophilus.hubpages.com
- Heyman, Richard (1994). Why Didn't You Say That in the First Place? *How to Be Understood at Work*. San Francisco, Ca: Jossey-Bass Inc.
- Hovland, C. I., Irving L. J, and Harold H. K. (1953). *Communication and Persuasion: Psychological Studies of Opinion Change*. New Haven: Yale UP
- Kathleen, G (1995). www.communication.northwestern.edu/.../index.php?...KathleenGalvin
- Kizlik, B (2012). *Effective Study Skills: How to Study and Make the Most of Your Time*. Robert Kizlik & Associates
- Library of Congress (2006). Jefferson's Legacy: A Brief History of the Library of Congress. <http://www.loc.gov/loc/legacy/loc.html>
- Lionel, C. (2002). *Libraries in the Ancient World*. Yale, Yale University Press
- Line, M. B., Line, J. (1979). Concluding Notes. *National Libraries*, Aslib,
- Lor, P. J., Sonnekus, E. A. S. (1997). Guidelines for Legislation for National Library Services, IFLA: <http://main.library.utoronto.ca/workshops/>
- Lynch, S. N., and Eugene Mulero (2007). Dewey: At This Library With a Very Different Outlook, They Don't. *The New York Times*
- Malhotra, J. (2009). Barriers of Communication and Its Remedy; ISC Technologies, Kochi – India; www.indiastudychannel.com
- Manktelow, J & Carlson, A (1998) *Improve Your Communication Skills With*; Society of Education, India: <http://www.soegra.com>
- Mayland Community College (2002). *Developing Effective Study Habits*; www.mayland.edu/aca111/StudyHabits.pdf
- McConnell, P. B. (2003). *Beginning Family Dog Training*. Dog's Best Friend Ltd., Black Earth
- Mehrabian, A. and Wiener, M. (1967). Decoding of Inconsistent Communications. *Journal of Personality and Social Psychology* Vol 6

- Micheau, F. (1996) The Scientific Institutions in the Medieval Near East, in Morelon & Rashed 1996, pp. 985–1007)
- Modell, D. A. (1920). “Children’s Libraries”. *Encyclopedia Americana*
- Montana, P. J. and Charon, B. H. (2008). Management (4th Edn). New York. Barron’s Educational Series, Inc
- O’Hanlon, T (1999). Remedies to the Barriers to Communication: http://www.ehow.com/list_7213257_remedies-barriers-communication.html#ixzz1uSV691KC
- Oxford Advanced Learner’s Dictionary (7th edn). Oxford University press
- Pollitt, A., Huchinson, C., Entwistle, N., & De Luca, C. (1985). What makes exam questions difficult? Edinburgh, UK: Scottish Academic Press.
- Rosenthal, R. & DePaulo, B. M. (1979): Sex Differences in Accommodation in Nonverbal Communication in R. Rosenthal, R (ed.): *Skill in Nonverbal Communication: Individual Differences*. Oelgeschlager, Gunn & Hain
- Saleemi, N.A. (1997) Business Communication and report writing simplified. Nairobi. Saleemi Publishers ltd.
- Schramm, W. (1993). How Communication Works. In W. Schramm (edn.), *The process and effects of communication*. Urbana, Illinois: University of Illinois Press.
- Shannon, C. F. and Warren W. (1964) The Mathematical Theory of Communication, Urbana, Ill.: The University of Illinois Press
- Scott J. Armstrong (1980). “Bafflegab Pays”. University of Pennsylvania, armstrong@wharton.upenn.edu
- Shannon, C. E. (1948): A Mathematical Theory of Communication, Part I, *Bell Systems Technical Journal*, Vol 27,
- Shannon, C. E., & Weaver, W. (1949). The Mathematical Theory of Communication. Urbana, Illinois: University of Illinois Press
- Strout, R.F. (1956). The Development of the Catalog and Cataloging Rules, *Library Quarterly*, Vol.26 No.4
- Young, H. (1983). ALA Glossary of Library and Information Science. Chicago, IL: American Library Association.
- YourDictionary Definitions (2012): by LoveToKnow Corp.
- Webb, M. (2006) Eight Barriers to Effective Listening; www.agileadvice.com/2006/04
- Wenbin N. (2008).The Advantages and Disadvantages of Written and Spoken Communication: New York, The McGraw-Hill
- Wikipedia (2004). Body Language: http://en.wikipedia.org/wiki/Body_Language.
- Windle, R and Warren, S (2010) Communication Skills; <http://www.directionservice.org/cadre/section4.cfm/>
- Victoria University, Student Learning Services, Concurrent Assistance Unit: <http://tls.vu.edu.au/sls/ca>

<http://www.deltabravo.net/custody/body.htm>
<http://www.intranet.csupomona.edu/~tassi/gestures.htm>.
<http://www1.chapman.edu/comm/comm/faculty/thobbs/com401/nonverb.html>
http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_non-verbal_communication#ixzz1uOqQyto8
http://EzineArticles.com/?expert=Justin_Elza
(<http://web.mit.edu/academicintegrity/citing/whatandwhy.html>)
<http://libweb.anglia.ac.uk/referencing/referencing.htm>
info@maximumadvantage.com
adinag@stanford.edu
TestTakingTips.com, 2003
StudentHacks.org, 2007
(<http://wiki.answers.com/>
<http://main.library.utoronto.ca/workshops/>
<http://unllib.unl.edu/LPP/anunobi-okoye.htm>
paw@ibiblio.org
<http://www.loc.gov/loc/legacy/loc.html>
<http://www.oclc.org/dewey/default.htm>
<http://students.berkeley.edu/uga/conduct.pdf>
<http://web.mit.edu/academicintegrity/citing/whatandwhy.html>)
plagiarism.org, 2012
Causeytutors.com, 2010
YourDictionary, 2012
lsc.sas.cornell.edu/Sidebars/Study_Skills.Resources/exam.pdf
www.mindtools.com/CommSkill/CommunicationIntro.htm

SAMPLE QUESTIONS

IRD 100: COMMUNICATION SKILLS I

Instructions: Answer ALL questions

SECTION A: STUDY SKILL (15MKS)

1. A study timetable is an important tool of planning for university student. For it to be effective, however, it must have certain characteristics. State THREE features of a good timetable (3mks)
2. “Critical thinking and efficient problem-solving are very closely linked.” Discuss the characteristics of a critical thinker (5mks)
3. What FIVE points should you have in mind when organizing a system of storage and retrieval of information for your lecturers and reading? (5mks)
4. Discuss the characteristics of a good discussion group (2mks)

SECTION B: LIBRARY SKILLS (20MKS)

1. You have been invited to a public lecture which is estimated to attract over 1000 audience. Discuss any TEN strategies you would apply to enhance your listening. (10mks)
2. What is reference (2mks)
3. Discuss briefly the difference between Dewey classification and Library of Congress of book in a library (4mks)
4. Why is it necessary to have a catalogue in a library (4mks)

SECTION C1: READING SKILLS (20MKS)

Read the following passage and answer the questions that follow.

1. The spirited defense of the NGO campaign, Basic Needs are Basic Rights, by neo-marxist friends (MutahiNgunyi, OduorOng’wen and OtienoOlouka) evidently predicated on two proposition which they assert to be facts but which as I show, are easily falsified.
2. First, that corruption is responsible for the high incidence of poverty in Kenya today, and further, that corruption being a political problem. Second, that the NGO sector has the solution for poverty.
3. Ngunyi informs us that, in recognition of this fact, aid donors are now channeling up to 80 per cent of their resources through NGOs’ poverty eradication strategy is predicated on aid.
4. Since we all claim to be social scientists, I should hope that we shall at least agree to conduct the debate within the parameters of good science. As every good student of science knows, scientific method is based on the principle of falsifying propositions as opposed to verifying them.
5. Let us tackle the “corruption is the cause of poverty” propositions first to do so; a brief methodological detour is useful. Causation is perennial problem in social science research (economics, political science, psychology, etc) primary because, unlike the natural

sciences, it is seldom possible to conduct objective controlled experiments which can establish conclusively what is “action” and what is “reaction”.

6. Thus, when we observe correlation, that is, a systematic relation between two events, call them event A and B, several or vice versa but again both may be caused by event C which we are not observing.
7. Further still, events A and B may be caused by events C and D respectively which are in turn caused by event E, and so on and so forth. Since the entire universe of events is almost impossible to capture and analyze, at best we can design models which help us to isolate the events that “predict” (as opposed to “cause”) the variable of interest most reliably.
8. In this case, the variables of interest, the phenomena we want to “predict” is poverty. The incidence of poverty in Kenya’s, as measured by the population below an arbitrarily chosen “standard of living “caller” poverty line”, has hovered around 40 per cent of the population since at least the early 1970s, when the first nationally representative income and expenditure data became available. In other words, the incidence of poverty has remained more or less constant for close to three decades. Although we do not have nationally representative data for the 1960s, the broad consensus among social scientists is that the general standard of living improved considerably during the first decade of independence. This is attributed primarily to economic growth, particularly to the rapid increase of agricultural productivity. However, an intuitive consensus is no substitute for evidence, and it may well be the case the improvement could have benefited the population that was already above the poverty line, hence the likelihood that the level of poverty may well have remained largely unchanged since independence.
9. By contrast, it is generally agreed that corruption has been increasing steadily over time at least the mid-1970s and that it has accelerated since the late-1980s. thus, poverty, the variables of interest has been more or less constant, while corruption, supposedly its cause, has been increasing. In effect, we do not have evidence of correlation between the two, let alone causation. It may well be the case that my Neo-Marxist friends’ intuition of the correct “data” on either of the two, or both, is wrong, but in the absence of the correct data, good science requires that we also admit the possibility, as counter-intuitive as it sounds, that both poverty and corruption have decreased. In the meantime, the only basis on which we can proceed to predicate poverty alleviation on combating corruption is faith, in which case our energies are just as well invested in the temples beseeching for divine intervention.
10. Moving on to the proposition that NGOs are the panacea for poverty, here we have what SherlockHolmes would have called a two-pipe problem. The NGO activity in the country has been growing by leaps and bounds. From a handful in the early 1980s, it is now estimated that there are more than 2000 active developmental NGOs which, going to Ngunyi’s figures have substantial financial resources at their disposal. It stands to reason that if NGOs are the panacea, poverty should be declining.

Questions

1. In two sentences, summarize the main argument in this passage. (2mks)
2. What two propositions have been advanced by “the Marxist friends?” (2mks)
3. Why are aid donors channeling up to 80% of their resources through NGOs as opposed to the government? (para 3) (2mks)
4. Why does the author say that “an intuitive consensus is no substitute for evidence” (2mks)
5. Give the meaning of the following words and phrases as used in the passage.
 - a. Superior knowledge – para 12
 - b. Arbitrarily – para 3
 - c. Contention – para 13
 - d. Divine intervention – para 10 (4mks)
6. The author points out in paragraph (11) that: if NGOs are a panacea poverty should be declining” what does he imply by this statement? (3mks)
7. What is the author’s argument in paragraph 13 (5mks)

SECTION C2: NON-LINEAR TEXT (15MKS)

1. The line graph below shows the profit a local candy company made over the months of September through December of last year.(7mks)

Use the graph to answer questions below.

- a. About how much was the profit in the month of October?
- b. Which month had the lowest profit?
- c. What is the difference between the profits of November and December?

2. The double line graph below shows the total enrollment of students in a local college from 1990-1995, broken down into part-time and full-time students. Use the graph to answer the questions below. (8mks)

- a. What was the full-time enrollment in 1992?
- b. For what year shown on the graph did the number of part-time students exceed the previous year’s number of part-time students by the greatest number?
 - c. What was the total enrollment from 1993 to 1995?

SECTION D: EXAMINATION SKILLS (25MKS)

1. Briefly discuss the three exam difficulties that Pollit et al (1985) identified (8mks)
2. There were examination questions asking the students to state, comment and review. Explain what the students were supposed to do for each (7mks)
3. The last ten minutes in an examination are important towards good performance. Explain Five steps you would undertake to enable you to perform well in an examination paper. (10mks)

IRD 100: COMMUNICATION SKILLS

Instructions: Answer ALL questions

SECTION A: STUDY SKILL (25MKS)

1. A study timetable is an important tool of planning for university student. For it to be effective, however, it must have certain characteristics. State THREE features of a good timetable (3mks)
2. What is reference? (2mks)
3. What is the difference between reference and citing (3mks)
4. “Critical thinking and efficient problem-solving are very closely linked.” Discuss the characteristics of a critical thinker (5mks)
5. What FIVE points should you have in mind when organizing a system of storage and retrieval of information for your lecturers and reading? (5mks)
6. There are several things to consider when reviewing reference tools. Briefly discuss FIVE criteria to look for. (5mks)
7. Discuss the characteristics of a good discussion group (2mks)

SECTION B: LIBRARY SKILLS (20MKS)

1. You have been invited to a public lecture which is estimated to attract over 1000 audience. Discuss any TEN strategies you would apply to enhance your listening. (10mks)
2. Discuss FIVE ways on how to become a good listener. (5mks)
3. Discuss briefly the difference between Dewey classification and Library of Congress classification of books in a library (4mks)
4. Why is it necessary to have a catalogue in a library (1mk)

SECTION C1: READING SKILLS (25MKS)

An agreement this week in Nairobi by the seven countries of the Inter-Governmental Authority on Development (Igad) to establish a regional emergency fund involving the private sector to fight famine in the Horn of Africa is historic. The decision is significant in that it represents the first time the countries are involving the private sector on a regional scale to fight famine.

It also signifies a turning point for Igad: a realisation that Africa cannot attain food security without tackling the root causes of famine – political turmoil, civil strife and war that have made a continent that was an exporter of food 50 years ago unable to feed itself. Observers see another agreement also reached this week to deploy security forces to Somalia to help the transitional government secure peace, as well as ongoing peace initiatives in Darfur, as efforts that will ultimately help the region to resolve its food crises.

Uplifting as this may be, Igad, which was set up primarily to fight drought and desertification before its mandate was expanded, is setting up the emergency fund on its 20th anniversary, two decades late. The seven Igad members – Kenya, the new chair, Uganda, Ethiopia, Eritrea, Sudan, Somalia and Djibouti – will need to prove that the political will they displayed at their Nairobi summit will outlast the famine currently ravaging the region. That has to begin with action on the ground.

In the sun drenched plains of Elwak, some 250 kilometers south of Mandera in Kenya's North Eastern Province, swirls of dust reveal that the rains that had been pounding Nairobi and its environs did not spread out to the province, now going through a third consecutive year of drought.

The results have been disastrous: the pastoral communities dependent on rain for water and pasture are literally staring death in the face. A dozen people had perished by December 2005, when the Kenyan Government – embarrassed by the distressing media images showing the starving masses – responded by dispatching tonnes of grains and gallons of water to those who needed it.

Even fodder was transported to save the animals, in a campaign that galvanised the general population to raise funds for their starving compatriots.

But the process has been excruciatingly slow, partly due to infrastructural limitations and bureaucratic bottlenecks that are choking life saving operations, while eating away huge amounts of money.

A recent visit to parts of Mandera district revealed that things are going from bad to worse, judging from the growing numbers of hungry people. "There are new arrivals every hour," said Mohamed Abdi Noor, the Red Cross Chairman in Mandera District. "As it is, things are very bad".

The "new arrivals" refers to herdsman who had been trekking through the wilderness in search of water and pasture, and having lost their animals, are pitching tent in settlements near towns. Noor says food distribution has only covered 57 per cent of the NEP population at 75 per cent food rations.

The number of animals that have succumbed to the drought have risen to 90 per cent, says Elwak district officer Patrick Choge, a situation that could take up to 15 years to reverse, according to British aid agency, Oxfam. The humanitarian intervention in NEP is increasingly turning to be a case of too little, too late.

With over 70 million people facing chronic hunger and poverty, the Horn of Africa region is one of the most vulnerable in the world. In the most immediate future, however, Oxfam says at least 11.5 million people need food aid.

But the region's current severe food shortage is not just about patterns of weather; food security is essentially a political question. Civil strife, for instance, has engulfed Sudan, Ethiopia, Somalia, Eritrea and Uganda, disrupting agricultural production – the mainstay of the region's economy.

The situation is replicated elsewhere, with the food and Agricultural Organisation citing only 12 of the 27 countries facing acute food shortages in Sub Saharan Africa to be as a result of drought, compared to the 15 countries whose woes stem from political turmoil.

The continent has suffered from 186 coups and 26 major wars in the past 50 years, displacing 16 million refugees.

But what remains unpalatable is how a continent that exported enormous quantities of food at independence, now cannot feed its people.

A study of Kenya's growing food insecurity illuminates the broader crisis within the continent. Although post-independent Kenya has not been at war, its over-tilled lands have grown less productive, while shrinking in size to accommodate its rapidly growing population, currently standing at 33million from the 3.5 million at independence in 1963.

Under-investment in rural areas is another factor that applies to the regions presently facing famine. North Eastern Province is considered “the forgotten frontier,” and its inferior infrastructure attests to decades of political neglect.

Said Barre’s ambition of creating what he called the “Greater Somalia,” incorporating parts of the NEP, was halted by Kenya’s superior force in the Shifta war.

The more bruising battle for the “Greater Somalia” was waged over the Ogaden region in Ethiopia. Margery Perham explains in her book, *Thinking Aloud About Africa*, that three of the five white stars on the Somali flag point towards Ogaden, Kenya’s Northern Frontier District and Djibuti, representing the Somali *terra irredenta*.

“Poor governance is a major issue in many African Countries, and one that has serious repercussions for long term food security,” says a report by the International Food Policy Research Institute. “Problems such as corruption, collusion and nepotism can significantly inhibit the capacity of governments to promote development efforts.”

The multiplicity of social, cultural and political issues that have impacted on Kenya’s food production also come into play in Somalia, Ethiopia, Eritrea, Sudan and Djibouti.

QUESTIONS

- (a) According to the first paragraph, what resolution did the seven Igad member states reach? Give your answer in one sentence of not more than 25 words. (4mks)
- (b) Identify all the Igad member states. (3mk)
- (c) What is the full meaning of Igad? (2mk)
- (d) What was Igad’s primary objective at initiation? (3mks)
- (e) What shows that the Kenya Government was initially reluctant to send the tonnes of grains and gallons of water to those who needed it, even after a dozen people had perished by December 2005? (4mks).
- (f) According to information given in the passage, two factors have been given contributing to the slow pace of food transport operations to the affected parts. Which are they?(4mks)
- g) Explain the meaning of the following words and phrases as used in the passage (5mks).
 - i. Ravaging
 - ii. Galvanised
 - iii. Compatriots
 - iv. Infrastructural limitations
 - v. Replicated

SECTION C2: NON-LINEAR (15MKS)

The following is a data survey that was carried out by 1st year students in Karatina University. The aim was to find out the causes and contributing factors to examination failure among students on the main campus – study the table and answer the questions that follow.

Causes of exam failure	Year of study							
	1 st		2 nd		3 rd		4 th	
	Yes	No	Yes	No	Yes	No	Yes	No
Library	7	3	8	2	9	1	8	2
Bookshop	10	0	9	1	10	0	8	2
Individual weakness	3	7	1	9	2	8	4	6
Psychological reasons	4	6	5	5	4	6	2	8
Administrative reasons	4	6	5	5	4	6	5	5
Use of private study	2	8	3	7	5	5	2	8

Questions

1. Represent the above information in a line graph (10mks)
2. Summarize the general views of students towards the factors that contribute to their performance (5mks)

SECTION D: EXAMINATION SKILLS (15MKS)

1. Briefly discuss the three exam difficulties that Pollit et al (1985) identified (4mks)
2. There were examination questions asking the students to state, comment and review. Explain what the students were supposed to do for each (6mks)
3. The last ten minutes in an examination are important towards good performance. Explain FIVE steps you would undertake to enable you to perform well in an examination paper. (5mks)

**IRD 100: COMMUNICAION SKILLS I
FIRST YEAR FIRST SEMESTER EXAMINATION**

ANSWER QUESTION ONE AND ANY OTHER THREE

SECTION A: COMPULSORY QUESTION (25MKS)

- a. Highlight any FIVE needs for communication (5mks)
- b. List FIVE guidelines for effective communication (5mks)
- c. Discuss any five socio-psychological barriers to communication and the possible remedies for each (5mks)
- d. Name three necessities of using catalogue in a library (3mks)
- e. Name two difficulties encountered in listening (2mks)
- f. Explain THREE advantages of non-linear information (3mks)
- g. Highlight TWO reasons why we take notes while listening (2mks)

SECTION B: CHOOSE ANY THREE

2. i. List FIVE crucial requirements for successful studies that an undergraduate university student should find useful (5mks)

ii. Explain why it is necessary to consult an academic journal (5mks)
iii. Discuss briefly the FOUR types of reading. (4mks)
iv. Define the term communication (1mk)
3. Mary joined university this year; she doesn't know what to do so that she performs exemplary good. You being a continuing student are requested by the vice chancellor to help her. Advice her on:-
 - a. When should she study (3mks)
 - b. The characteristics of a good discussion group (5mks)
 - c. Qualities of a critical thinker (5mks)
 - d. What should she know so that to use the library effectively (2mks)
4. **Read the following passage and then answer the questions that follow.**
(15 marks)

There are these individuals who when stressed out either grind their teeth, bite or pick at their nails. I pick at my face, scouring it for pimple or in their absence anything else to exfoliate.

And so you see, it is during one such tour that I unearthed the horrific discovery I best articulated in a panicked email to a friend: "help me". I said: "it's official... I'm growing a beard!"

A topic of my laughter amongst my friends' facial hair was always just that-something to laugh about. But now, having discovered a few strands of my own, it suddenly didn't seem too funny. I was in a hairy situation and I didn't like it.

Indulge me for a moment and understand where I am coming from. I am not referring to a microscopic fuzz. This here was a very bold and aggressively developing mane, which I could either pluck, shave, tweeze, have electrolysis performed or damn it, just grow and groom.

I would not have been the only one. The problem of unwanted facial hair extends to approximately 41 million women in the United States and more than a few I have bumped in to at Nakumatt supermarket in Nairobi.

And some of these bearded ladies have been smart, leaving their mark in history. There was lady Olga, born in 1874 as Jane Barnwell, who had a 65 year long career side show attraction, traveling with the Ringling brothers and Barnum and Bailey. And remember Vivian wheeler, the

Illinois woman who for her 11 inch beard, made it into Guinness book of world records for having the “longest female Beard Hair? Having shaved since the age of seven, Vivian endured four marriages before setting “Rapunzel” to grow.

But be as it is, beard and all, nature is still kinder to women than men. Despite challenges such as comparatively lower access to wealth, employment, healthcare and education, women are still on top when it comes to living it out... life that is. Not only are women ahead in numbers but they also have a greater life expectancy, than men. In the US, for instances where the life expectancy averages 79 years for women, it is about 72 for men, and women over the age of 65 outnumber men by a ratio of three to two.

This is particularly interesting when one considers the numerous physical and cultural advantages men have over women. We are shorter and hence more prone to weight gain and poorer hence less likely to get medical care. Even in US, older women are the single poorest group with 35 per cent living alone and 52 percent widowed as compared to men, where only 14 percent live alone and 23 percent are widowers.

So how does this happen? Men it seems are doomed well from the start. Not only do they die more frequently than girls in infancy but in each subsequent year of life.

Come puberty many speed it up. Succumbing to what has been termed “testosterone toxicity”-the increase in testosterone that prompts boys to thump their chests and take greater risks than girls-nothing like knitting when you can jump off a wall!

In their 40s, many begin to see symptoms of heart disease such that by the time they are aged 55 to 64, they are twice as likely to die from heart disease and accidents as women of the same age. And in developing countries they are also four times as likely to commit suicide.

If women are, indeed, the weaker sex, little evidence proves it. While their husbands puff on a kiraiku (unfiltered tobacco roll), our kamba women fetch firewood, water, cultivate and cook meals. And in our cities, others work longer hours for peanuts hand washing clothes and scrubbing floors to feed families they only see in evenings, as their second job, that of parenting, begins.

Despite all these, women have been conditioned to rely on men and to paradoxically believe that they are lifeless-cripples, without the support and companionship of a man. While our longer lives don’t necessarily translate into healthier lives (we have our share of osteoporosis, diabetes, hypertension and HIV\ AIDS), our worth amounts to more than we hear. It is exhibited in our inner strength and in our ability to grow stronger when weakened.

Isn’t it time we learned from Madame Jeanne Calmert who died at the age of 122? Her life teaches us one thing –it is that women shouldn’t count on marriage to finance their old age. Ladies, you may try it but he’ll be long gone when you’re old. You may have a companion, a loving dog, Perhaps, but you’ll otherwise be alone in your rocking chair stroking your beard.

QUESTIONS

- a) Why does a topic that makes the writer laugh causes her misery? (2mks)
- b) Specify two areas the passage singles out where women outperform men. (2mks)
- c) Explain the irony behind men’s shorter lifespan. (3mks)
- d) In note form state in what ways the lives of men are doomed (4mks)
- e) Explain the meaning of the following words as used in the passage. (4mks)
 - i. Exfoliate
 - ii. Microscopic fuzz
 - iii. Succumbing

iv. Symptoms

- 5.
- i. A study timetable is an important tool of planning for university student. For it to be effective, however, it must have certain characteristics. State THREE features of a good timetable (3mks)
 - ii. What is the difference between reference and citing (3mks)
 - iii. Discuss FIVE ways on how to become a good listener. (5mks)
 - iv. Discuss briefly the difference between Dewey Decimal classification and the Library of Congress classification of books in a library (4mks)
6. The following is a data survey that was carried out by 1st year students in Karatasi University. The aim was to find out the causes and contributing factors to examination failure among students on the main campus – study the table and answer the questions that follow.

Causes of exam failure	Year of study							
	1 st		2 nd		3 rd		4 th	
	Yes	No	Yes	No	Yes	No	Yes	No
Library	7	3	8	2	9	1	8	2
Bookshop	10	0	9	1	10	0	8	2
Individual weakness	3	7	1	9	2	8	4	6
Psychological reasons	4	6	5	5	4	6	2	8
Administrative reasons	4	6	5	5	4	6	5	5
Use of private study	2	8	3	7	5	5	2	8

Questions

- i. Represent the above information in a line graph (10mks)
 - ii. Summarize the general views of students towards the factors that contribute to their performance (5mks)
7. a. Briefly discuss the three exam difficulties that Pollit et al (1985) identified (4mks)
- b. There were examination questions asking the students to state, comment and review. Explain what the students were supposed to do for each (6mks)
 - c. The last ten minutes in an examination are important towards good performance. Explain FIVE steps you would undertake to enable you to perform well in an examination paper. (5mks)

END



MoreBooks!
publishing



yes i want morebooks!

Buy your books fast and straightforward online - at one of world's fastest growing online book stores! Environmentally sound due to Print-on-Demand technologies.

Buy your books online at

www.get-morebooks.com

Kaufen Sie Ihre Bücher schnell und unkompliziert online – auf einer der am schnellsten wachsenden Buchhandelsplattformen weltweit! Dank Print-On-Demand umwelt- und ressourcenschonend produziert.

Bücher schneller online kaufen

www.morebooks.de



VDM Verlagsservicegesellschaft mbH

Heinrich-Böcking-Str. 6-8
D - 66121 Saarbrücken

Telefon: +49 681 3720 174
Telefax: +49 681 3720 1749

info@vdm-vsg.de
www.vdm-vsg.de

