



**Students will be able to converse well with effective speaking and listening skills in English.**

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**LSRW- LISTENING, SPEAKING,  
READING, WRITING**

After  
studying  
this unit  
you will  
know

Active Listening: Meaning and Art of Listening

Process and Types of Listening

Traits of a Good Listener, Ten Thumb Rules for Listening

Listening Techniques using Ted Talk Audio listening with script reading

Listening and Note taking

Pronunciation, Speaking Style & Content

## Definition of Communication (2 of 2)

*Communication is shared feelings/shared understanding.*



*If you can honestly achieve that goal, you are communicating.*



## Definition of Communication (1 of 2)



*The exchange of thoughts, messages, or the like, as by speech, signals or writing.*



*To express oneself in such a way that one is readily and clearly understood.*

# Communication



**LISTENING SKILL**



**SPEAKING SKILL**

## Components of Communication



**READING SKILL**



**WRITING SKILL**

For communication  
process

one should recognize and understand the various sounds of a language

Then he/she should learn to discriminate between the different sounds

This is possible only if the learner gets an opportunity to listen speeches made by adults

Then only one can acquire the ability to speak

After speaking comes reading

Last of all comes writing

# Communication Skills

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**The listening and reading skills are called Receptive Skills (Passive Skills)**



**While listening and reading the communicator is at the receiving end**

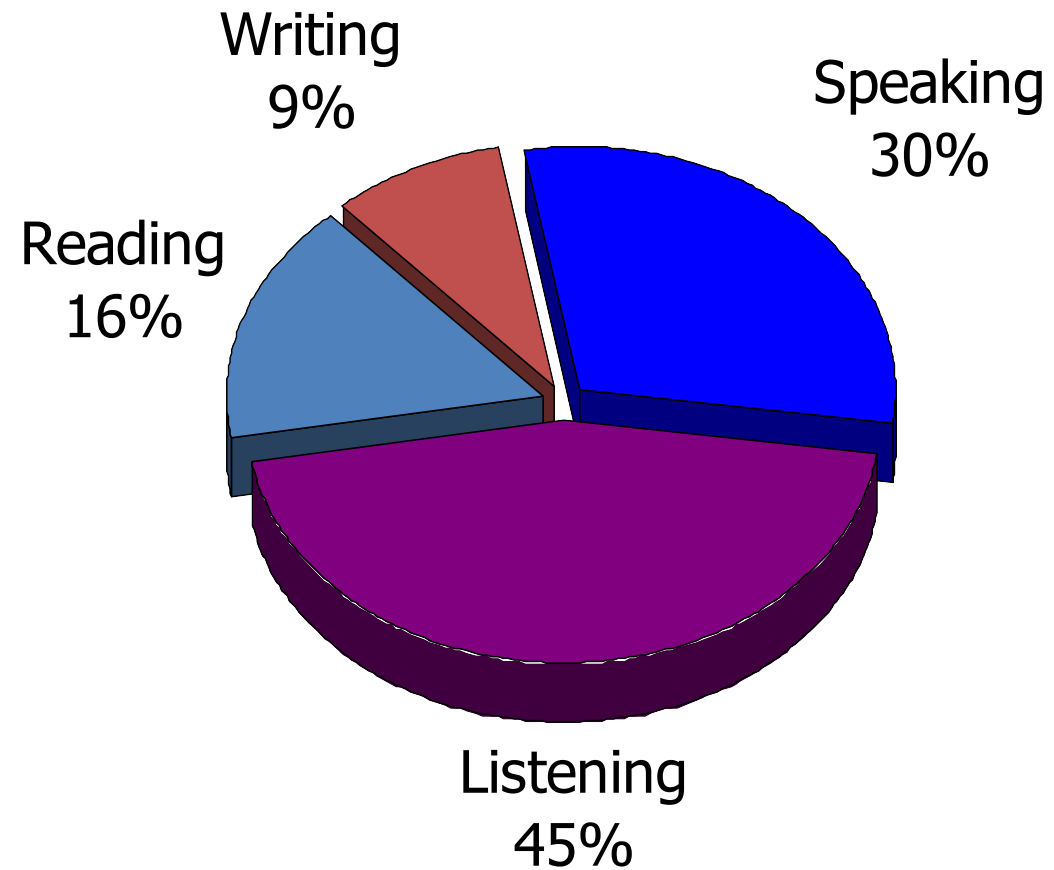


**Speaking and writing are called Productive Skills (Active Skills)**



**While speaking and writing the communicator is at the transmitting end**

# TOTAL COMMUNICATION PROCESS





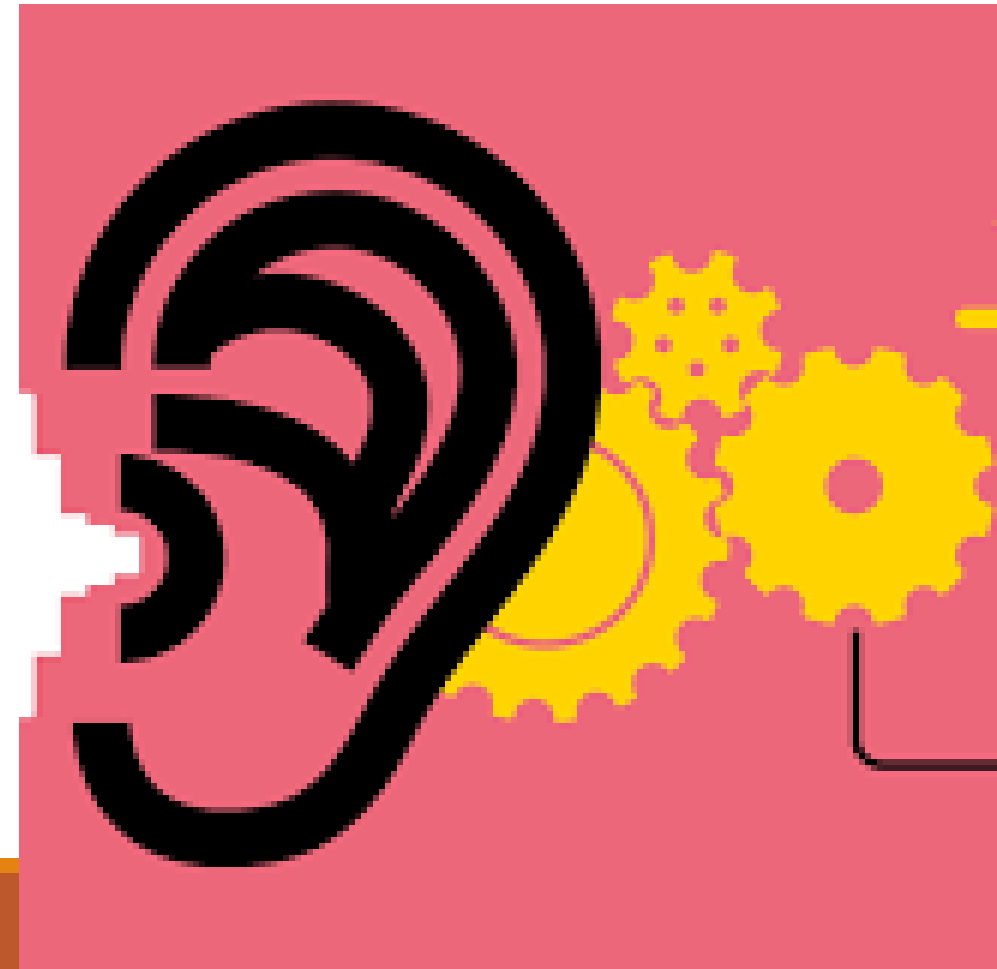




# Listening

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- Listening is the most important communication skill.
- We probably spend more time using our Listening Skills than any other kind of skill
- Real Listening is an active process
- Listening requires attention



# Effective listening

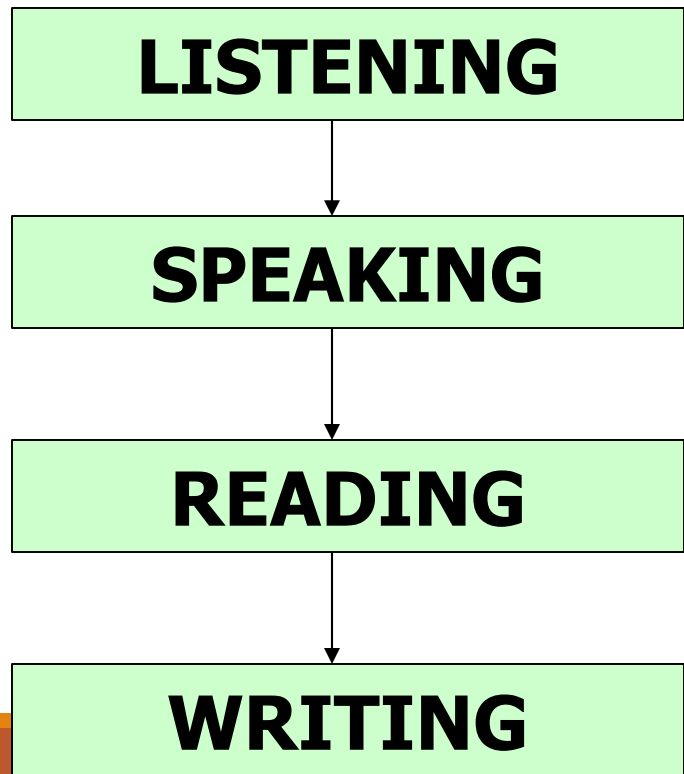
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- Effective Listening is the process of analyzing sounds, organizing them into recognizable patterns, interpreting the patterns and understanding the message by inferring the meaning.
- Many of the problems we experience with people in our daily lives are primarily attributable to ineffective listening or lack of listening



# Listening comes first

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# Listening is not hearing



**Listening and hearing are not the same. Hearing is the first stage of listening.**



**Hearing occurs when our ears pick up sound waves which are then transported to our brain. This stage is our sense of hearing.**

# Listening Skill

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The skill of listening is the ability to receive and understand different speech sounds of a language

It is the training of one's ears to understand and discriminate the meaningful messages communicated by the sounds of a language



# Importance of listening

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- **Communication is not complete without effective listening**
- **An attentive listener stimulates better speaking by the speaker**
- **A good listener learns more than an indifferent listener**
- **A good listener can restructure vague speaking in a way that produces clearer meaning**
- **A good listener learns to detect prejudices, assumptions and attitudes**

# Active listening process

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Hearing

Filtering

Comprehending

Remembering

Responding



# HEARING

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- Hearing is the first essential step in the listening process
- Relates to the sensory perception of sound.
- For learning to be effective, hearing needs to be done with attentiveness and concentration.

# FILTERING

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- Involves sensing and filtering of heard sounds.
- The heard message is categorized as wanted or unwanted.
- The unwanted message is discarded.
- The sense of judgement of the individual comes into play, that is, the filtering process is subjective
- A person chooses to retain what makes sense to him.

# COMPREHENDING

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- The listener understands what the speaker has tried to convey
- This activity can be described as absorbing, grasping or assimilating
- The listener uses his knowledge, experience, perception and cognitive power.



# REMEMBERING

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The assimilated message is stored in memory to facilitate future recall.



# RESPONDING

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Responding to a message takes place at the end of the communication, immediately after or later, to show that the message is being received and comprehended.





# TYPES OF LISTENING

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**Comprehensive  
Listening**

**Informative  
Listening**

**Appreciative  
Listening**

**Empathetic  
Listening**



**Critical  
Listening**



- Appreciative Listening- this for deriving aesthetic pleasure, Listening for *fun*—to laugh, cry, use your imagination, or extend your creativity as we do when we listen to a comedian, musician or entertainer.
- Empathetic Listening- we provide emotional and moral support in the form of it. You try to put yourself in another person's place or see the world through his or her eyes e.g psychiatrists listening to their patients.



- Comprehensive –listening to comprehend ideas and information in order to achieve a specific purpose or goal e.g., listen to lecture and Listening to announcements.
- Critical Listening: Listening to understand, analyze, and evaluate messages so you can accept or reject a point of view, make a decision, or take action
- when the purpose is to accept or reject the message or evaluate it critically. e.g listening to salesperson before making purchase or listening to politicians .



# HOW TO IMPROVE LISTENING SKILLS

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BY:  
DR. SEEMA VERMA  
(ASSISTANT PROFESSOR)  
DEPARTMENT OF APPLIED SCIENCES & HUMANITIES  
ABES ENGINEERING COLLEGE, GHAZIABAD

# The 10 Principles of Listening

## 1. Stop Talking

*"If we were supposed to talk more than we listen, we would have two tongues and one ear." -Mark Twain.*

Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately

## 2. Prepare Yourself to Listen

Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being Communicated

# The 10 Principles of Listening

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**3. Put the Speaker at Ease :** Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

**4. Remove Distractions :** Focus on what is being said: don't doodle, shuffle papers, look out the window, and pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

# The 10 Principles of Listening

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**5. Empathise :** Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

**6. Be Patient :** A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.



# The 10 Principles of Listening

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**7. Avoid Personal Prejudice:** Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking – some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

**8. Listen to the Tone :**Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said

# The 10 Principles of Listening

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**9. Listen for Ideas – Not Just Words** :You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

**10. Wait and Watch for Non-Verbal Communication** :Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication. Do not jump to conclusions about what you see and hear. You should always seek clarification to ensure that your understanding is correct.

# DIFFERENCE BETWEEN HEARING AND LISTENING

## HEARING

Hearing only refers to your ears picking up noise.

Hearing is a passive occurrence that requires no effort.

Hearing is a physical ability.

## LISTENING

Listening means to interpret the noise, understanding it and provide an adequate response to it.

Listening is a conscious choice that demands your attention and concentration.

Listening is a skill that can be learned.

Hearing is considered to be a biological phenomenon.

In hearing, after the brain receives the nerve impulses it may or may not send feedback.

Listening is biological as well as psychological process.

In listening, after the brain receives the nerve impulses and deciphers it, it then sends feedback.

Basis of Distinction	Active Listening	Passive Listening
Definition	Active listening means mindful and actively hearing and attempting to comprehend the meaning of the speakers.	Passive listening means showing like listening to the speaker but not making an attempt to comprehend the meanings.
Connectivity Level	Listener connects with the world and actively participates with the goal of problem-solving	Listener disconnects himself from the outsiders and has minimal interaction with others
Self-Responsibility	Take responsibility for their own learning and growth	Avoids responsibility for learning and problem-solving
Mental Approach	Sharp mind, alert to explore, reflect on the information	Accepts and retain information as-is with no intention to question or challenge the idea for improvement
Self-Motivation Level	Strong	Weak
Engagement Level	High	Low
Will-Power	Strong-willed, interested in new ideas, open-minded	Narrow-minded, low or no will power, unreceptive to new ideas

# Traits of a good listener

## Ten Traits of a Good Listener

They-

- Hear you out – free of judgment.
- See both sides of the story.
- Know when to step in.
- Put themselves at speaker's place
- Follow up on their promises.
- Give the speaker their undivided attention
- Provide appropriate nonverbal communication
- Pace the conversation
- Recall previous information



# Effective Listening & Note-Taking

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One way to enhance listening

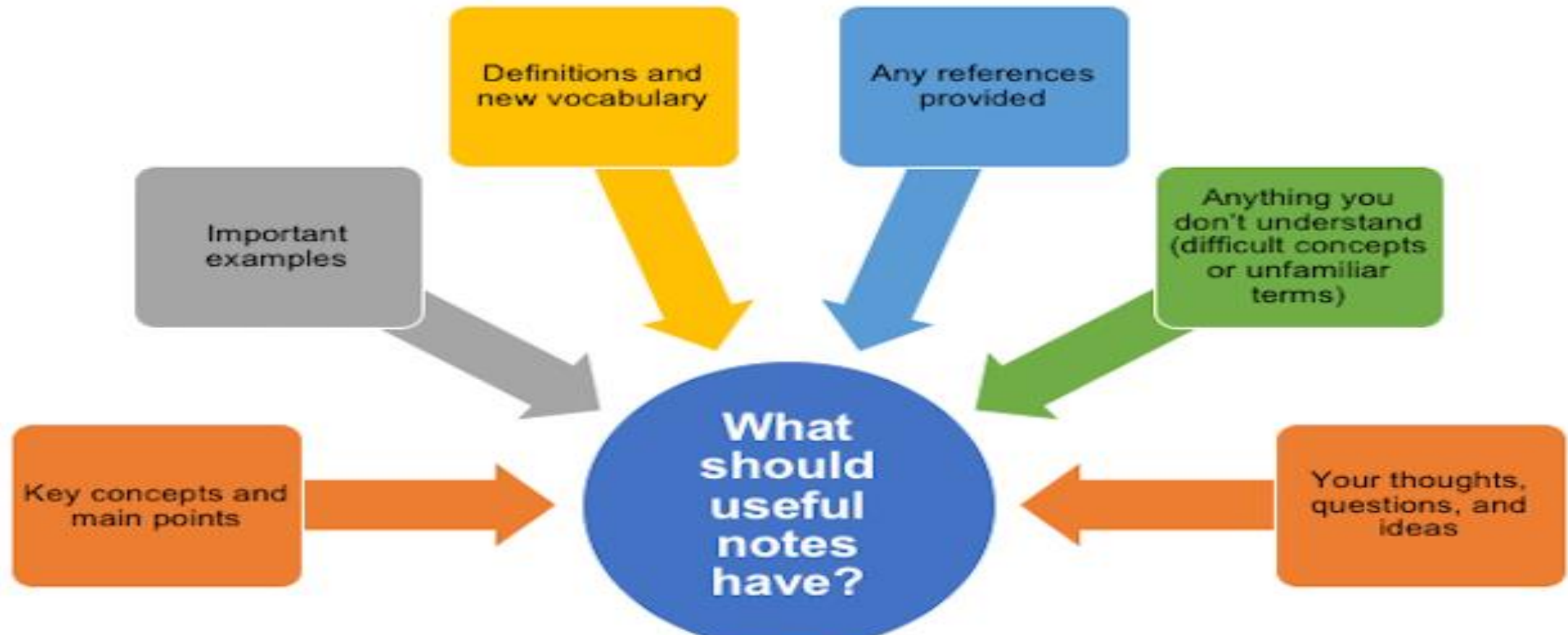
Using a systematic approach to the taking and reviewing of your notes

Add immeasurably to your understanding and remembering of the content of lectures as a permanent record of key information

helps you distinguish where your ideas came from and how and what you think about those ideas.

# Effective Listening & Note-taking

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# Six good reasons to take notes

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- Notes are a useful record of key information, and the sources of that information.
- Writing notes helps you remember what you heard.
- Taking notes helps you to concentrate and listen effectively.
- Selecting what to note down increases your understanding.
- Notes create a resource for exam preparation.
- Notes taken in classes often contain information that can't be found elsewhere.



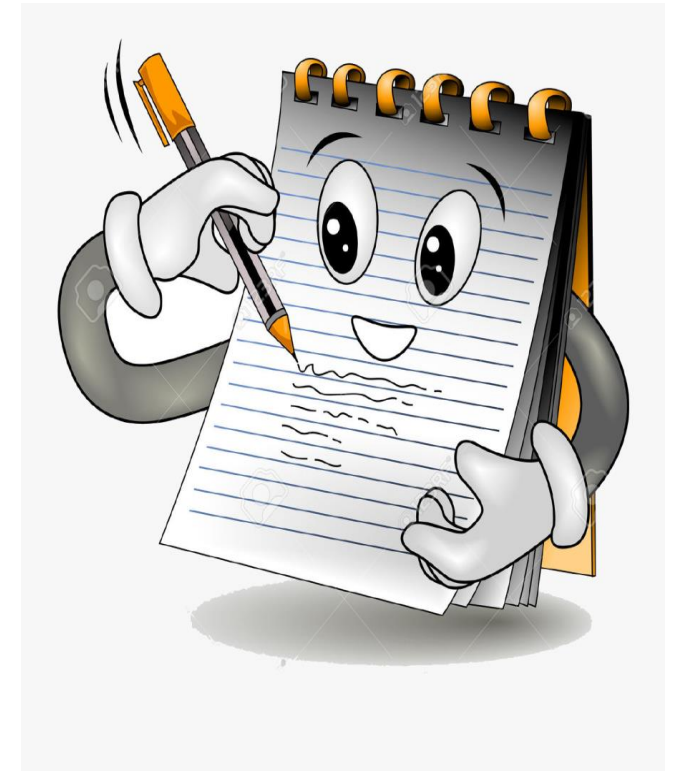
# Before Class

- Develop a mind-set geared toward listening.
- Test yourself over the previous lecture while waiting for the next one to begin.
- Read assigned material (SQ3R) or at least S (skim) and Q (question) to acquaint yourself with main ideas, new terms, etc. (Reduce, Recite and Reflect)
- Do what you can to improve physical and mental alertness
- Choose notebooks that will enhance your systematic note-taking(Cornell System of Note-taking)
- Intend to listen.



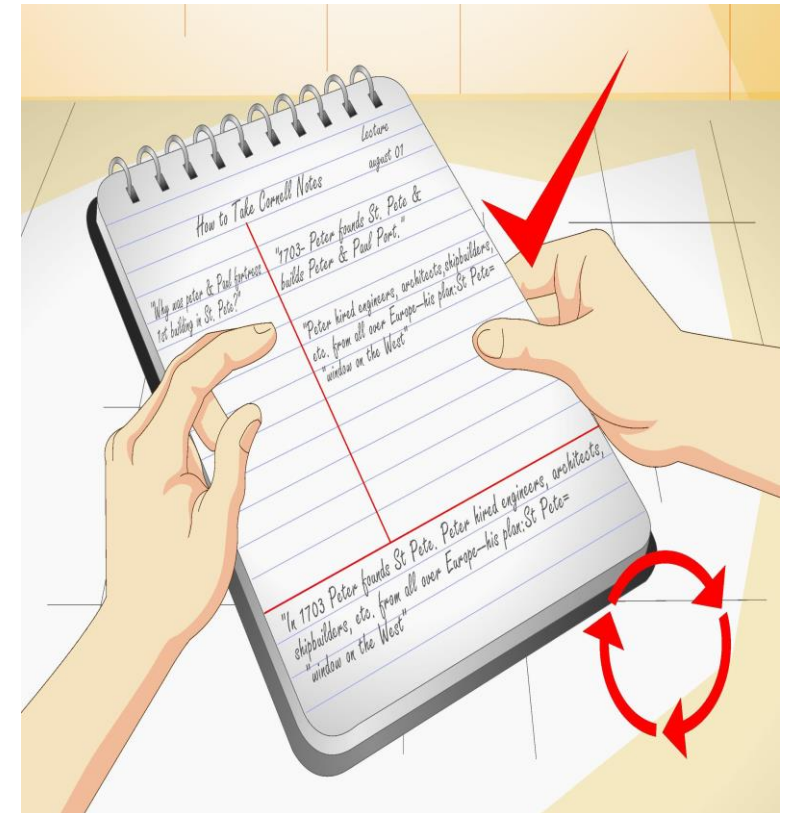
# During Class

- Listen for the structure and information in the lecture. Use signal words such as:
  - “Today I want to cover...” Introduction and/or Title
  - “Four points...” “Three causes...” Organizational cues
  - “Next I want to discuss...” Change of topic
  - “I emphasize...” “To repeat...” Cues regarding importance
- Pay attention to the speaker for verbal (louder or higher pitched inflections) and body language cues of what’s important.
- Be consistent in your use of form, abbreviations, etc. (key your abbreviations).



# During Class

- Make a conscious effort to concentrate on what the speaker is saying
- Label important points and organizational clues: main points, examples.
- Ask questions if you don't understand.
- Instead of closing your notebook early and getting ready to leave, listen carefully to information given toward the end of class.

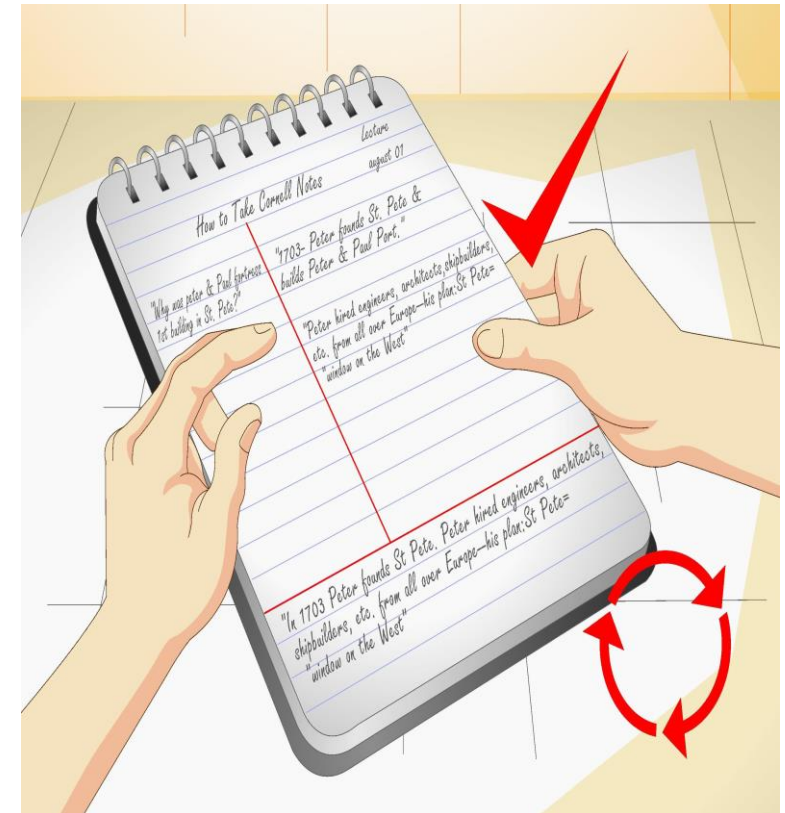


***After Class: SAME DAY AS LECTURE (Reduce, Recite, Reflect)***

- Clear up any questions raised in the lecture by asking either the teacher or classmates.
- Fill in missing points or misunderstood terms from text or other sources.
- Edit your notes, labelling main points, adding recall clues and questions to be answered. Key points in the notes can be highlighted with different colours of ink.
- Make note of your ideas and reflections, keeping them separate from those of the speaker.

# After The Class

- A checklist for editing your notes:
  - Did you state the main topic of the lecture?
  - Are all words intelligible?
  - Are symbols and abbreviations keyed?
  - Is the structure clear? If not, you may need to rewrite.
  - Did you write cue words in the left margin for self-testing?
  - Did you miss any points? You may need to compare notes with a classmate.

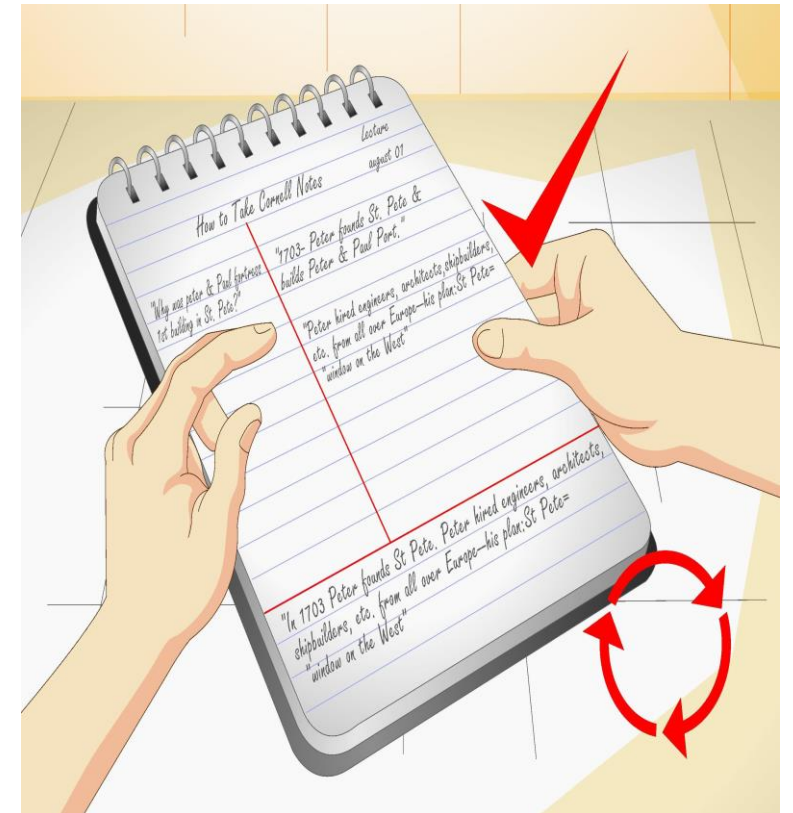




# After The Class

## ***Periodically (Review)***

- Review your notes: glance at your recall clues and see how much you can remember before rereading the notes.
- Look for the emergence of themes, main concepts, methods of presentation over the course of several lectures.
- Make up and answer possible test questions.



# BOOKS PRESCRIBED

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2011.
2. Business Communication for Managers, Payal Mehra, Pearson, Delhi, 2012.
3. Personality Development, Harold R. Wallace et. al, Cengage Learning India Pvt.  
Ltd; New Delhi  
2006.
4. Practical Communication by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.;  
Krishan Nagar,  
Delhi 2013.
5. Personality Development & Soft Skills, Barun K.Mitra, Oxford University Press,  
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# Speaking Skills



# WHAT ARE SPEAKING SKILLS?



VOCAL



VISUAL



VERBAL

7%

- Verbal

(words spoken)

38%

- Vocal

(tone, range, appeal, credibility of voice)

55%

- Visual

(physical appearance, gestures, eye contact)

# Speaking consist of 3parts

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**WHY**

To Speak



**WHAT**

To Speak.



**HOW**

To Speak

# Speaking skill



**Speaking skill** is the art of communication (productive skill)



Good speaking skills is the act of generating words that can be understood by listeners.



A good speaker is clear and informative.



Articulation



Pronunciation



Voice quality



Accent



Intonation



Pause



Punctuation

# Elements of good speaking

# Guidelines for speaking

Speed

Clarity

Punctuation

Pronunciation

Familiarity

Fluency

Expressions

# The speaking skill

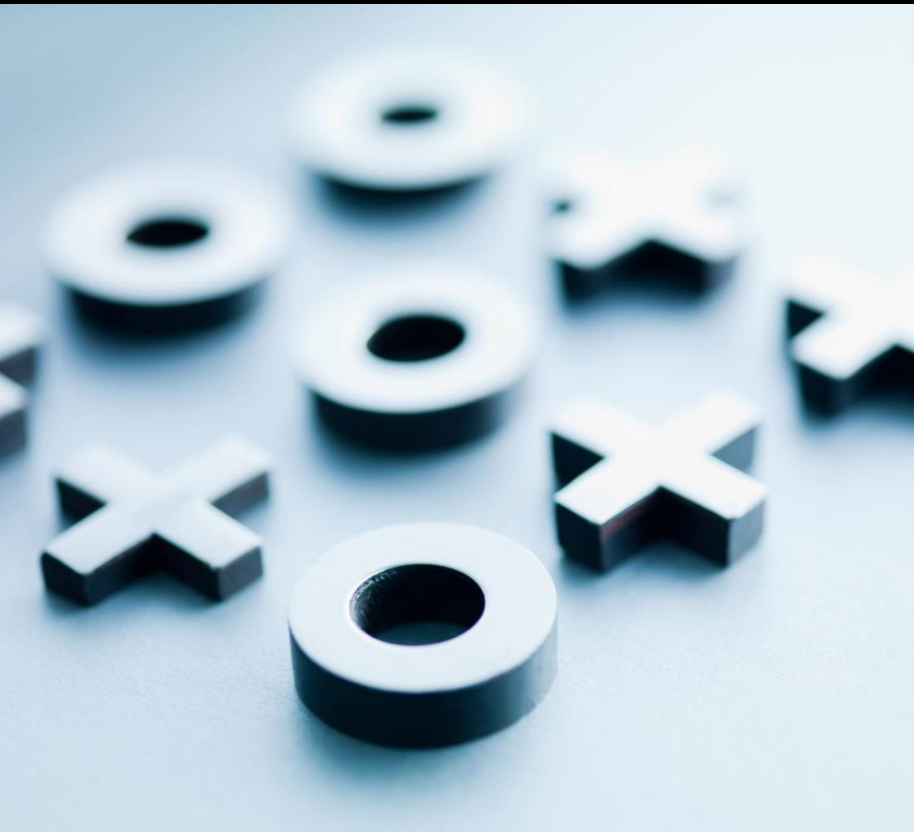
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A person who can speak English can:

- Produce the characteristic English speech sounds and sound patterns both in isolation and combination.
- Use appropriate stress and intonation patterns.
- Use appropriate words and structures to express the intended meanings.
- Recall words and structures.
- Organize thoughts and ideas into logical sequence.
- Adjust speech according to audience.

# Stress

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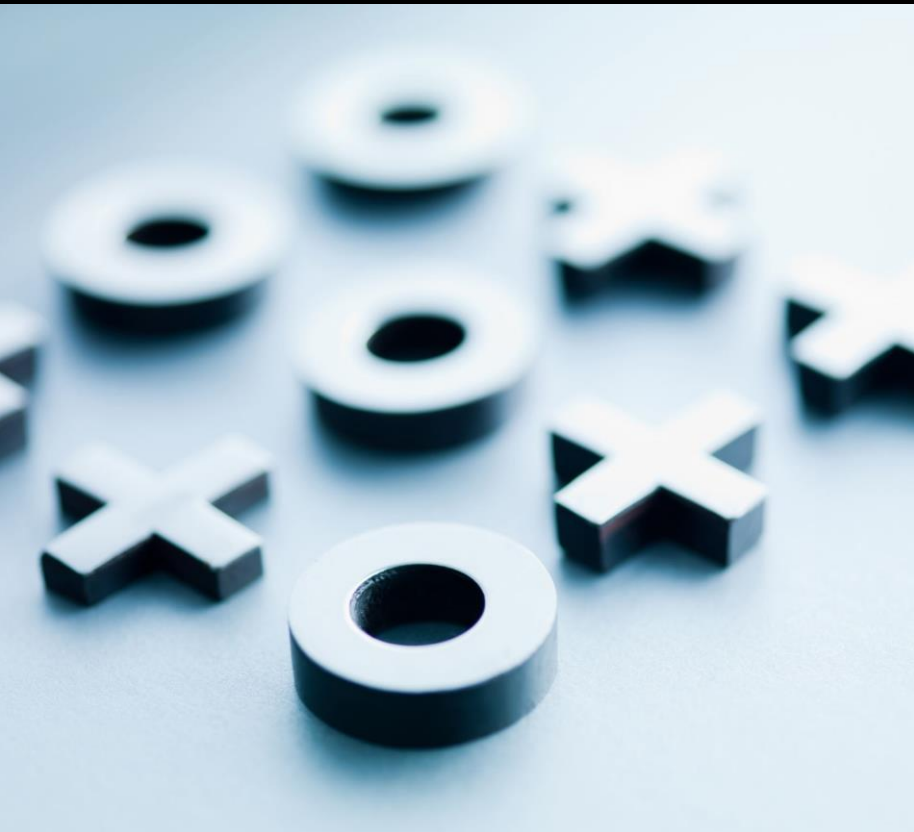


- Stress is the degree of force with which a syllable or a word is uttered.
- It is also defined as the degree of prominence a syllable has.
- Words with more than one syllables have a stressed syllable. In /teibl/ first syllable is prominent.
- In committee and recommend second syllable is stressed.



# What is Word Stress?

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In English, we do not say each syllable with the same force or strength. In one word, we accentuate **ONE** syllable. We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**.



# Activity

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- Let's take 3 words: **photograph**, **photographer** and **photographic**
- Do they sound the same when spoken?

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No. Because we accentuate (stress) ONE syllable in each word. And it is not always the same syllable. So, the **shape** of each word is different.

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- PHOTO GRAPH



3

#1

- PHO TO GRAPHER



4

#2

- PHO TO GRAPH IC



4

#3

# Rules for word stress



**One word, one stress.** (One word cannot have two stresses. So, if you hear two stresses, you have heard two words, not one word.)



**The stress is always on a vowel.**

# Why stress is crucial in English

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- Stress is crucial in English pronunciation. It can be called a grammatical device in English.
- A part of the meanings of a word depends on stress. it serves to mark the function of words in spoken English.

# Levels of stress



1-primary level



2-secondary level



3-tertiary level  
(unnecessary degree of  
complexity)

# Types of stress

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- 1-word stress :It shows that what syllable in a word is stressed e.g. useful, is stressed on the first syllable, advantageous has a primary stress on first and secondary stress on third syllable.
- 2-Sentence stress: It shows what words in a sentence are stressed



# TONGUE TWISTERS

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A phrase that is designed to be  
difficult to say...

# INTRODUCTION

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Listening and trying to say tongue twisters is one way to improve your English pronunciation. They are fun to try and are a challenge for anyone! So don't worry if you make mistakes. Just have fun!



Betty Botter bought a bit of butter. The butter Betty Botter bought was a bit bitter And made her batter bitter. But a bit of better butter makes better batter. So Betty Botter bought a bit of better butter Making Betty Botter's bitter batter better



How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood as a woodchuck would if a woodchuck could chuck wood.



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A Flea and a Fly A flea and a fly flew up in a flue. Said the flea, "Let us fly!" Said the fly, "Let us flee!" So they flew through a flaw in the flue.



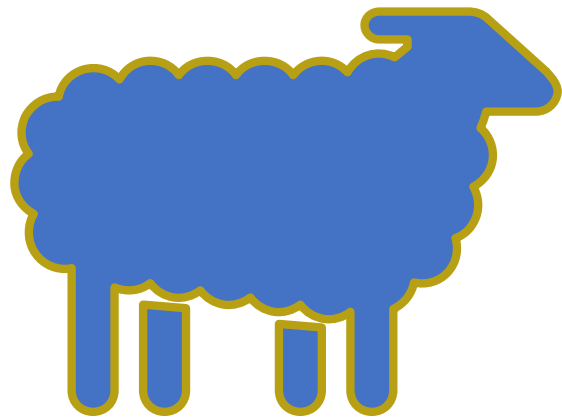


A canner can can anything that he can, But a canner  
can't open a can, can he?

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If two witches were watching two watches, which witch would watch which watch?





The sixth sick sheik's sixth sheep's sick



A big bug bit a bold bald bear and the bold bald bear  
bled blood badly.

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A mother to her son did utter "Go, my son,  
and shut the shutter" "The shutter's shut"  
the son did utter "I cannot shut it any  
shutter!"

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Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

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Theophilus Thadeus Thistledown, The successful thistlesifter, While sifting a sieve-full of unsifted thistles, Thrust three thousand thistles through the thick of his thumb. Now, if Theophilus Thadeus Thistledown, The successful thistlesifter, Thrust three thousand thistles through the thick of his thumb, See that thou, while sifting a sieve-full of unsifted thistles, Thrust not three thousand thistles through the thick of thy thumb.

A close-up photograph of a person's hands holding an open book. The book is open to two pages of text, which is slightly blurred. The person's hands are visible, holding the edges of the pages. The background is dark and out of focus. Overlaid on the bottom half of the image is the text "Reading Skill" in a large, white, sans-serif font.

# Reading Skill



# When do we use reading

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- To learn the script of a language •
- To learn concepts of any topic in details •
- To get entertained •
- To get directions •
- To understand instructions

In fact, Reading is the source of most of our information.





# 4 styles of reading a text

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Depending on our purpose of reading, we adopt any of the four styles generally:

- ☐ Skimming
- ☐ • Scanning
- ☐ • Churning
- ☐ • Assimilating



# Skimming

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1

Fast browsing of the entire passage.

2

We get a rough idea about the topic of the passage

3

Humans have an inborn habit of trying to do things efficiently. They need to save time.

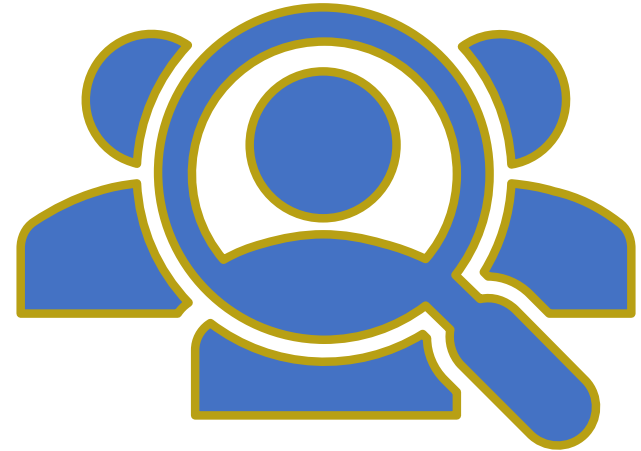
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When we are searching for an information, and we have a large number of texts to choose from, we do a fast-browsing to decide which texts to read, and which to reject.

# Scanning

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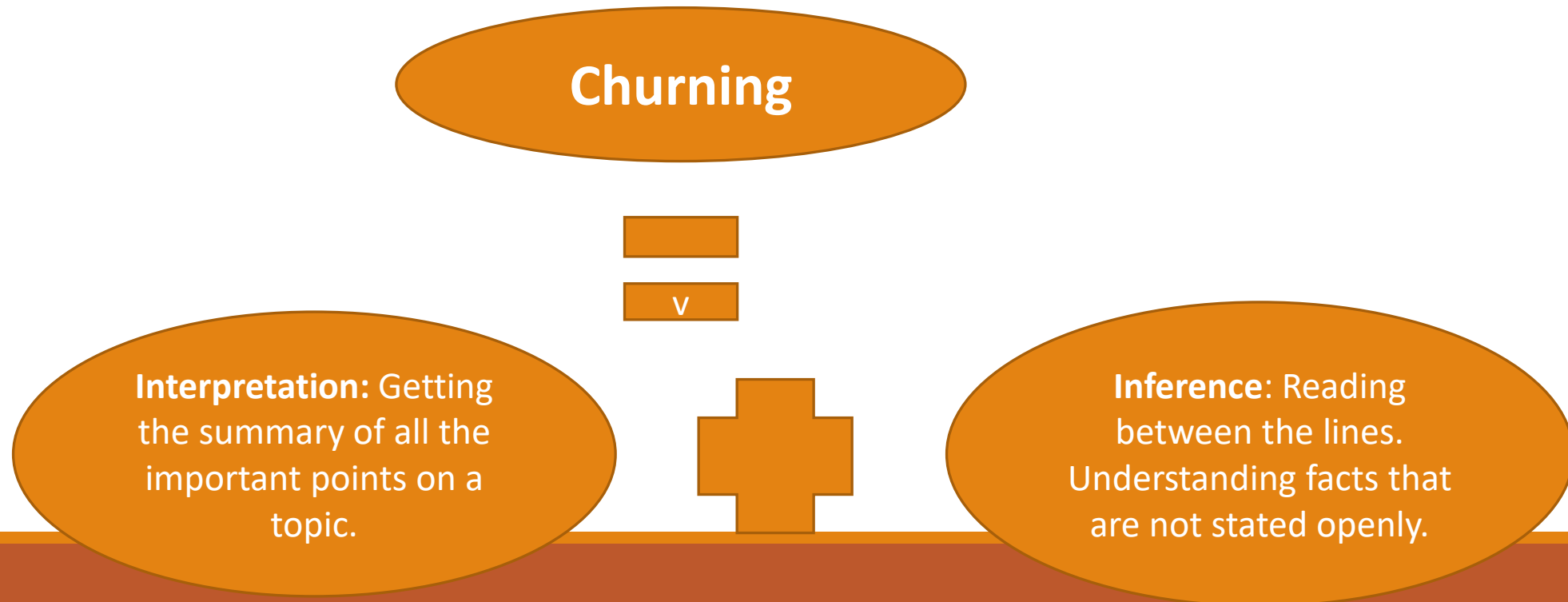
- Look for specific information in the text
- It makes you “skip more than you read.”
- Also called **search reading**



# Churning

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Churning means interpretation and inference.





# Interpretation: How is it done?

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Depending on the question, we need to decide what angle we are going to take, to interpret a text.

Generally, a text contains **discussion on more than one keyword**. You have to collect information on the specific keyword that is asked in the question.

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In order to draw inference,

- one has to apply one's logic.

- and try to connect the dots.

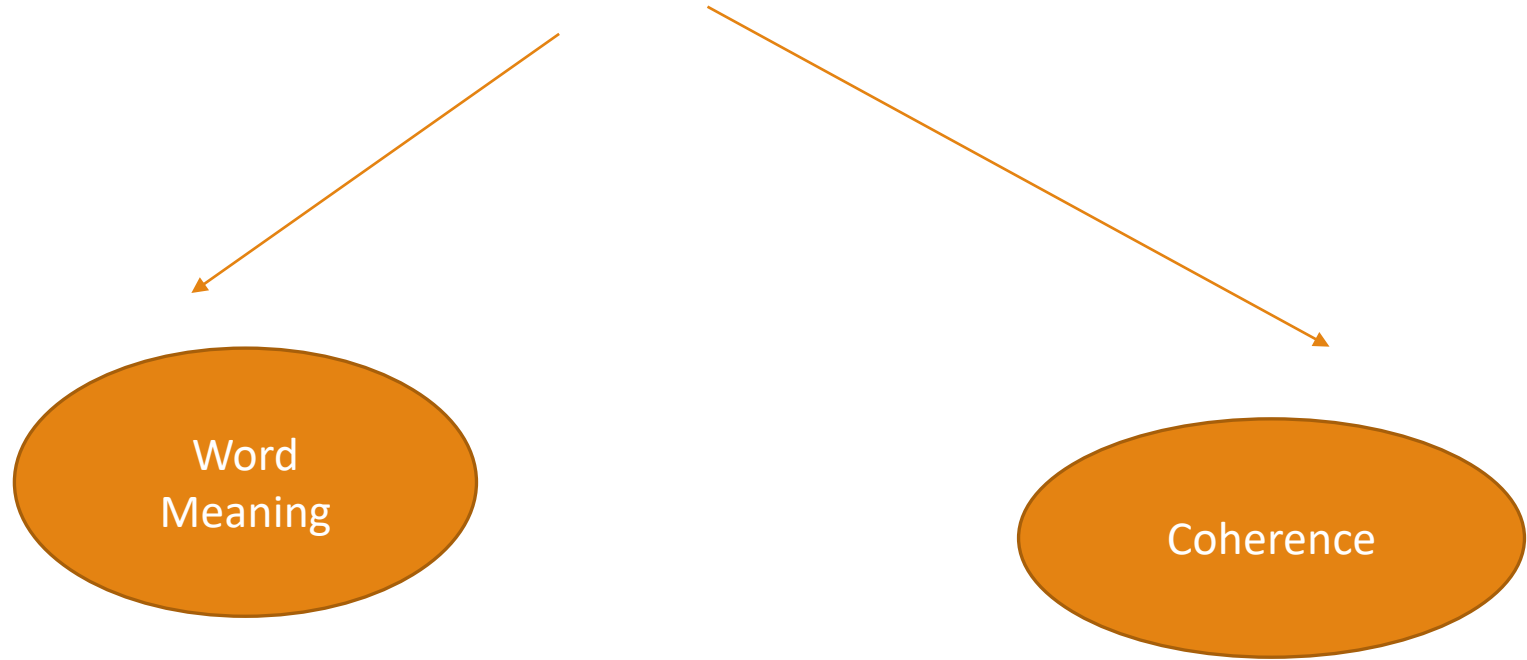
Inference:  
How is it  
drawn?



# Techniques to do Churning

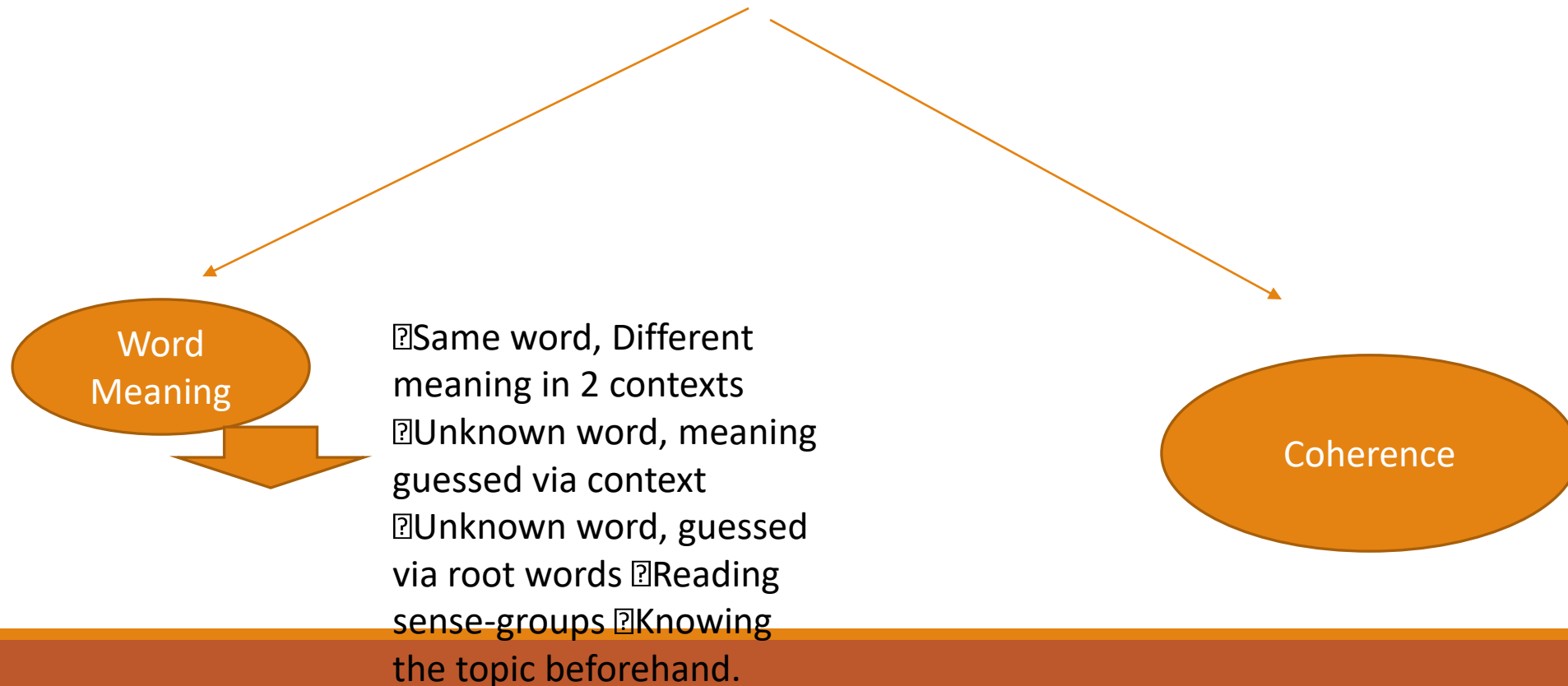
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Churning Techniques = Understanding 2 things:



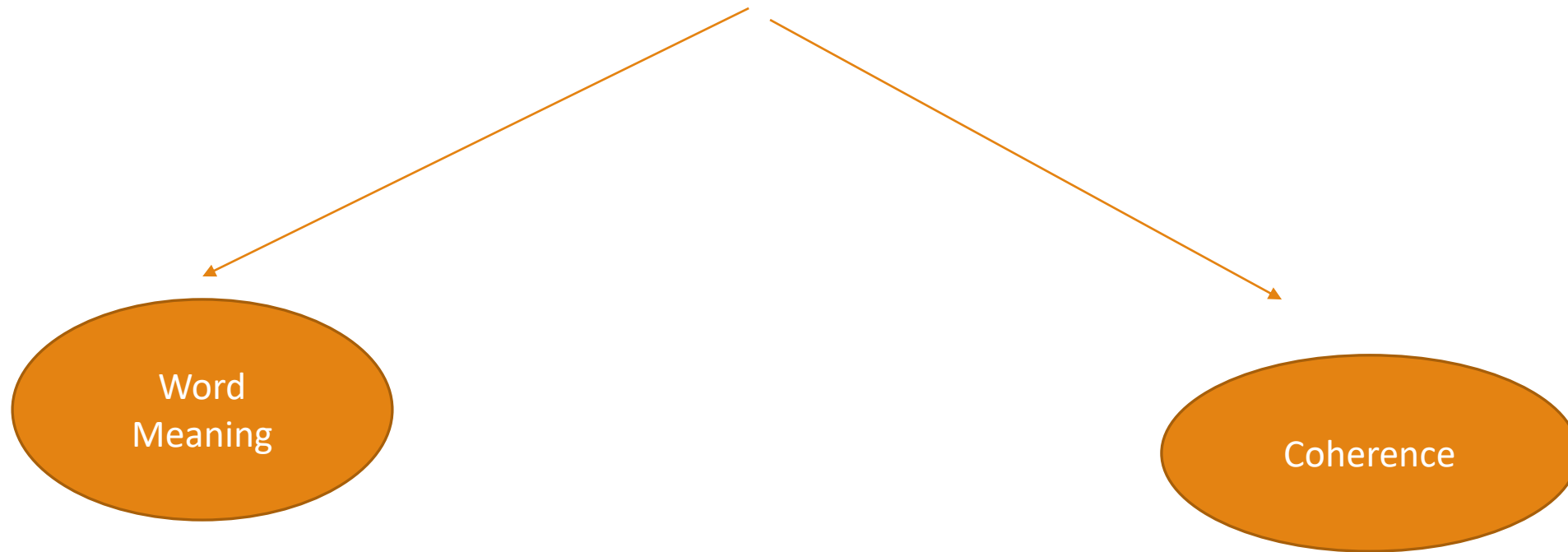
# TECHNIQUES TO DO CHURNING

Churning Techniques = Understanding 2 things:



# TECHNIQUES TO DO CHURNING

Churning Techniques = Understanding 2 things:



Discourse Markers



# Word Meanings

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- ❑ Understanding different meaning based on contexts.
- ❑ Guess the unknown words from context.
- ❑ Guess meaning from root words.
- ❑ Read not the sentence, but sense-groups.
- ❑ Try to get an overview beforehand.




# Discourse Markers

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- Discourse markers are words that come at the beginning of sentences, like ‘clearly’, ‘therefore’, ‘lastly’, ‘on the other hand’, ‘however’, etc.

They indicate whether the sentence is an example, a conclusion, or an opposite opinion.

They help us understand how an idea is developed in a passage.





# Reading Style 4 : Assimilating

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When we attempt to make a mental map of the entire passage that we have read, it is called assimilating.

When we say we have understood a concept after reading a chapter, we have actually done assimilation.




# Steps to do Assimilation

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Churning has made available the information. Convert the information into an idea. Think about it at a personal level.

Look for pictures, videos and other texts related to the topic to get better knowledge.

- Discuss with peers to get their view-points as well.
  - This will help you plant a mental-map of the information you have read.
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# Writing

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The act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas with characters and words express, or of communicating them to others by visible signs.

# Why Written Communication?

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Creates a permanent record

- Allows you to store information for future reference
- Easily distributed
- All recipients receive the same information
- Necessary for legal and binding documentation

# Writing Skills?

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- The ability to write **does not require** a unique talent or an outstanding mental ability
- **Everyone has** the basic skills necessary to write well
- A basic understanding of writing and a commitment to writing well in all situations is needed as a professional Questions a writer ask.

# Questions a writer asks

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- How do I begin?
  - What is my purpose?
  - How do I make my point clear?
  - How do I create a logical flow?
  - How do I say what I mean?
  - How do I avoid grammatical errors?
  - How can I make my message brief?
  - How can I create a visual effect?



# THREE-STEP WRITING

## Step 1



*Planning*

## Step 2



*Writing*

## Step 3



*Quality  
control*

# The Writing Process

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Planning

**Writing**

Quality Control

# The Writing Process

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## **Planning**

- Keep objectives in mind and research the topic
- Think about the audience
- Outlining helps organize thoughts

# The Writing Process

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## Writing

- Follow your outline, use your handbook
- Inspiration is acceptable but must be carefully reviewed
- Use the interview approach to supplement the outline (who, what, where, when, how)

# The Writing Process

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## Quality Control

- Reread your work
- Be critical of your own work

# Considerations while writing

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- **Who?**
- **What?**
- **When?**
- **Why?**
- **Where?**
- **How?**

# Good Writing

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- **Completeness:** all information needed is provided
- **Correctness:** relevant and precise information
- **Credibility:** support your argument
- **Clarity:** should not be vague, confusing, ambiguous
- **Conciseness:** to the point
- **Consideration:** anticipate the reader's reaction
- **Vitality:** use the active voice rather than the passive voice

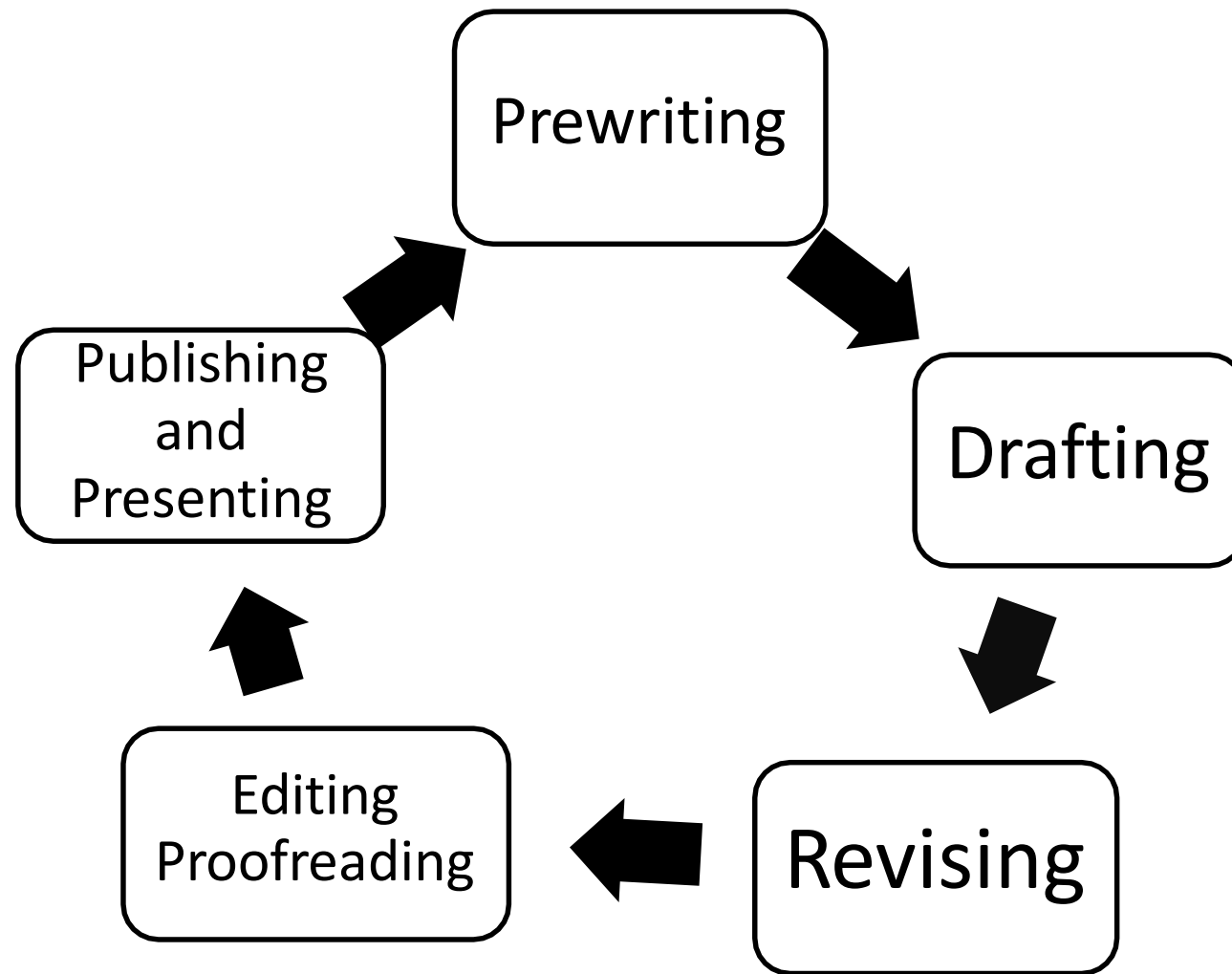
# Types of Writing

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- E-mails
- Letters and Memos
- Agendas
- Reports
- Promotional Material
- Academic Documents
- Research (scientific) manuscripts
- White Papers



## The Process of Writing



# The Process of Writing

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- **Prewriting** is the stage in which you explore possible topics, choose a topic, and then gather details you can include in your writing.
- **Drafting** involves putting ideas down on paper in a rough format.

- **Revising** is the stage in which you rework your rough draft to improve both its form and its content.
- **Editing and proofreading** are the stages in which you polish your writing, fixing errors in grammar, spelling, and mechanics.
- **Publishing and presenting** are the sharing of your writing.

# COMMON ETIQUETTES IN WRITTEN COMMUNICATION

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While written communication affords greater flexibility, since it can be edited and both composed and read at leisure or at one's pace, a great deal of care needs to be taken, in order to ensure its effectiveness; as it can serve as a point of reference, which one can turn to time and again, thus creating a more lasting impact.

# FOCUS ON FORMAT

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The various formal writing forms have a pre-determined, **universally accepted format** that accompanies them. This format, which is largely based on universal writing conventions, serves to facilitate communication, by eliminating miscommunication that may result through random writing styles.

- Moreover, these formats are likely to **change with time**, due to the evolving nature of communication and/or technology.
- For example, the semi block format that was earlier the most relied upon format for letter writing has now given way to the full block format, after the wide spread use of computers.

## 2. STRUCTURING OF THE CONTENT

- **Introduction, Body and Conclusion:** While writing one should ensure that the content is well organized, with the overview/basic details comprising the introduction; all major points with their explanation and exemplification constituting the body (preferably divided into a separate paragraph each for every new point, with titles and subtitles, if necessary).

### 3. ENSURING CONNECTIVITY

- The content that comprises a piece of writing should reflect fluency and should be **connected through a logical flow of thought**, in order to prevent misinterpretation and catch the attention of the reader.
- Moreover, **care should be taken** to ensure that the **flow is not brought about through a forced**/deliberate use of connectives , as this make the piece extremely uninteresting and artificial.



## 4. TEMPERING THE CONTENT AS PER THE LEVEL OF FORMALITY

- The level of formality that is shared **between the sender and receiver** should define the use of salutations, the vocabulary, the content, the format and even the medium.
- Though not integral to the matter communicated, this courtesy helps in **creating a balanced impression** about the communicator.

## 5. STEERING CLEAR OF SHORT FORM

- People may not be aware of the **meaning of various short forms** and may thus find it difficult to interpret them. Moreover, short forms can at time be culture specific or even organization specific and may thus unnecessarily complicate the communication.

## 6. IMPORTANCE OF GRAMMER, SPELLING AND PUNCTUATION

- Improper **grammar** can at worst cause miscommunication and at least result in unwanted humour and should be thus avoided. So too, **spellings** can create the same effect or can even reflect a careless attitude on part of the sender.
- Finally, effective use of **punctuations** facilitates reading and interpretation and can in rare cases even prevent a completely different meaning, which can result in miscommunication.

## 7. SENSITIVITY TO THE AUDIANCE

- One needs to be aware of and **sensitive to the emotions, need and nature of the audience** in choosing the vocabulary, content, illustrations, formats and medium of communication, as a discomfort in the audience would hamper rather than facilitate communication.

## 8. IMPORTANCE OF CREATIVITY

- In order to hold the readers' attention **one needs to be creative** to break the tedium of writing and prevent monotony from creeping in.
- This is especially true in the case of all detailed writing that seeks to hold the readers' attention.

## 9. AVOIDING EXCESSIVE USE OF JARGON

- **Excessive use of jargon can put off** a reader, who may not read further, as, unlike a captive audience, the choice of whether to participate in the communication rests considerably with the reader.

## 10. AWARENESS OF THE AUDIENCE/MEDIUM

- **The medium needs to be chosen**, as per its suitability to the audience/content; while the content would need tempering as per the medium/audience. For example, while an elaborate message can be sent via a letter or an email, an sms, the same content may have to be heavily edited.
- Like all effective communication, good writing could be said to occur when the gap between 'what one desires to say and what one is constrained to mean' is negligible or almost non-existent.

# DIFFERENT WRITING STYLES

There are three types of writing styles:

- Colloquial
- Casual
- Formal



# COLLOQUIAL

- *Colloquial language* is an informal, conversational style of writing. It differs from standard English in that it often makes use of colourful expressions, slang, and regional phrases. As a result, it can be difficult to understand for an a person from a different region or country.

# CASUAL

- *Casual language* involves everyday words and expressions in a familiar group context, such as conversations with family or close friends. The emphasis is on the communication interaction itself, and less about the hierarchy, power, control, or social rank of the individuals communicating.

# FORMAL

- *Formal language* is communication that focuses on professional expression with attention to rules, protocol, and appearance. It is characterized by its vocabulary and the grammatical arrangement of words in a sentence. That is, writers using a formal style tend to use a more sophisticated vocabulary.

Which style you use will depend on your audience, and often whether your communication is going to be read only by those in your organization (*internal communications*) or by those outside the organization, (*external communications*).

# SOME DO'S AND DON'TS

- Be Specific: Just like a reporter, communicate the “who, what, where, why, when and how” of what needs to be done. Stay objective and specific.
- Avoid the Passive Voice: Instead of writing “The program was planned by Dane,” write, “Dane planned the program.”
- Be Concise : There’s no need to be long-winded. Get to the point. You’ll lose readers if you spout off too long!

- Get Things Right :Take great care when spelling people's names,, and other specifics. And also make sure that you do a careful proof of your work.
- Know When Formal Language is Required: If you're writing an informal note to group members, it's fine to use contractions("don't" instead of "do not").However, if you're writing for a formal audience, like a proposal to the board of directors, be more formal with your language.

- Read It Out Loud :One very effective way to self-proof your work is to read it out loud. This will help you determine if you've used incorrect words, if your sentences run on too long, if your tenses don't match, and more.

# CONCLUSION

- Utilize full potential of written communication
- **What you write will ultimately define you as a professional to your colleagues and superiors**
- Match the appropriate communication method to the recipient
- **Eliminating excessive or unnecessary communication will improve your workflow**
- Mastering these skills will improve your ability and enhance your career.



**THANK YOU.**