

## Technical Communication – Unit 1

### Exercise – 4

1. What do you understand by code and content? Enlighten its relevance in communication process.
2. Define stimulus and response. How they are interrelated with each other.
3. Enlighten Pronunciation etiquettes.
4. Define syllable. Explain classification of words as per syllables.
5. Explain vowel and consonant sounds with symbols.
6. What do you understand by stress? Explain various types of stress.
7. Explain Intonation – rising-falling tone.

**Q.1. What do you understand by code and content? Enlighten its relevance in communication process.**

### Code and Content

#### Code

- A code may be defined as any group of symbols that can be structured in a way that is meaningful to another person.
- In a way, all languages are codes.
- It contains elements that are arranged in a meaningful order.
- A code has a group of elements (vocabulary) and a set of procedures for combining these elements meaningfully (syntax).

#### Content

- The message content, i.e. the message that is selected by the source to express its purpose.
- Content, like codes, has both element and structure. When more than one piece of information is to be presented, they should have some order or structure.

Thus code and content in laymen's language means communicating message (Content) through some symbols (Code).

### Process of Communication: Encoding Process and Decoding Process

The whole communication process consists of the following:



### **The Encoding Process**

- As language is a code, the encoding process is of vital importance.
- In order to convey message, the sender encodes his message i.e. he translates the message in the form of symbols.
- He must have a good vocabulary and good knowledge of grammar and syntax.
- Any flaw might distort the meaning of the message he wants to convey.

### **The Decoding Process**

- The listener or the receiver decodes the encoded message i.e. he interprets the encoded message.
- He tries to decipher or understand the message.
- He must have enough knowledge to decode the message.

### **Q.2. Define stimulus and response. How they are interrelated with each other.**

#### **Stimulus & Response**

Stimulus and response are the two terms that are frequently used in any discussion in the communication process.

#### **Stimulus**

A 'Stimulus' is anything that a person can perceive through one of his senses (sight, hearing, smell, taste and touch). In fact, it is anything that can produce a sensation.

In simple terms 'Stimulus' is something that arouses activity or energy in someone.

#### **Response**

A 'Response' is anything that an individual does as a reaction to the stimulus.

Communication is a two way process hence the stimulus (message) caused by the sender leads to a response (reaction after receiving the message) by the receiver.

### **Q.3. Enlighten Pronunciation etiquettes.**

#### **Pronunciation Etiquettes**

- Pronunciation in communication refers to the way a word is spoken.
- Pronunciation affects the way we communicate; Right pronunciation helps in communicating more effectively and clearly.
- However, incorrect or improper pronunciation leads to misunderstanding and ineffective communication. As a result, the entire exercise becomes futile.

- For Example: some people pronounce 'Zoo' as 'Joo'.

### **Some Oral Communication and Pronunciation Etiquette**

- Make eye contact while speaking, it inspires others to listen.
- Try to make pleasing and soft voice sound.
- Do not speak in a monotonous voice, change the modulation of the voice occasionally.
- Do not mumble, speak clearly.
- Use words which are clear and easy to understand.
- Use proper body language to show interest in the ongoing conversation.
- At the end of the conversation, thank the audience for listening patiently.

### **Q.4. Define syllable. Explain classification of words as per syllables.**

#### **Syllable:**

A **syllable** may be defined as **a unit of sound (pronunciation) with one vowel sound with or without consonant sounds.**

A syllable is a vowel sound that is produced when pronouncing a word.

A syllable is a part of a word that is pronounced with one uninterrupted sound.

**A syllable is a unit of sound which can be pronounced with a single effort of the voice.**

e.g. word 'garden' is pronounced in two efforts i.e. gaa+den /'gɑ:d(ə)n/ so it has two syllables

Simple word 'on' /ɒn/ is pronounced in single effort only, so it has one syllable.

Syllables are the ways to split words into speech sounds.

**Words can be classified into three types as per number of syllables:**

**1. Monosyllabic:** Words with one syllable are called Monosyllabic.

For example: on - /ɒn/ - (VC), it, etc.

**2. Disyllabic:** Words with two syllables are called Disyllabic.

For example: Upon - /ə'pɒn/ - up + on (VC VC)

**3. Polysyllabic:** Words with more than two syllables are called Polysyllabic.

For example:

Syllable - /'sɪləb(ə)l/ - sy+lla+ble (CV CV CVC)

Possible - /'pɒsɪb(ə)l/ - po + si + bal (CV CV CVC)

Engineer - /ɛndʒɪ'niə/ - en+ji+nia (VC CV CV)

Communication - /kəmjuːnɪ'keɪʃ(ə)n/ - cum+yu+ni+ke+sun (CVC CV CV CV CVC)

**Q.5. Explain vowel and consonant sounds with symbols.**

### **Vowel Sounds**

During the production of vowel sounds, the air from the lungs comes out in an unrestricted manner in a rather continuous stream.

There is no closure of the air passage or friction between any speech organs. There are twenty distinct vowel sounds in English.

These 20 vowel sounds are further classified as monophthongs (single vowel sound) and diphthongs (double vowel sound).

A **Monophthong (pure vowel)** is a **single vowel sound** marked by its steady quality.

During the production of a pure vowel, its quality does not change.

Monophthongs are single vowel sounds, 12 in number, which are as following-

<u>Symbol</u>	<u>Word</u>	<u>Transcription</u>
/i:/	see	/si:/
/ɪ/ or /i/	sit	/sɪt/
/e/	ten	/ten/
/æ/	cat	/kæt/
/ɑ:/	father	/fɑ:ðə(r)/
/ɒ/	got	/gɒt/
/ɔ:/	saw	/sɔ:/
/ʊ/ or /u/	put	/pʊt/
/u:/	too	/tu:/
/ə/	about	/əbaʊt/ (smallest)
/ʌ/	cup	/kʌp/ (comfortable)
/ɜ:/	fur	/fɜ:(r)/ (largest)

## **A Diphthong is a double vowel sound.**

In the production of a diphthong, one sound position glides to another, as a result of which the quality of vowel changes.

For example, /i:/ is a pure vowel as in 'feet', whereas /ai/ is a diphthong as in 'fight'.

**Diphthongs are double vowel sounds, 8 in number, which are as following:**

<u>Symbol</u>	<u>Word</u>	<u>Transcription</u>
/eɪ/	say	/seɪ/
/aɪ/	my	/maɪ/
/ɔɪ/	boy	/bɔɪ/
/əʊ/	go	/gəʊ/
/aʊ/	now	/naʊ/
/ɪə/	near	/nɪə(r)/
/eə/	hair	/heə(r)/
/ʊə/	pure	/pʊə(r)/

## **Consonant Sounds**

While pronouncing consonant sounds, the air passage is either completely or partially closed and the air passes through the speech organs with an audible friction.

There are 24 distinct consonant sounds in English.

**24 Consonant sounds are represented by the following symbols:**

<u>Symbol</u>	<u>Word</u>	<u>Transcription</u>
/p/	pen	/pen/
/b/	bad	/bæd/
/t/	tea	/ti:/
/d/	did	/dɪd/
/k/	cat	/kæt/
/g/	get	/get/
/tʃ/	chain	/tʃeɪn/
/dʒ/	jam	/dʒæm/
/f/	fall	/fɔ:l/
/v/	van	/væn/
/θ/	thin	/θɪn/
/ð/	this	/ðɪs/
/s/	see	/si:/
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/ʒ/	vision	/vɪʒn/

/h/	hat	/hæt/
/m/	man	/mæn/
/n/	now	/naʊ/
/ŋ/	sing	/sɪŋ/
/l/	leg	/leg/
/r/	red	/red/
/j/	yes	/jes/
/w/	wet	/wet/

## Q.6. What do you understand by stress? Explain various types of stress.

### Stress:

Stress, in phonetics is the extra pressure or intensity given to a syllable of a word by special effort in utterance, resulting in relative loudness.

In linguistics, and particularly phonology, stress or accent is the relative emphasis or prominence given to a certain syllable in a word.

A stressed syllable has a longer, louder, and higher sound than the other syllables in the word.

For Example:

The word Garden has two syllables with stress on first syllable.

/ˈgɑ:d(ə)n/

### Primary Stress and Secondary Stress:

**Primary stress:** The strongest stress in words with two or more syllables when spoken. For example, when saying the word "fantastic", the main stress is in the central syllable "tas".

/fænˈtæstɪk/

Primary stress is marked in IPA by putting a raised vertical line [ˈ] at the beginning of the syllable.

**Secondary stress:** Syllables which aren't completely unstressed, but aren't as loud as the primary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.

Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.

Example: /ˌendʒɪˈnɪə(r)/

Engineer word has primary stress on 3rd syllable and secondary stress on 1st syllable.

### **Q.7. Explain Intonation - rising-falling tone.**

The **Intonation** of a language refers to the patterns of the pitch variation or the tones in its utterances. In normal speech, the pitch of our voice goes on changing constantly – going up, going down, and sometime remaining steady.

**Intonation** is closely linked to stress because important changes in pitch occur with stressed syllables. It generally takes place on the last stressed syllable in an utterance, hence this syllable is called the nucleus.

‘Tone’, which is the movement or level of pitch that is used, forms the central part of intonation. When we are engaged in normal speaking, the tone and pitch of our voice constantly changes depending on our mood to express what we just mean to say.

Here the pitch of the voice says a lot. For example, if you are angry while speaking with somebody, you can express your anger by just calling his name in a very high pitch.

The same sentence can be said in different ways, which would indicate whether the speaker is angry, happy, grateful or just indifferent.

The intonation, therefore, clearly conveys the feelings and attitude of the speaker.

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

### **Types of Intonation**

**1. Falling tone (Tone 1):** When the speaker begins a sentence at a high note but gradually shifts to a lower note as he reaches to the end of the sentence, it is known as a falling tone.

A falling tone will be marked with a symbol \ in front of the syllable to which it refers, above the line for high falling tone and below the line for low falling tone.

### **Uses of Falling Tone:**

- a. It is used in ordinary statements without emotional implications.
- b. It is used in sentences beginning with question words.
- c. It is also used in commands.

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

*Where's the nearest \post-office?*

*What time does the film \finish?*

We also use falling intonation when we say something definite, or when we want to be very clear about something:

*I think we are completely ↘lost.*

*OK, here's the ↘magazine you wanted.*

**2. Rising Tone (Tone II):** When the speaker begins at a lower note but gradually shifts to a higher note as he reaches to the end of the sentence, it is known as rising tone. It is marked with / symbol.

The symbol will be above the line for high rising tone and below the line for the low rising tone.

### **Uses of Rising Tone:**

- a. In incomplete utterances, the first clause may have rising tone.
- b. It is used in yes/no answer type questions.
- c. In 'wh' type question words when they are said in a warm and friendly manner.

The most important functions of intonation are to distinguish types of sentences (statements, questions, commands and requests) and to divide sentences into sense groups. Also, intonation allows speakers to express various emotions.

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

*I hear the Health Centre is expanding. So, is that the new ↗doctor?*

*Are you ↗thirsty?*

### **Falling-rising Tone**

Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

*I ↘don't support any football team at the ↘↗moment. (but I may change my mind in future).*

*It rained every day in the first ↘↗week. (but things improved after that).*

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

*Is this your ↘↗camera?*

*Would you like another ↘↗coffee?*