**UNIT I**

**Part 1**

**Topic I: -** ***Role of communication***

* To understand the role of communication in business, it is first essential to note how much communication business requires.
* Communication is a means by which

1. behavior is modified
2. change is effected
3. information is made productive
4. goals are achieved

**Topic II: -** ***Defining communication***

* The word communication is derived from the Latin word *Communicare* which means “to share or to participate”*.*
* It includes both the act of communicating as well as the message to be communicated.
* The basic elements of the process of communication are sender, receiver and the message.
* Some definitions of Communication

1. “The activity or process of expressing ideas and feelings or of giving people information”. – The Oxford Advanced Learner’s Dictionary
2. “Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others with facts, ideas, thoughts and values.” – Keith Davis
3. “Communication is a behavior that results in an exchange of meaning.” – American Management Association. *AMA believes meaning to be one of the major components of communication*.

**Topic III: -** ***Characteristics of communication***

1. Interchange of information – It is a two-way process. The exchange can be between two or more persons. It may be at the individual or the organizational level.
2. Continuous process – The people with whom communication is held, its content and nature, and the situation in which communication is held – all keep changing.
3. Mutual understanding – The receiver should receive and understand the message in the manner in which the sender intended him to.
4. Response or reaction – The process of communication is incomplete without a response from the receiver.
5. Universal function – It covers all levels of authority
6. Social activity – it involves the effort of people to get in touch with one another and to make them understood. The process by which people attempt to share meaning and relate to one another is a social activity.

**Topic IV: -** ***Purpose /Function /Objectives of communication***

* Exchange of information – The employees receives different instructions and orders from their superiors and the juniors give suggestions or information to their superiors.
* Persuasion – Executives use written and oral modes of communication to initiate business with customers and other business concerns.
* Co-ordinate endeavors – Communication is essential in coordinating the activities of different persons engaged in running a business.
* Develop good industrial relations – Communication helps grow good industrial relations as it conveys the feelings, notions, opinions, beliefs and view points of one party to the other party.
* Develop managerial skills – Managers expand their reservoir of knowledge through communication of facts, ideas, opinions, information, feelings etc., about the various working groups in their organization.
* Counseling – Seniors counsel the subordinate staff from time to time whenever they face some difficulty at their work place.
* Implementation of Policies – The organization formulates various policies and programs to increase the efficiency of its workers, to raise production, and to boost the morale of its employees. Effective communication can impart force to the policies and the programs to translate them into action.
* Transmission – Communication in a business organization helps in transmitting business messages from one person/department to another, discussing a project or explaining the need of some equipment. Healthy and precise communication helps in imparting the organizational culture to the employees so that their behavior can be modified and their attitude can be changed.

**Topic V: -** ***Classification of communication***

* On the basis of expression, communication is of two types –

1. Verbal Communication
2. Non-verbal communication

* Verbal communication is further divided into two types –

1. Oral communication
2. Written communication

**Topic V: -** ***Difference between verbal and non-verbal communication***

Some differences listed by Bovee, Thill and Schatzman –

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| --- | --- |
| **Verbal Communication** | **Non-verbal Communication** |
| 1) It is very structured. | 1) It is less structured and so its more difficult to study. No books on non-verbal communication can teach how to master the vocabulary of gestures, expression, etc. |
| 2) Verbal communication is not that spontaneous. | 2) Non-verbal communication is comes spontaneously. Ex- we do not plan to cry when we are angry or blush when we are ashamed. It comes naturally |
| 3) Verbal message may deceive. | 3) Non-verbal cues establish the speaker’s honesty. Action speaks louder than words. |
| 4) Verbal communication is central to official/ formal relationships. | 4) Non-verbal communication is central to interpersonal relations because non-verbal cuesare generally important in emotional communication. |
| 5) ------ | 5) Non-verbal signals are generally used to support the oral verbal communication. |

**Topic VI: -** ***Process of communication***

* The basic components of the process of communication are – sender-encoder, message, medium, receiver-decoder, and feedback.
* The process of communication can be described with the help of a cycle known as the communication cycle.

**SENDER**

**ENCODING**

**THOUGHT**

**USE OF CHANNEL TO TRANSMIT MESSAGE**

**RECEPTION**

**DECODING**

**UNDERSTANDING**

**RECEIVER**

**FEEDBACK**

*The sender makes up a message, encodes it, and transmits it to the receiver through a medium. When the message reaches the receiver, he decodes it and gives an internal response to the perceived message. Only when there is feedback does effective communication take place.*

**Topic VII: -** ***Importance of communication***

* 1. Builds trust
  2. Promotes teamwork among employees
  3. Makes professional interactions possible
  4. Directs the flow of information for guidance (downward communication) as well as for suggestions (upward).
  5. Unification between the activities as a work team.
  6. Free exchange of information and ideas which promotes scientific temper and maintenance of professional relations.

**Topic VIII: - *Flow of Communication in Organization***

* On the basis of business activities communication is divided into two types in an organization. They are
  1. Internal-operational
  2. External-operational
* Internal-operational is divided into four types:-

1. Downward Flow – From higher authority to lower
2. Upward Flow- From lower to higher
3. Horizontal/ Lateral Flow – At the same level
4. Diagonal Flow – Between different departments

***Downward Flow of Communication:*** Communication that flows from a higher level in an organization to a lower level is a downward communication. In other words, communication from superiors to subordinates in a chain of command is a downward communication. This communication flow is used by the managers to transmit work-related information to the employees at lower levels. Employees require this information for performing their jobs and for meeting the expectations of their managers. Organizational publications, circulars, letter to employees, group meetings etc are all examples of downward communication. Downward communication is used by the managers for the following purposes -

|  |  |
| --- | --- |
| tick | Providing feedback on employees performance |
| tick | Giving job instructions |
| tick | Providing a complete understanding of the employees job as well as to communicate them how their job is related to other jobs in the organization. |
| tick | Communicating the organizations mission and vision to the employees. |
| tick | Highlighting the areas of attention. |

***Upward Flow of Communication:*** Communication that flows to a higher level in an organization is called upward communication. It provides feedback on how well the organization is functioning. The subordinates use upward communication

* To convey their problems and performances to their superiors.
* To tell how well they have understood the downward communication.
* Used by the employees to share their views and ideas and to participate in the decision-making process.

Upward communication leads to a more committed and loyal workforce in an organization because the employees are given a chance to raise and speak dissatisfaction issues to the higher levels. The managers get to know about the employees feelings towards their jobs, peers, supervisor and organization in general. Managers can thus accordingly take actions for improving things. Complaint and Suggestion Box, Job Satisfaction surveys etc all help in improving upward communication.

***Lateral / Horizontal Communication:*** Communication that takes place at same levels of hierarchy in an organization is called lateral communication, i.e., communication between peers, between managers at same levels or between any horizontally equivalent organizational member. The advantages of horizontal communication are as follows:

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| tick | It is time saving. |
| tick | It facilitates co-ordination of the task. |
| tick | It facilitates co-operation among team members. |
| tick | It provides emotional and social assistance to the organizational members. |
| tick | It helps in solving various organizational problems. |
| tick | It is a means of information sharing |
| tick | It can also be used for resolving conflicts of a department with other department or conflicts within a department. |

***Diagonal Communication:*** Communication that takes place between a manager and employees of other workgroups is called diagonal communication. It generally does not appear on organizational chart. For instance - To design a training module a training manager interacts with an Operations personnel to enquire about the way they perform their task.

* *External-operational* – Work related communication with people outside the business or organization. In order to create impression, a good formal external communication becomes indispensable.

**GRAPEVINE:-** An informal channel of communication. It can flow vertically, horizontally, diagonally. Grapevine exists in all organizations and nearly five out of six messages are carried this way rather than formal methods of communication. This form of communication is very rapid.

Features include:-

* Keeps subordinates informed about important organizational matters.
* Gives administrators insight about subordinates attitudes.
* Provides subordinates a relief valve to vent emotions.
* Provides a test of subordinates feelings about a new procedure or Policy without making formal commitments.
* Helps build moral by passing positive comments regarding the organisation.
* Rumor is the one item that gives the grapevine its bad reputation.

Types of grapevine:-

* Single strand: flows like a chain
* Gossip :one person tells everybody else
* Probability(random) :information may move from anybody to anybody
* Cluster : moves through selected groups.

Importance of grapevine:-

* Emotional relief
* Harmony & Cohesiveness in the organisation
* Supplement to other channels
* A fast channel
* Provides feedback

Demits of grapevine:-

* Distortion of information
* May transmit incomplete information
* Travels with destructive swiftness

**Advantages and Disadvantages of Grapevine**

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| **ADVANTAGES** | **DISADVANTAGES** |
| In general Grapevine is –   * + 1. Not expensive.     2. Rapid.     3. Multidirectional.     4. A measure of public opinion.     5. If carefully cultivated, is capable of resolving conflicts.     6. Promotes unity and solidarity.     7. Serves as an outlet for anxieties, worries, frustration, etc.     8. Voluntary and unforced | If information from grapevine is blindly accepted –   * 1. Reveal some degree of error.   2. Harmful incase it is baseless or imaginary.   3. Incomplete information, which may lead to misunderstanding.   4. Not reliable, as nobody takes the responsibility for it.   5. At times, cause damage to the organization because of its excessive swiftness. |

**Topic IX: - *Barriers to* *Communication***

Communication is one of the most common and essential human activities. Perfect communication takes place when the receiver understands the message exactly in the way the sender intends. Quite often miscommunication arises due to one barrier or the other. Barrier or problems can arise at any stage of the communication.

TYPES OF BARRIERS TO COMMUNICATION

1. Intrapersonal Barrier 2. Interpersonal Barrier 3. Organizational Barrier

**INTRA-PERSONAL BARRIER:**

Intrapersonal barriers stem from an individual’s attitudes or habits. Individuals are unique because of their idiosyncracies (unique qualities). This is mainly because of differences in experience, education and thinking abilities. Each of us interprets the same information in different ways as our thinking varies. The causes that lead to intrapersonal barriers are-

WRONG ASSUMPTIONS- Many barriers stem from wrong assumptions. Wrong assumptions occur when sender and receiver does not have adequate knowledge about each other’s background. Sometimes speaker does not realize the background, education etc of the receiver. To be a good communicator try to put yourself in the shoes of the receiver For example- your friend writes you a letter that he is reaching Delhi by such train. By writing this he presumes that you will receive him at the station and make him stay at your house while you assume that he is coming to meet some of his relatives & will naturally stay there. Here different assumptions have caused barrier in communication.

VARIED PERCEPTIONS - Individuals perceive situations in different ways. Their perception is based on their upbringing, exposure, education, etc. This makes people look at the same situation from different perspectives. Best way is to step back and take a wider perspective of the whole situation.

SELECTIVE PERCEPTION- Selective perception means that the receivers selectively see and hear depending upon their needs, motivation, background experience and other personal characteristics. While decoding the message they project their own interest and expectation in the process of communication further leading to a particular kind of feedback.

DIFFERING BACKGROUND- People vary in terms of their education, culture, language, environment, age, sex, financial status etc. Our background plays significant role in how we interpret the message. A computer company representative would not make much sense to a group of doctors if in his presentation goes into details.

WRONG INFERENCES Communication quite often breaks down or becomes an embarrassing affair if we keep acting an assumption without caring to seek clarification. Wrong Inference is when we assume something without knowing the whole truth. They are more dramatic than facts and can cause gossip and rumors. Inference should always be supported by facts. When presenting inferences you should always some evidences or facts behind it. For example—a customer writes to us that he/ she would be visiting our office on a particular day without caring to write/ telephone that he/ she would like to be picked up assuming that we will do that as a routine, it would be regarded as a case of incomplete communication. It may lead to loss of goodwill.

CATEGORICAL THINKING - People who feel that they ‘know it all’ are called “Pansophists”. This type of thinking exists among people who feel that they know everything about a particular subject and therefore refuse to accept any further information on that topic. This type of thinking can pose a major barrier leading to a failure in communication. In such instances, the receivers refuse information because of their ‘know-it-all’ attitude.

CLOSED MINDSET/ IMPERVIOUS CATEGORIES- People who are very rigid in their opinions and are not ready to accept any view which is different from their own, fall into impervious categories. Such closed minded people face problem in communicating effectively and are known as “Misoneists”.

HOW TO OVERCOME –

1. Don’t be judgmental about the speaker
2. Be empathetic. Try to understand others.
3. Do not assume anything.
4. Stick to the subject
5. Listen and accept others.

**INTER-PERSONAL BARRIERS:**

Intrapersonal barriers stem from an individual’s attitudes or habits whereas Inter-personal barriers occur due to inappropriate transaction of words between two or more people. Interpersonal barriers creep in as a result of the limitations in the communication skills of the encoder or decoder, or both. In addition, they may also occur because of some disturbance in the channel. If two people are involved in communication, the traits that distinguish them as individuals can be the root cause of a communication problem. The most common reasons for interpersonal barriers are-

LIMITED VOCABULARY- During your speech, if you are at loss of words, your communication will be very ineffective and you will leave a very poor impression on your audience. If you have a varied and substantial vocabulary, you can create an indelible impression on your listeners.

COMMUNICATION SELECTIVITY/ FILTERING - When Receiver pay attention only to a part of the message, sender is not at fault. Communication selectivity may act as a barrier in written forms of communication as well. When you read a story, if you read only certain parts and omit others, you are posing this barrier.

POOR LISTENING SKILLS - Misunderstanding and conflicts can be mitigated if people listen to the message with full attention. In order to become a good listener we have to learn to rise above our egos, keep our eyes and ears open and empathize with others.

CULTURAL VARIATIONS – As businesses are crossing national boundaries to compete on a global scale, the outlook of the global and domestic workforce has changed drastically. To compete successfully one must overcome the communication inadequacies arising due to different language and culture.

EMOTIONAL OUTBURST – A moderate level of emotional involvement intensifies communication. However, excessive emotional involvement can be an obstacle in the communication process. Its important to maintain one’s composure in all kinds of communication.

INCONGRUITY BETWEEN VERBAL AND NON VERBAL MESSAGES - The stark difference between the verbal and non-verbal aspects of communication might leave a listener confused and puzzled. A communicator should acclimatize himself to the communication environment, think from the angle of the listener and then communicate.

NOISE - Noise can be defined as any unplanned interference in the communication environment, which causes hindrance in the transmission of message. Noise occurs primarily at the transmission level which distorts interpretation or the decoding part of the communication process. Noise can be classified as channel and semantic.

HOW TO OVERCOME –

* Know your audience before you communicate with them. Their needs, perceptions and expectations.
* Try to experience the world from a receiver’s perspective.
* Be precise and to the point.
* Appreciate and understand cultural differences.
* Obtain feedback, analyze it and respond.

**ORGANIZATIONAL BARRIERS:**

Rigid, hierarchical structure usually restricts the flow of communication. This is because there are numerous transfer points and each of these points has the potential to distort, delay or lose the message. To obviate this, there should be a direct contact between sender and receiver with minimum transfer stations.

TOO MANY TRANSFER STATIONS -When messages pass on from one person to another in a series of transmission they are likely to become less and less accurate. The message gets distorted at each level because of poor listening or lack of concentration.

FEAR OF SUPERIORS - In rigidly structured organization, fear or awe of the superiors prevents sub-ordinates from speaking frankly. To avoid speaking directly to their boss, some employees may either shun all communication with their superiors or they may present all the information that they have. Sometimes out of fear employees do not communicate available information. It may result in sending partial information. Fear of full disclosure or non-disclosure misleads a superior.

NEGATIVE TENDENCIES – Many organizations create work groups. But sometimes, a communication barrier can exist due to a conflict of ideas between the members and non-members of a group.

USE OF INAPPROPRIATE MEDIA - Some of the common media used in organizations are graphs, charts, telephones, fax machines, computer presentations, e-mails, slides, teleconferencing and video-conferencing. While choosing the media you should therefore keep in mind the advantages, disadvantages and potential barriers to communication.

INFORMATION OVERLOAD - One of the major problems faced by organization today is the availability of huge amount of data which the receiver is unable to handle. Receiver should receive only that amount of facts and figures at one time that he/she can absorb. Major points should be highlighted, leaving out all irrelevant things. This kind of reducing can reduce the problem of information overload to a great extent.

HOW TO OVERCOME –

• Avoid information overload.

• Be open, frank and positive. Informality is useful.

• Obtain feedback, analyze it and respond.

• Repetition of a message through multiple channels helps to remove barriers

**TIPS FOR EFFECTIVE COMMUNICATION**

1. Create an open communication environment.
2. Always keep the receiver in mind
3. Avoid having too many transfer stations
4. Be aware of diversity in culture, language etc.
5. Use appropriate non-verbal cues. Select the most suitable medium.
6. Utilise feedback.
7. Be specific.

**Topic X – *LANGUAGE AS A TOOL OF COMMUNICATION***

Communication is the heart of our world. We need it to survive. And effective communication is made possible with the help of language. Physical gestures or certain noises like crying in anger, weeping or laughing may help a person to communicate some of his feelings, just as a little baby weeps when he is hungry. In both the above examples communication takes place without words. But man needs some means of linguistic communication in order to express his fine ideas and emotions.

Language employs a combination of words to communicate ideas in a meaningful way. By changing the word order in a sentence, you can change its meaning, and even make it meaningless. Language is created by people. It doesn’t exist in isolation or outside the minds of people. It is created by people as they need it. Humans attach meaning to words as they need to and modify these meanings according to changing needs.

Language is one of the most powerful tools in human communication. Words are meant to establish and maintain friendly contact. Through words, people shape their identities. People can express their feelings, attitudes, and experiences to each other through words. By speaking, you can give others information about yourself and the world around you.

There are certain characteristics of language which makes language a unique tool of communication. These characteristics are-

LANGUAGE IS ARBITRARY: Language is arbitrary in the sense that there is no inherent relation between the words of a language and their meanings or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, aurat in Urdu, Zen in Persian and Femine in French. The choice of a word selected to mean a particular thing or idea is purely arbitrary but once a word is selected for a particular referent, it comes to stay as such. It may be noted that had language not been arbitrary, there would have been only one language in the world.

LANGUAGE IS ARTIFICIAL: Language is created by people. It did not exist in isolation or outside the minds of people. It is created by humans based on their needs.

LANGUAGE IS RESTRICTED: When we think and translate our thoughts into language, some meaning is lost in the process. No symbol or word can transmit our exact perception. Language has its limitations.

LANGUAGE IS ABSTRACT: Language is abstract because it represents generalized ideas of things or thoughts. A word could represent different ideas at different times. A ‘table’ can be of different shapes and sizes, and still be a table. Even if you have never seen a table with three legs, you can still identify it as a table. This happens because the meaning gets associated with symbols and users keep expanding the range of meaning.

LANGUAGE IS RECURSIVE: Recursion is the characteristics of language which enables one to generate any number of sentences using the same grammatical template. It also allows one to express any idea, thought or feeling using the same finite vocabulary.

LANGUAGE IS SOCIAL: Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other, to interact with each other, to co-operate with each other; it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations.

DUALITY OF PATTERNING -- Duality of patterning refers to the ability to recombine small units in different orders. This means that the discrete parts of a language can be recombined in a systematic way to create new forms. The human languages allow speakers to create novel, never-before-heard utterances that others can understand. For example, the sentence "The little lavender men who live in my socks drawer told me that Elvis will come back from Mars on the 10th to do a benefit concert for unemployed Pekingese dogs" is a novel and never-before-heard sentence.

DISPLACEMENT -- This means that the speaker can talk about things which are not present, either spatially or temporally. For example, human language allows speakers to talk about the past and the future, as well as the present. Speakers can also talk about things that are physically distant (such as other countries, the moon, etc.). They can even refer to things and events that do not actually exist (they are not present in reality) such as the Easter Bunny, the Earth having an emperor, etc.

**Topic XI – *Features of communication***

* + 1. ***Accuracy*** – Accuracy means accuracy of information as well as accuracy of expression. Accuracy of information demands that the facts should be recorded carefully and appropriately. Accuracy of expression demands that there should be no errors of grammar, spelling and punctuation. It also demands precision in the use of words, phrases, sentences and paragraphs.

Checklist for achieving accuracy:-

* + - 1. Check facts for accuracy of information
      2. Use of simple, familiar and familiar words.
      3. Use of exact words and phrases
      4. Avoiding excessive use of jargons
      5. Avoiding grammatical errors
    1. ***Brevity*** – Brevity is the quality of being brief but comprehensive in expression i.e. giving maximum information in minimum number of words. Brevity can be achieved by avoiding wordiness and repetition. Wordiness results from the desire to impress the reader and repetition results from the desire to be forceful.

Checklist for brevity:

* + - 1. Avoid repetition
      2. Avoid using wordy phrases and expressions
      3. Do not include unnecessary details
      4. Avoid exaggerations
      5. Use active voice
      6. Use jargons
      7. Revise your document thoroughly in order to make it concise.
    1. ***Clarity***- Clarity is the quality of being unambiguous and easily understood. It is achieved when the communicator has communicated his or her meaning to the reader or the listener. Clarity can be achieved by using direct language, specific and concrete words and clear expressions.

Checklist for achieving clarity:

* + - 1. Do not use indirect expressions.
      2. Use specific words and phrases.
      3. Use direct sentences.
      4. Avoid exaggeration, artificial eloquence and ornamentation.
    1. ***Objectivity*** – Technical communication is not concerned with subjective comments and personal feelings. The concentration is on an objective and impersonal presentation of facts. Objectivity can be achieved by using factual and impersonal language.

Checklist for achieving objectivity:

* + - 1. Use appropriate construction.
      2. Avoid personal pronouns and expressions
      3. Use factual words.
      4. Avoid hasty generalizations
    1. ***Formal language*** – Formal language refers to the use of formal words, scientific vocabulary, specialized terminology, and formal phrases and expressions. One should be familiar with the jargons of one’s professional field.

Checklist for using formal language:

* + - 1. Use formal words
      2. Use appropriate scientific phrases
      3. Use appropriate technical terms
      4. Avoid conversational tone
      5. Use standard and formal sentence structures
      6. Avoid colloquial and informal words.

**Topic XII *– Difference between General and Technical Communication***

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| **General Communication** | **Technical Communication** |
| It contains general message. | It contains technical message. |
| It is informal in style and approach | It is mostly formal in style and approach. |
| It does not have a set pattern of communication. | It always follows a set pattern. |
| It is mostly oral. | It is both oral and written. |
| Not always for a specific audience. | Always for a specific audience. |
| Does not involve the use of technical vocabulary or graphics, etc. | Frequently involves jargons, graphics, etc. |
| Can use ornamental language. | Simper style is preferred. |

***Topic XIII - LSRW***

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the Receptive Skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The Productive Skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.

**LISTENING** – Listening the process of receiving, constructing meaning from, and responding to a spoken and/ or non-verbal message

SIX STAGES OF LISTENING PROCESS: These stages occur in sequence, but they generally performed with little awareness an often rapid succession.

* 1. HEARING *-* it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention
  2. ATTENTION- brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; *strong stimuli*like bright lights, sudden noise…are attention getters; attention to more commonplace or less striking stimuli requires special effort; *postural adjustments*are aided by physical changes in sensory receptor organs; *receptor adjustments*might include tensing of the ear´s tympanic muscle for better response to weak sounds
  3. UNDERSTANDING- to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause… and sights like blue uniform…that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
  4. REMEMBERING- it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind”s storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
  5. EVALUATING- it is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn’t begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases
  6. RESPONDING- this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received[Psychology Articles](http://www.articlesfactory.com/articles/psychology.html), this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

**TYPES OF LISTENING**-

ACTIVE LISTENING - Active listening is a form of listening communication where listeners actively listen and respond to the speaker. Active listening not stands for focusing on what the speaker is speaking about but also actively showing verbal and non-verbal signs of listening.

PASSIVE LISTENING - Passive listening is the listening where a person although listen to the others but not with full attention, he often distract himself from the ongoing discussion. He is sitting quietly without responding to what the speaker is saying. A common example of passive listening is listening to music or radio when you are doing something.

APPRECIATIVE LISTENING - listening for pleasure and enjoyment, as when we listen to music, to a comedy routine, or to an entertaining speech. It describes how well speakers choose and use words, use humor, ask questions. tell stories, and argue persuasively.

EMPHATIC LISTENING -listening to provide emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend. It focuses on understanding and identifying with a person’s situation, feelings, or motives. There is an attempt to understand what the other person is feeling.

COMPREHENSIVE LISTENING -listening to understand the message of a speaker, as when we attend a classroom lecture or listen to directions for finding a friend’s house. It focuses on accurately understanding the meaning of the speaker’s words while simultaneously interpreting non-verbal cues such as facial expressions, gestures, posture, and vocal quality.

CRITICAL/ ANALYTICAL LISTENING -listening to evaluate a message for purposes of accepting or rejecting it, as when we listen to the sales pitch of a used-car dealer or the campaign speech of a political candidate. Critical/ Analytical Listening focuses on evaluating whether a message is logical and reasonable. It asks you to make judgements based on your evaluation of the speaker’s arguments -challenges the speaker’s message by evaluating its accuracy and meaningfulness, and utility -uses critical thinking skills

SELECTIVE LISTENING - Selective listening essentially means that we only hear what we want to hear and often tune out to other things because we find them irrelevant or boring.

*DIFFERENCE BETWEEN ACTIVE AND PASSIVE LISTENING*

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| **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 |

**SPEAKING**

Speaking is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.

Tips to improve speaking skills-

### Make sure to listen as well as speak. Ample and effective listening is the key to effective speaking.

1. Expand your vocabulary. Learn new words and phrases every day.

### Learn phrases rather than single words.

### Nervousness Is Normal. Practice and Prepare!

### Watch for feedback and adapt to it.

### Participate in public speaking events

### Go to language cafes. Those cafes create a friendly and relaxing atmosphere for people who want to practice and exchange languages.

### Speech Shadowing - In a nutshell, this technique is about imitation. You listen to how a native speaker says something and try to copy it.

* **Pick your favorite video with subtitles.**Make sure that it is something you enjoy watching because you will.
* **Listen to it many times.**Listen to the video once and read the subtitles to get a good grasp of the general content and flow. While you are playing it again, complete the next step.
* **Imitate the narrator sentence by sentence.**Play. Listen. Pause. Speak. Record (optional). Copy the speech pattern as best as you can. If you choose to record your practice, you can compare yours and the original. Or else, just listen to your own sound and be critical of the difference or similarity. Repeat this step until the end of the video.

### Self-Talk - Talk to yourself loudly. Alternatively, pick up a book and read a couple of pages out loud. This exercise might slow down your reading, but it will speed up your speaking skills.

1. Work on pronunciation, accent, intonation and all other paralinguistic features.

**READING**

Reading is a learning skill. It is a receptive, or passive skill, as it requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. It helps you improve all parts of the language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective.

Purpose of Reading:

1. Reading for learning. Ex. Reading text-books.
2. Reading for leisure or literary pleasure. Ex. Reading novels, poems, etc.
3. Reading for information. Ex. Reading newspaper.
4. Reading to perform a task. Ex. Reading lab manuals.

METHODS OR TECHNIQUES OF READING-

SKIMMING - Skimming means to read a page or handout - skip read - by reading the headings and first sentences of each paragraph or section. Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level.

SCANNING: Scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information. It gives one the ability to locate a specific information in a particular text. Scanning differs from skimming in that you do not deal with all of the content, but search through the material for a specific purpose or a specific word (or its synonym):

* finding the answer to a question
* seeking an appropriate quotation reference or statement
* locating names in a directory, words in a dictionary, prices in a catalogue, etc.

INTENSIVE READING - The aim of reading should be clear in mind when undertaking intensive reading. It is far more time consuming than scanning or skimming. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

EXTENSIVE READING- Extensive reading involves reading for pleasure. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

CHURNING - Churning means interpretation and inference. Interpretation is getting the summary of all the important points on a topic and Inference is reading between the lines and understanding facts that are not stated openly. Techniques to do include the understanding 2 things: Word Meaning and Coherence

ASSIMILATION- 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. Churning has made available the information. For assimilation convert the information into an idea and think about it at a personal level. Look for pictures, videos and other texts related to the topic to get better knowledge and discuss with peers to get their view-points as well. This helps in planting a mental-map of the information one reads.

**SQ4R Reading Technique for Optimum Effectiveness-**

1. **SURVEY:** Flip through the chapter quickly to get a sense of what is covered. Look at headings and keys terms, and read the final paragraph.
2. **QUESTION:** Turn headings into questions to guide your reading. You can keep track of your questions by using the Cornell Method of note-taking.
3. **READ:** Read the chapter, looking for the answer to the questions you posed.
4. **REFLECT:** Think about what you have read, and relate it to other information you have learned.
5. **RECITE:** Without looking at the text, restate your question and formulate an answer in your own words.
6. **REVIEW:** At the end of the chapter look over your notes and familiarize yourself with key points.

**WRITING**- Writing is the fourth language skill we may acquire in our native language. As with speaking, it is a productive, or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken language. Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner’s ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods.

Tips to improve writing skills-

* Understand the principles of deliberate practice.
* Read the work of other writers and practice a specific writing technique.
* Think before you write - Good writing starts with thinking. Who are you writing for? Which aim will you help achieve?
* Adapting language to the specific readers- Use familiar words and phrases.
* How to structure your writing - A powerful headline, a captivating opening, a valuable main body, and an inspirational closing
* The 6 basic writing skills (features) everyone must master.
  1. **Create a logical flow** without distractions, so readers stay on track.
  2. Learn how to use vivid language ***to make abstract ideas concrete*** so readers easily grasp and remember your message.
  3. Learn how to write bite-sized, simple, and meaningful sentences—***a good sentence is the basic ingredient of good writing.***
  4. Compose ***smooth transitions*** so readers glide effortlessly from sentence to sentence, and from paragraph to paragraph.
  5. Practice how to ***write clearly and concisely*** so your message becomes strong.
  6. Discover how to avoid weak words, gobbledygook, and clichés; and spice up your writing with ***power words*** including sensory phrases.

***Topic XIV- Sentence Construction***

**There are four main types of sentences:**

1. Simple or Declarative Sentence - These sentences are used to state information. They are the most commonly used sentence type. Most academic writing employs simple or declarative sentences. Declarative sentences end with a period.
2. Command or Imperative Sentence - These sentences give commands or make requests. Imperative sentences end with a period.
3. Question or Interrogative Sentence - These sentences ask questions. Accordingly, they end with a question mark.
4. Exclamatory Sentence - These sentences express emotion and, as such, end with an exclamation mark. Exclamatory sentences are not common in academic writing.

**GUIDELINES OF EFFECTIVE SENTENCE CONSTRUCTION** –

1. Clarity – Sentences should be clear and unambiguous.
2. Consistency – All sentences should follow the same pattern and grammatical consistency.
3. Prefer short sentences. Simplicity in writing can be achieved mainly by writing short sentences. If too many ideas are suffocated in a sentence through words, the meaning is lost.
4. Be economical with words.
5. Avoid cluttering phrases. Ex. “I take this opportunity to tell you that you are an excellent leader.” This sentence can be better substituted by “You are an excellent leader.”
6. Avoid pleonasm or redundant phrases. To write with simplicity and clarity, avoid using excess words which do not contribute any meaning to the sentence.
7. Avoid roundabout expressions. Ex. “has the knowledge of” can be replaced by “knows”
8. Avoid needless repetition. Repetition of a word or idea unnecessarily lengthens the sentence, without adding to the meaning.
9. Prefer right ordering and proper emphasis.
10. Prefer active to passive voice.
11. Avoid ambiguous sentences.

***Topic XV – PARAGRAPH DEVELOPMENT***

A group of sentences or a single sentence that forms a unit to express a single idea is called a paragraph. A paragraph consists of several related sentences and deals with one controlling idea. The main function of a paragraph is to develop, support, exemplify or explain the controlling idea or topic.

***Components/Elements of Paragraph Development***

The central components of a paragraph are –

1. **Topic Sentence** – A topic sentence is a sentence that expresses the main idea of a paragraph.it is also known as the key sentence or the theme sentence. It states the gist idea to be developed in the paragraph. It should be phrased with utmost care including all the relevant information in it. It may be written in the form of a simple, complex or compound sentence, depending on the need and scope of the paragraph. A topic sentence is mostly placed at the beginning or end of a paragraph and in rare instances can be found in the middle of the paragraph.
2. **Coherence** – Coherence is consistency of speech, thoughts, ideas and reasoning which makes the expression clear and easy to understand. It refers to clear and logical linking of ideas in a paragraph. In cohesive paragraphs, ideas are linked and one idea logically leads to the next. Four mechanical devices are used in transition of ideas and attaining coherence –
3. Uses of pronouns –Pronouns connect ideas as they refer the reader to something earlier in the text.
4. Use of transitional tags – They help in transition of ideas. Transitional tags can vary from simple conjunctions like but, and, yet, etc. to complex conjunctive adverbs like however, moreover, etc.
5. Repetition of key words and phrases – Repetition of certain words also give coherence to a paragraph. While using repetition the writer must be very careful because too much repetition may lead to monotony and redundancy.
6. Use of parallel grammatical structure–Parallelism means same grammatical form. To attain coherence, same grammatical form and style should be maintained in all the sentences as well as the paragraph.
7. **Unity –**Unity means that the components deal with one main idea or thought. The ideas contained within a paragraph ‘hang together’ in a way that is easy for the reader to understand. A paragraph is a logical division of the central theme of a longer piece of writing. Each sentence in the paragraph is directly related to the central idea or theme and contributes to its development. Only one main thought should be expressed in a paragraph to maintain unity.
8. **Emphasis** – Sentence emphasis refers to idiomatic stress in writing. It is important to know how to place important words in emphatic positions in order to make it effective. Emphasis can be achieved through –
9. Emphasis by position - It means that the writer should give special attention to the beginning as well as the ending of a paragraph and place the points to be emphasized in these two positions.
10. Space and emphasis – It means to give more space to the idea to be emphasized.
11. Sentence structure and Emphasis – Important points should be paced in short and simple sentences. Emphasis may be achieved by repeating some keywords or by introducing synonyms of words.
12. Mechanical means of emphasis – Some mechanical devices like quotation marks, italics, boldface, underlining, etc. can also be used to emphasize.

***METHODS / ORDER OF PARAGRAPH DEVELOPMENT***

Technical communication follows a linear logical pattern to organize information. The basic patterns of logically organizing information in a paragraph include –

1. **Inductive Order** – It is an objective and logical technique in which information is organized in a specific/particular to general organization. In this logical organization, specific details, examples and illustrations are given first then a general statement or generalization is made. The topic sentence comes at the end of the paragraph.
2. **Deductive Order** – It is the most common logical organization which involves the process of moving from a general statement or principle to specific details. It is the most popular form amongst the writers. The topic sentence is usually the first sentence in this type of order.
3. **Spatial Order**- It is the simplest logical organization which involves the process of dividing a subject or topic based on how they are arranged in space. It is the three-dimensional description. This pattern can make a complex subject easy to understand by categorizing its various elements spatially. It is mostly used by technocrats in the description of machines.
4. **Linear Order** – Linear means ‘consisting of lines’ or ‘one dimensional’. Each sentence leads to the next one in a paragraph with the purpose of maintaining a forward movement; and each paragraph an be a step to take us to a goal. It refers to the systematic order as a line which involves presenting ideas in a progressive way where sentences are connected to each other in a logical way.
5. **Chronological Order** – This logical sequence refers to the narration of events in the order in which they occur in time, beginning with the first event, going on to the next and so on. It is very useful as it is quite easy and natural to record events in the order of their happening. For ex. periodic report, progress report, etc.
6. **Expository Order** – It is similar todeductive method. The paragraph begins with a topic sentence. In expository method, the writer tries to interpret, to discuss the same idea in several ways with the help of many instances, examples, etc. In this method the writer explains the idea so as to make it more and more clear.