

# LISTENING SKILLS

## COMMUNICATION PROCESS AND LISTENING SKILLS

### MODULE 1 PART A SOLUTIONS

Answers collected from multiple sources

#### 1 Define the word Communication

- A** Communication is a process whereby information is enclosed in a package and is channelled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender feedback.

#### Definition:

According to W.H.Newman, "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."

Allen Louis says "Communication is the sum of all the things one person does when he wants to create an understanding in the mind of another it involves a systematic and continuous process.

To quote Norman B. Sigband, "Communication is the transmission and reception of ideas, feelings and attitudes both verbally and non-verbally...

#### 2 List the important elements of communication process

- A** Elements of Communication:

The Sender

The Receiver

The Message

The Channel and Feedback.

3 Comment on your own words about “sender” and “receiver”

A **Sender:** The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

**Receiver:** A receiver is the one to whom the sender transmits the message. The receiver can be one person or an entire audience. The receiver can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. As a receiver, don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen, demonstrates that you are understanding the message.

4 Write a few lines about ‘feedback’.

A **Feedback:** Feedback, describes the receiver's response or reaction. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

5 What is the difference between ‘hard skills’ and ‘soft skills’?

A **Hard Skills:**

Hard Skills are easy to identify and define with respect to a particular profession. These are the technical skills that are associated with a respective profession. These are necessary for career employment and are generally quantifiable and measurable from educational background, work experience or through interview. Ex: For a mechanical engineer the hard skills would be the personnel's ability with machines, for a software engineer it would be his or her proficiency level with a programming language.

**Soft Skills:**

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu (social environment) . These skills can include social graces, communication abilities, language skills, time management, teamwork and leadership traits. It is needed for productive workplace performance and everyday life competencies. Soft skills is a synonym for "people

skills." The term describes those personal attributes that indicate a high level of emotional intelligence.

6 Write a few lines about LSRW skills.

A When we learn a language, there are four skills that we need for complete communication. We usually learn to LISTEN first, then to SPEAK, then to READ, and finally to WRITE. These are called the four "language skills":

1. Listening Skill

2. Speaking Skill

3. Reading Skill

4. Writing Skill

7 Write about the significance of English for Engineering students.

A When engineering students graduate from the college and become real engineers, they will find that English appears even more crucial than it used to be. Engineers usually work in groups since their task can seldom be solved by an individual. The property of their work determines that being an engineer needs to cooperate and communicate with different people from different parts of the world. In order to understand and coordinate with their colleagues and accomplish their projects fluently, engineers have to speak good English. Engineering students should try hard to improve their English ability, which could help to make both their student life and career more successful and enjoyable.

8 Explain briefly about the communication process.

A Individuals can't live in the public arena without the assistance of communication. Communication is the fundamental need of any person.

The communication process is the steps we take to successfully communicate. Components of the communication process include a sender, encoding of a message, selecting a channel of communication, receipt of the message by the receiver and decoding of the message.

9 Why is it necessary to be a master in English language at present times?.

- A** Professionals who are proficient in communication skills have an impressive edge over the individuals who have not. Lack of communication skills will certainly make them deficient in resources. Job aspirants face several tough challenges in the global scenario if their communication skills are not up to the mark. Inadequate proficiency in English language, lack of exposure, low level of confidence and weak soft skills do not let them uphold in the global marketplace. So, mastering English language is important.

10 Explain the terms “encode” and “decode”.

- A** Encoding/decoding is the translation of a message that is easily understood. When you decode a message, you extract the meaning of that message in ways that make sense to you. Decoding has both verbal and non-verbal forms of communication.

Encoding of a message is the production of the message. In the process of encoding, the sender (i.e. encoder) uses verbal (e.g. words, signs, images, video) and non-verbal (e.g. body language, hand gestures, face expressions) symbols for which he or she believes the receiver (that is, the decoder) will understand.

Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it. The receiver begins to interpret the symbols sent by the sender, translating the message to their own set of experiences in order to make the symbols meaningful.

Successful communication takes place when the receiver correctly interprets the sender's message.

11 What is the significance of listening skill?

- A** Listening skill is very important because it is a process through which we get input. Listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill.

Listening has an important role in everyday life and when people are engaged in communication 45 percent is spent listening which shows the significance of listening in the communication process.

Not only does listening enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people.

12 Write the difference between listening and hearing

**A** Hearing is the physical ability, while listening is a skill. Hearing is simply the act of perceiving sound by the ear. Hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences.

13 Define active listening and give the stages of active listening?

**A** **Active listening** requires concentration and emotional effort. Active listeners will listen for the intent and emotions behind the words so that they can better understand the speaker's line of thought. They have the highest level of listening skill .

Five stages of active listening:

1. Receiving
2. Understanding
3. Remembering
4. Evaluating
5. Responding

14 Write a few lines about logical listeners?

**A** Logical listeners make an effort to hear what you're saying and to comprehend the meaning of the actual words. However, they don't understand your intent or the meaning behind your words. Because they don't receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. Logical listeners need to concentrate more on the nonverbal communication accompanying speech.

15 What are the stages involved in the listening process?

**A** The listening process involves five stages:

- A) Receiving
- B) Understanding
- C) Remembering
- D) Evaluating and
- E) Responding.

16 Who are the logical listeners?

**A** Logical listeners are those who do not understand your intent or the meaning behind your words. Because they do not receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. They do not concentrate well on nonverbal communication.

17 Write a few lines about active listeners?

**A** Active listeners won't judge the speaker, but will try their best to understand what he/she is saying and why. In other words, they'll respect the speaker's point of view. They'll listen for the intent and emotions behind the words so that they can better understand the speaker's line of thought.

18 How do the gender barriers affect your listening?

**A** Communication research has shown that gender can be a barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the

facts and the content. Ex: a salesperson giving a demonstration of a new product, the male users listen for the content of the message, whereas the female users listen for the tone of the message.

**19** How does body language play an important role in listening skill?

- A** Body language means the conscious and unconscious movements and postures by which attitudes and feelings are communicated. Such behaviour includes facial expressions, body posture, gestures, eye movement, touch, and the use of space. Body movements include gestures, posture, head and hand movements or whole-body movements. They can be used to reinforce or emphasize what a person is saying and offer information about the emotions and attitudes of a person.

They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers

Body language is one of the important components when a speaker is trying to communicate.

Improper body language can interrupt the speaker.

**20** Define the word “gist”?

- A** Gist is the general meaning or purpose of a text, either written or spoken. Under this technique, we read quickly to get the main points, and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understanding of a passage after reading it in detail.

## PART-B SOLUTIONS

- 1 Explain the term communication and write about the elements of communication in detail.
- A “Communication is the transmission and reception of ideas, feelings and attitudes both verbally and non-verbally”.

In general, we could define communication as a two-way process that results in a shared meaning or common understanding between the sender and the receiver.

The basic communication consists of five elements of communication:

- The Sender
- The Receiver
- The Message
- The Channel And
- The Feedback.

**Sender:** The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing your points to make them easy to follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of your message. You will lose your audience if it becomes aware of obvious oversights on your part. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

**Receiver:** A receiver means the party to whom the sender transmits the message. The receiver can be one person or an entire audience. The receiver can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. As a receiver, don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen, demonstrate that you understand the message.

**Message:** A message can come in many different forms, such as an oral presentation, a written document, an advertisement, an internet website. It is an important part of communication. Message is the content that the sender wants to convey. A message could be verbal or non-



verbal. The thought, idea, emotion or anything that the sender wants to convey is called a message. In the basic communication model, the way from one point to another represents the sender's message traveling to the receiver. The message isn't necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be. As a result, the sender must not only compose the message carefully, but also evaluate the ways in which the message can be interpreted.

Channel: The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through certain channels which may be either formal or informal. The channel sits between the sender and receiver. Many channels, or types, of communication exist, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine

Feedback: The last element of effective communication, feedback, describes the receiver's response or reaction. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

2. What is meant by the communication process and explain the importance of 'encoding' and 'decoding'.

A. The communication process is the steps we take to successfully communicate. Components of the communication process include a sender, encoding of a message, selecting a channel of communication, receipt of the message by the receiver and decoding of the message.

The first step is the encoding process. In order to convey meaning, the sender must begin encoding, which means translating information into a message in the form of symbols that represent ideas or concepts. The symbols can take on numerous forms such as, languages, words, or gestures. When encoding a message, the sender must begin by deciding what he/she wants to transmit. It is important for the sender to use symbols that are familiar to the intended receiver.

Decoding is conducted by the receiver. Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it. The receiver begins to interpret the symbols sent by the sender, translating the message to their own set of experiences in order to make the symbols meaningful.

- 3 Define hard skills and soft skills and mention the significance of soft skills for the engineering students.

## **A Hard Skills**

Hard Skills are easy to identify and define with respect to a particular profession. These are the technical skills that are associated with a respective profession. These are necessary for career employment and are generally quantifiable and measurable from educational background, work experience or through interview.

### **Soft Skills:**

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, time management, teamwork and leadership traits. It is needed for productive workplace performance and everyday life competencies. Soft skills is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence.

### **Significance of soft skills for the engineering students.**

Strong communication skills, the ability to speak in plain English, building positive relationships with stakeholders, and showing inspiring leadership qualities – typically called “soft skills” – are becoming increasingly essential for engineering and manufacturing professionals.

Soft skills are all those personal attributes that sit outside of your professional qualifications and work experience. They refer to how you interact, lead and communicate with other people, and they're an essential foundation for any successful career.

So, if you're considering a move upwards in your organisation, or simply to a new engineering and manufacturing job, always remember to promote a good, healthy mix of technical ability and soft skills like leadership qualities and communication skills to help you stand out from the crowd.

Unlike hard skills, soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get -- and keep -- the job.

### **Examples of soft skills include:**

- \* Communication

- \* Teamwork
- \* Flexibility
- \* Patience
- \* Persuasion
- \* Time Management
- \* Motivation

4 Mention the importance of English to gain employment opportunities by the students of engineering.

#### A IMPORTANCE OF ENGLISH FOR ENGINEERING STUDENTS:

In today's global world, the importance of English can't be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education.

During the job seeking process in interviews for an engineer, it is of crucial importance to achieve mastery in English proficiency. After securing the job an engineer is required to work in groups since his/her task seldom be solved by an individual. So, being an engineer requires to co-operate and communicate with different people from different part of the world. English is used as the working language on large extent. In order to coordinate with the colleagues, engineers have to speak fluent English.

Professionals who are proficient in communication skills have a considerable edge over those who have not. Lack of communication skills will certainly make them deficient in resources. Job aspirants face several tough challenges in the global scenario if their communication skills are not up to the mark. Inadequate proficiency in English language, lack of exposure, low level of confidence and weak soft skills do not let them uphold in the global marketplace

So, English communication competence plays an important role in the academic life and career of engineering students.

- 5 Mention the stages of listening and discuss in detail along with the effectiveness of listening.

## A Stages of Listening:

The listening process involves five stages: *receiving, understanding, remembering, evaluating, and responding*.

### 1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or nonverbally. Not all communication is done through speech, and not all listening is done with ears.

- Avoid distractions.
- Do not interrupt the speaker.
- Do not rehearse your response.

### 2. Understanding

This is the point in the listening process where you're able to plan your response. Understanding takes place after you've received the information from the speaker, and begin to process its meaning.

You can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, *and* help you better understand their key points.

### 3. Remembering

Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a message from your short-term memory, and into your long-term memory.

### 4. Evaluating

It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces. few questions to ask yourself.

What is fact, and what is opinion?

What parts of their message were interpreted, and which parts were unbiased?

What was the speaker's intent with their message?

## **5.Responding**

If you've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.

## **6.Effective listening.**

It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers. Eight tips to bring effectiveness to your listening are:

Step 1: Face the speaker and maintain eye contact.

Step 2: Be attentive, but relaxed.

Step 3: Keep an open mind

Step 4: Listen to the words and try to picture what the speaker is saying.

Step 5: Wait for the speaker to pause to ask clarifying questions.

Step 6: Try to feel what the speaker is feeling.

Step 7: Give the speaker regular feedback.

Step 8: Pay attention to what is not said—to nonverbal cues.

- 6 Define the term "barrier" in listening and explain the different barriers that obstruct the process of listening.
- A Barriers are nothing but obstacles that prevent effective exchange of ideas and thoughts. listening is not easy and there are a number of obstacles that stand in the way of effective listening

**Physiological Barriers:**

Physiology means the state of the human body and mind. Physiological barriers of communication occur due to the physical condition of sender or receiver which might even be physical disabilities. It includes sensory dysfunction and other physical dysfunctions.

**Physical Barriers:**

Physical barrier is the environmental and natural condition that acts as a barrier in communication in sending messages from sender to receiver. Organizational environment or interior workspace design problems, technological problems and noise are the parts of physical barriers.

These are referred to as distractions in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room, which interfere with the listening process. They could also be in the form of information overload.

**Attitudinal Barrier:**

Attitudes are commonly formed by an individual's opinions or personal feelings on a subject or person and can be difficult to alter.

One attitudinal barrier is pre-occupation. It means the state or condition of being preoccupied or engrossed with something. This results in the difficulty to focus one's attention completely on what the speaker is saying. Another common attitudinal barrier is egocentrism, or the belief that you are more knowledgeable than the speaker and that you have nothing new to learn from his ideas. People with this kind of close minded attitude may be very poor listeners.

**Wrong Assumptions:**

The success of communication depends on both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listeners have no role to play. Such an assumption can create a barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful, by paying attention, seeking clarifications and giving feedback.

**Cultural Barriers:**

Wherever we live, you're going to be influenced by the attitudes, customs and practices of the people around us. Those basic elements are the definition of culture. When a person of one

culture encounters the beliefs and resulting actions of another culture, a clash can occur. This is known as a cultural barrier.

Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. Another type of cultural barrier is differing cultural values. The importance attached to listening and speaking differs in western and oriental cultures.

### **Gender Barriers:**

Communication research has shown that gender can be a barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content.

### **Lack of Training:**

Listening is not an inborn skill. People are not born good listeners. They have to develop the art of listening through practice and training. Lack of training in listening skills is an important barrier to listening, in the Indian context.

### **Bad Listening Habits:**

Most people are very average listeners who have developed poor listening habits that are hard to say and that act as barriers to listening. For example, some people have the habit of "faking" attention, or trying to look like a listener, in order to impress the speaker and to assure him that they are paying attention. and, as a result, miss out on the main point.

### **Bringing in Emotions:**

Emotions erect barriers to effective communication. A listener's senses are not likely to be functioning at their optimum level when he or she is angry. Likewise, it is not possible to understand or appreciate what the speaker is saying if the listener is excessively sad.

### **Fear**

Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

- 7 Define the term "Listening" and explain the steps to follow for the effectiveness of listening in your own words.

## **A Listening:**

Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences.

### **The steps to follow for the effectiveness of listening:**

#### **Step 1: Face the speaker and maintain eye contact.**

In human beings, eye contact is a form of nonverbal communication and is considered to have a large influence on social behaviour.

#### **Step 2: Be attentive, but relaxed.**

Now that you've made eye contact, relax. Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker's accent or speech mannerisms. Finally, don't be distracted by your own thoughts, feelings, or biases.

#### **Step 3: Keep an open mind.**

Listen without judging the other person or mentally criticizing the things. Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside his or her brain. Don't be a sentence-grabber.

#### **Step 4: Listen to the words and try to picture what the speaker is saying.**

Allow your mind to create a mental model of the information being communicated. Your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus.

#### **Step 5: Wait for the speaker to pause to ask clarifying questions.**

When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupting, wait until the speaker pauses.



### **Step 6: Try to feel what the speaker is feeling.**

If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears—and convey those feelings through your facial expressions and words—then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.

### **Step 7: Give the speaker regular feedback.**

Show that you understand where the speaker is coming from by reflecting the speaker's feelings. Or just nod and show your understanding through appropriate facial expressions and with an occasional assuring.

### **Step 8: Pay attention to what *isn't* said—to nonverbal cues.**

If you exclude email, the majority of direct communication is probably nonverbal. We glean a great deal of information about each other without saying a word.

Face to face with a person, you can detect enthusiasm, boredom, or irritation very quickly in the expression around the eyes, the set of the mouth, the slope of the shoulders. These are clues you can't ignore. When listening, remember that words convey only a fraction of the message.

## **8. Explain the importance of 'medium' in establishing the process of communication**

A) A medium isn't just a neutral "container" of a message.

In the communication process, a medium is a channel or system of communication—the means by which information (the message) is transmitted between a speaker or writer (the sender) and an audience (the receiver).

The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through a certain medium which may be either formal or informal. The channel sits between the sender and receiver. Many channels, or types, of communication exist, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine

## **9. Explain how the 'sender' and 'receiver' change the roles in order to establish the 'feedback'.**

A) The communication process is dynamic in nature rather than a static phenomenon. Hence it is considered a continuous and dynamic inter-action, both affecting and being affected by many variables.

The basic communication process depends mainly on sender, receiver and feedback. The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing your points to make them easy to follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of your message. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

The receiver can be one person or an entire audience. He/she can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. As a receiver, don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen, demonstrate that you understand the message. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

10. Define Phonetics and write the symbols of Vowel sounds with two examples each sound.

A) Phonetics is a branch of linguistics that focuses on the production and classification of the world's speech sounds. The production of speech looks at the interaction of different vocal organs, for example the lips, tongue and teeth, to produce particular sounds.

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc.

The vowel sounds are of two types:

**a. Monophthongs**

S.No		Examples	Classification of tongue positions for vowels.
------	--	----------	--

1	/i:/	Each, sea	Front close unrounded
2	/ɪ/	In, pit	Front unrounded vowel between close and half-close
3	/e/	Egg, Fend	Front unrounded vowel between half-close and half-open
4	/æ/	And, mat	Front unrounded vowel just below the half-open position
5	/ɑ:/	Ask, flask	Back open unrounded
6	/ɒ/	Off, lot	Back open unrounded
7	/ɔ:/	All, tall	Back rounded vowel between half-close and half-open
8	/ʊ/	Pull, sugar	Back rounded vowel between close and half-close
9	/u:/	Food, stool	Back close rounded vowel
10	/ʌ/	Up, fun	Central unrounded vowel between open and half-open
11	/ɜ:/	Earth, yearn	Central unrounded vowel between half-close and half-open
12	/ə/	Sofa, alike	Central unrounded vowel between half-close and half-open

**b. Diphthongs:** These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the

word 'light' the sound of 'i' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'.

**Diphthongs consist of sounds such as:**

Sounds	Description	Examples
/eɪ/	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.	Ale, make
/aɪ/	A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close.	Ice, mike
/ɔɪ/	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.	Oil, boy
/aʊ/	A glide from the back open unrounded position and moves in the direction of RP. (u)	About, mouth
/əʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/ɪə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Serious, period
/ʊə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Poor, cure
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.	Air, hair
	additional information	

11. Write the symbols of consonant sounds with two examples for each sound.

**A) Consonant sounds:**

<b>Plosives</b>		<b>Examples</b>
/p/	Voiceless	Pet, spill
/b/	Voiced	Bun, above
/t/	Voiceless	Talk, active
/d/	Voiced	Day, adopt
/k/	Voiceless	Keeper, speaker
/g/	Voiced	Goal, begin
<b>Fricatives</b>		<b>Examples</b>
/f/	Voiceless	fit, before
/v/	Voiced	Vow, avoid
/θ/	Voiceless	Thought, atheist
/ð/	Voiced	These, weather
/s/	Voiceless	Set, post
/z/	Voiced	Desert, reason
/ʃ/	Voiceless	Sheet, cash
/ʒ/	Voiced	Provision, occasion
/h/	Voiceless	Hay, behind
<b>Affricates</b>		<b>Examples</b>
/tʃ/	Voiceless	Chop, latch
/dʒ/	Voiced	Jew, jar

<b>Nasals</b>		<b>Examples</b>
/m/	Voiced	Man, calm
/n/	Voiced	Nose, banal
/ŋ/	Voiced	Ring, singing
<b>Semi-vowels</b>		<b>Examples</b>
/j/	Voiced	Yes, yesterday
/w/	Voiced	Wonder, widow
<b>Lateral</b>		<b>Examples</b>
/l/	Voiced	Live, calm
<b>Frictionless continuant</b>		<b>Examples</b>
/r/	Voiced– continuant	Ground , great

12. Mention methods that are followed while listening to the comprehension.

#### A) Methods that are followed while listening to the comprehension

##### 1. Set the purpose:

Students need to understand the purpose for listening to get the most from the experience. Having an explicit purpose in mind will help them know where to focus, enabling them to achieve success.

##### 2. Set the stage.

Getting ready to listen is like getting in the zone or warming up. A good first step in setting the stage is to tell students the purpose for listening. A second step is to prepare the environment. Eliminating background noise, sitting in an appropriate configuration, and third, telling students what will transpire after they have listened are three ways to set the stage for listening.

### 3. Provide follow up

Immediately after students have listened, hold them accountable for whatever it was that they were attending to when listening. Many times this follow up will be in a written format so that there is a paper trail of student learning. Such follow-up enables you to see what they were able to ascertain while listening, thus serving as an authentic assessment of sorts.

13. Explain how listening is not the same as hearing. Elaborate your answer with examples.

#### Listening is not the same as 'Hearing'

Someone rightly said, **"Hearing is through ears, but listening is through the mind."** The two activities hearing and listening involve the use of ears, but they are different. The hearing is nothing but a sense that helps you receive sound waves and noise by ears. It is the power of perceiving sounds.

On the contrary, listening is when you receive the sound waves and understand it by paying full attention to the words and sentences of the speaker. It is one's ability to correctly receive and interpret the message transferred by the other party in the process of communication.

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and nonverbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

When a person responds to your words by saying "I hear you," you may sometimes wonder if he is truly listening to you. Perhaps you find your mind wandering off when someone is sharing her thoughts with you. Hearing and listening have quite different meanings. Hearing is a passive occurrence that requires no effort. Listening, on the other hand, is a conscious choice that demands your attention and concentration.

## Conclusion

So, with the discussion, it is quite clear that listening is one step ahead of the hearing. The hearing is simply the ability to hear, i.e. natural or God-given however, listening is an acquired skill, which only a few people possess. While the hearing is involuntary and performed effortlessly, listening is done intentionally, wherein we are selective and pay attention to only those messages we think are important for us.

### 14. Write the misconceptions of listening

#### A. Misconceptions of listening

1. Listening is a matter of intelligence.
2. Speaking is more important than listening in the communication process.
3. Listening is easy and requires little energy.
4. Listening and hearing are the same process.
5. Speaking is able to command listening.
6. Hearing ability determines listening ability.
7. Speakers are totally responsible for communication success.
8. Listening is only a matter of understanding a speaker's words.
9. Daily practice eliminates the need for listening training.
10. Competence in listening develops naturally.

15. Prepare a conversation between you and the principal of your college asking him permission to participate in games and sports at a state level competition for which you may not be able to attend the classes for one week.

A. Can be written in own words

16. Define the term 'fear' and explain the various ways discussed to overcome it in order to establish successful communication.



- A. Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

**Tips to overcome fear:**

Be aware that fear can only worsen the situation. Listen to what the other person is about to say without fear.

Keeping calm will give you mental strength to face any situation.

Taking a deep breath helps in overcoming fear. (Elaborate all the points)

17. Write about the various types of listeners elaborately.

(important clauses are underlined)

**Various types of listeners**

**Non-listeners**

A non-listener doesn't intend to listen to you, doesn't hear, and doesn't make an effort to pay attention. The non-listener would rather do all the talking. As a result, this person constantly interrupts the speaker and always attempts to have the last word. A non-listener may offer you blank stares and demonstrate nervous mannerisms while you're speaking, and may even fake attention during a conversation. However, it will become clear that this person isn't paying attention when they respond incorrectly or inappropriately. Non-listeners are generally not liked because their lack of effort shows a lack of respect for what others have to say.

**Superficial listeners**

A superficial listener hears what you're saying but doesn't grasp the point you're making. A superficial listener listens only for the basic meaning of the spoken words and takes no notice of body language, voice tone, and other subtle forms of communication. Most often, superficial listeners are busy thinking about what they want to say next. You might get the impression that they do understand what you're saying, which can lead to confusion and mistakes. People who listen superficially often search for an excuse to avoid conversation or difficult discussions.

**Logical listeners**

Logical listeners make an effort to hear what you're saying and to comprehend the meaning of the actual words. However, they don't understand your intent or the meaning behind your words. Because they don't receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. Logical listeners need to concentrate more on the nonverbal communication accompanying speech.

### **Active listeners**

Listening actively requires concentration and emotional effort. Active listeners won't judge you as you speak, but will try their best to understand what you're saying and why you're saying it. In other words, they'll respect your point of view. They'll listen for the intent and emotions behind the words so that they can better understand your line of thought.

18. Define comprehension and explain the various methods to establish effective listening to comprehension.

A) Comprehension means the ability to understand completely and be familiar with a situation, facts, etc. Listening comprehension is the basis for your speaking, writing, and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to.

### **Methods that are followed while listening to the comprehension**

#### **1. Set the purpose:**

Students need to understand the purpose for listening to get the most from the experience. Having an explicit purpose in mind will help them know where to focus, enabling them to achieve success.

#### **2. Set the stage.**

Getting ready to listen is like getting in the zone or warming up. A good first step in setting the stage is to tell students the purpose for listening. A second step is to prepare the environment. Eliminating background noise, sitting in an appropriate configuration, and third, telling students what will transpire after they have listened are three ways to set the stage for listening.

#### **3. Provide follow up**

Immediately after students have listened, hold them accountable for whatever it was that they were attending to when listening. Many times this follow up will be in a written format so that there is a paper trail of student learning. Such follow-up enables you to see what they were able to ascertain while listening, thus serving as an authentic assessment of sorts.

19. Define Active listening and mention the importance of it in your own words.

A) Listening actively requires concentration and emotional effort. Active listeners won't judge the speaker, but will try to understand what the speaker is saying. In other words, active listeners respect the speaker's point of view. Active listeners, listen for the intent and emotions behind the words so that they can better understand your line of thought.

The importance of listening extends far beyond academic and professional settings. Understanding how to practice good communication even in your day to day life, among friends, family, and significant others, is important for a number of reasons: fostering good self-esteem, maximizing productivity, improving relationships, and even becoming a better speaker.

Listening is important in personal lives, daily activities and a career and employment environment. Many top employers spend money to ensure that their employees are able to effectively listen. They provide seminars; classes and training sessions that are geared toward helping employees learn how to listen better in various situations. This does not simply involve the input of information into the ears but allows employees to better interpret what they have heard when someone else is speaking. Knowing how to listen properly will ensure a greater level of success in a career environment.

Listening is the most important part of communication, because if you fail to understand the message being expressed to you, you will also fail in providing a substantial and meaningful response. This is the root cause of many arguments, misunderstandings, and complications, whether at home, school, or work.

20. What is the importance of learning sounds in English? Write down the Monophthongs with examples.

A) Pronunciation is a very important skill for any English language learner. There are many important reasons to why, all students need to focus on correct form and pronunciation

Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost you a job, a relationship or just be plain frustrating. Communication, especially in today's international world of school and business is so important. Pronunciation helps you acquire English faster. The earlier you focus and master the basics of English pronunciation, the faster you'll become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

## Monophthongs

S.No		Examples	Classification of tongue positions for vowels.
1	/i:/	Each, sea	Front close unrounded
2	/ɪ/	In, pit	Front unrounded vowel between close and half-close
3	/e/	Egg, Fend	Front unrounded vowel between half-close and half-open
4	/æ/	And, mat	Front unrounded vowel just below the half-open position
5	/ɑ:/	Ask, flask	Back open unrounded
6	/ɒ /	Off, lot	Back open unrounded
7	/ɔ:/	All, tall	Back rounded vowel between half-close and half-open
8	/ʊ/	Pull, sugar	Back rounded vowel between close and half-close
9	/u:/	Food, stool	Back close rounded vowel
10	/ʌ/	Up, fun	Central unrounded vowel between open and half-open
11	/ɜ:/	Earth, yearn	Central unrounded vowel between half-close and half-open
12	/ə /	Sofa, alike	Central unrounded vowel between half-close and half-open

# PART-C SOLUTIONS

@Sneha

1. Write a short note on listening for general information and specific information?

A. Listening for general information: The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student

Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening. As you listen, you need to recognise when the information is about to be given, and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether information is stated or not.

2. What do you mean by "assumption" and explain with a real-life example?

A. An assumption is something that you assume to be the case, even without proof or assumption is something that is accepted as true or as certain to happen, without proof. For example, people might make the assumption that you're a nerd if you wear glasses, even though that's not true.

3. Write the differences between active listeners and superficial listeners with examples

A. Active listeners are very concentrated and put their emotional effort while listening to the speech. Whereas, A superficial listener hears what you are saying but does not grasp the point you are making.

Active listeners try their best to understand what the speaker is saying and why they are saying it. On the other hand, a superficial listener listens only for the basic meaning of the spoken words and takes no notice of body language, voice tone, and other subtle forms of communication.

4. What are the aspects to improve listening comprehension? Discuss in detail.

A. The following are the methods to achieve effective listening comprehension.

1. Set the purpose Students need to understand the purpose for listening to get the most from the experience. Having an explicit purpose in mind will help them know where to focus, enabling them to achieve success.

2. Set the stage Getting ready to listen is like getting in the zone or warming up. A good first step in setting the stage is to tell students the purpose for listening. A second step is to prepare the environment. Eliminating background noise, sitting in an appropriate configuration, and third, telling students what will transpire after they have listened are three ways to set the stage for listening.

3. Provide follow up Immediately after students have listened, hold them accountable for whatever it was that they were attending to when listening. Many times, this follow up will be in a written format so that there is a paper trail of student learning. Such follow-up enables you to see what they were able to ascertain while listening, thus serving as an authentic assessment of sorts.

5. Give an account of different types of listeners with examples.

A. You can group different types of listeners into four main categories:

- Non-listeners
- Superficial listeners
- Logical listeners
- Active listeners

(Part B Answer to the 17th Question)

6. Out of the various types of listeners listed, which one is the bad one and why? What can be done to prevent it and become a good listener?

A. Can be written in own words

7. Describe a time recently when your ability to listen was impaired by the poor delivery and content of another person.

A. Can be written in own words

8. What are the sounds of English language? Explain them with examples.

A The Sounds of Language is an introductory guide to the linguistic study of speech sounds, giving equal weight to both phonology and phonetics.

Phonology is the study of the basic sounds and speech patterns of a language.

Phonetics looks at the physical production of sounds, focusing on which vocal organs are interacting with each other and how close these vocal organs are in relation to one another. These sounds are classified into two types:

1. Vowel Sounds (20)

## 2. Consonant Sounds (24)

(Part B Answers to the 10th and 11th Questions)

9.Explain the key aspects for effective listening.

**A.** The key aspects for effective listening are:

1. Face the speaker and maintain eye contact.
2. Be attentive, but relaxed
3. Keep an open mind.
4. Listen to the words and try to picture what the speaker is saying.
- 5.Wait for the speaker to pause to ask clarifying questions.
- 6.Try to feel what the speaker is feeling
- 7.Give the speaker regular feedback
- 8.Pay attention to what is not said—to nonverbal cues

**(Elaborate in your own words)**

10.Discuss the process of communication with an example taken from your classroom lectures

**A. Can be written in own words**