



# Centre for Modern Languages

## UCU 111: communication Skills

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# Course Outline

- History of communication
- The nature of communication
- Basic concepts of communication
- Forms of Communication
- Models/Theories of communication
- The 4 Skills
- Modern Communication:

Emotional intelligence

Body language

Vocal tones

Use of ICT



# History of Communication

- Cave paintings, a form of art rock, dating to the Upper Palaeolithic age
- Petroglyphs, carvings into a rock surface
- Pictograms and ideograms preceded writing
- Pictograms evolved into **ideograms**
- **Ideograms: graphical symbols that represent an idea.**

# Evolution of telephone





# Cave painting



of KIGALI

25/11/2021

Labor for the future

# 15<sup>th</sup> century printing press





# 18<sup>th</sup> century mail



# Definition of Communication

- Theodorson and Theodorson (1969): transmission of information, ideas, attitudes or emotions from one person or group of people to another person or group of people.
- (Osgood 1957): a situation where one system-the source influences another- the destination, by manipulation of alternative symbols which can be transmitted over the channel that connects them.



# Assignment I (Group work)

READ THE HISTORY OF  
COMMUNICATION AND SUMMARISE IT  
IN ONE PARAGRAPH:

LINK:

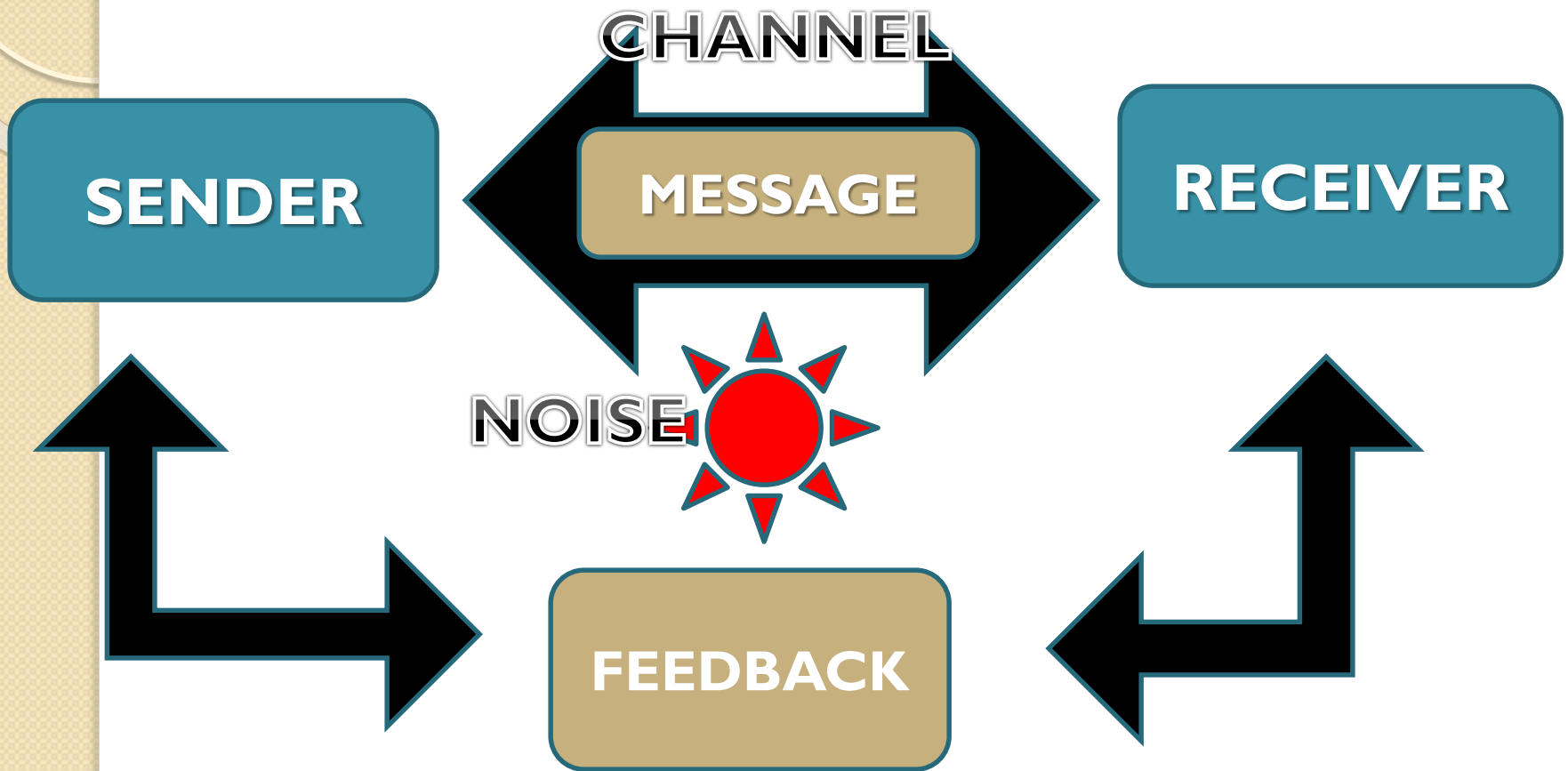
[HTTPS://WWW.G2.COM/ARTICLES/HIST  
ORY-OF-COMMUNICATION](https://www.g2.com/articles/history-of-communication)



# Elements of Communication

- Sender
- Receiver
- Message
- Channel
- Feedback/Response

# Communication Process



# Key Processes

- **Encoding:** the translation (sorting and packaging) of the message into a language or (experiences) that the sender thinks will transmit the message effectively.
- **Decoding:** It refers to the ability of the audience/receiver to interpret and understand (unpack) the message that has been sent to him/her.



# The Channel

- verbal channel
- visual
- Audio
- Audio - Visual

# Function of Communication

- Education
- Social, political and economical engagements
- Entertainment.
- Give and receive instructions
- Persuasive function in society
- Control the behaviour
- Social interaction
- decision making process

# 5Ws of the Communication Process

- **Why? (Purpose):** *Why am I communicating? What is my real reason for writing or speaking? What am I hoping to achieve? Change of attitude?*
- **Who? (Receiver):** Who exactly is my audience? What sort of people are they? Personality? Education? Age? Status? How are they likely to react to the content of my message?
- **Where? (Place and Context):** Where will they be when they receive my message? In their office close to other relevant material or isolated from the problem so that I may need to remind them of the facts?
- **When? (Time):** Is the time appropriate?
- **What? (Subject):** What exactly do I want to say? What do I need to say?
- **How? (Channel):** How will I send the Message



# BARRIERS TO EFFECTIVE COMMUNICATION IN BUSINESS:

Anything that interferes or distorts our ability to send or receive messages is called a **barrier**.

1. **Differences in perception:** The way we view the world is largely determined by our past experiences, so people of different ages, nationality, cultures, education, occupation, sex, status, personality and so on will have different perceptions and will each perceive situations differently. Differences in perception are often at the root cause of many other barriers to communication.
2. **Jumping to conclusions:** We often see what we expect to see, and therefore hear what we expect to hear, rather than what is actually there. This may lead us, as the saying goes “to put two and two together and make five”. Eg: Muslim – terrorism, Women are weak, Africans are poor etc
3. **Stereotyping:** Because we have to learn from our past experiences, we run the risk of treating different people as if they are the same.





# CONT...

**4. Lack of knowledge:** It is difficult to communicate effectively with someone who has very different background from yours, or whose knowledge of the particular subject of discussion is considerably less than yours. Of course it is possible, but it requires skill on the part of the communicator to be aware of the discrepancies between the levels of knowledge and communicate accordingly.

**5. Lack of interest:** This is one of the greatest barriers to overcome if the receiver lacks interests in your message. Where the lack of interests is obvious and understandable you must work particularly hard to angle your message to appeal to the interests and needs of the receiver.

**6. Difficulties with self-expression:** if, as the communicator, you have difficulty finding the words to convey your ideas, this will clearly be a barrier and you must work at improving your vocabulary.



# CONT...

**7. Emotion:** The emotions of either the receiver or communicator can also prove to be a barrier-any strongly felt emotion is liable to prevent almost anything but the emotion being communicated.

**8. Personality:** Often our behaviour can affect the behaviour of the other. This kind of “clash of personalities” is one of the most common causes of communication failure. We may not be able to change the personality of others, but at least we should be prepared to consider our own personality to see if a **change in our behaviour** may result in more satisfactory relationship.



# Forms of Communication

- The context-that is the place, the purpose and the people involved
- How the information moves within an organisation or society
- How communication is produced

# Context

- Inter-personal level of communication.
- Intra-personal communication
- Group Communication
- Mass Communication



# Levels of Communication Flow

- Up-down flow of information
- Down-up ward communication
- Horizontal
- Zig- Zag

# How Communication is produced

- **Verbal Communication.** This is subdivided into Oral and Written communication.
- **Non-Verbal Communication.** No word is used in the communication process

# Types of Non Verbal Communication

- Facial Communication
- Gestures
- Touch
- Space
- Vocal effects
- Smell
- Ornaments

# Group work per department

Discuss:

1. What are the possible communication barriers in your field of study?
2. How to overcome those barriers for effective communication?



# Verbal Communication

- Use of words
- Spoken and written

# 4 Communication Skills

- **Oral skills**

Listening

Speaking

- **Written skills**

Reading

Writing



## Receptive skills

- Listening
- Reading

## Productive Skills

- Speaking
- Writing

# Communication skills

# Listening

- It is the process through which people acquire information, knowledge and data from the speakers.
- Listening is a Receptive Skill of Communication.
- The importance of listening is twofold. On one hand, it enables people acquire information that they can later use in writing and speaking.
- On the other hand they enable the audience participate fully in a communication event.

# Listening Barriers

- **On-off listening:** This comes from the fact that most people think four times faster than the average person can speak.
- **Red-Flag listening:** To some people, certain words are like a red flag. When they hear them, they get upset and stop listening
- **Open ears–closed mind listening:** Sometimes “listeners” look at people intently, and seem to be listening although their minds may be on other things or far away.



...cont...

- **Too-deep-for me listening:** situation when listening to ideas that are too complex and complicated
- **Don't-rock-the-boat listening:** Favourite ideas, prejudices, and points of view overturned; many do not like to have their opinions challenged.



# Facilitative Listening Skills

- **Paraphrasing:** message is transferred into the listeners own words or understanding.
- **Mirroring:** listener repeats the speaker's exact words
- **Q&A:** Asking questions after a speaker
- **Encouraging:** Body reactions like nodding the head and silence

# The Listener

- purpose of the listener to attend
- Listener's knowledge and interest in the subject
- listening skills of the audience
- attitude of the listener

# The Listener

- entertained, informed, advised or guided
- listeners knowledge and interest in the subject
- the listening skills of the audience
- attitude of the listener towards him/herself, the speaker and the subject

# Practice: Attending a meeting

- Practice the listening of each other in decision making
- Collaboration
- Delegation of power
- Role sharing
- Minutes taking

# Reading

- Reading means to construct meaning from text.
- Reading is considered as a Receptive Skill of Communication
- Reading is a process that must include thinking before, during, and after reading.
- We read in order to get MEANING and UNDERSTANDING.

# How to improve your comprehension during reading:

- Begin from what you already know (activating prior knowledge).
- Always try to make sense of what you are reading (context).
- Ask yourself questions; before, during and after reading
- Predict and think about what will happen next in the text, or how your questions will be answered.





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- Read with a purpose. Know why you are reading and what you are reading to find out.
- Know that as a good reader you often **REREAD** parts of, or even, the whole text two or more times in order to make sense of what you are reading.

# The SQ4R Method of reading

- SURVEY (S)
- QUESTIONS (Q)
- READ (1R)
- wRITE (2R)
- RECITE (3R).
- REVIEW (4R)

# Reading process

The reading process involves 5 stages:

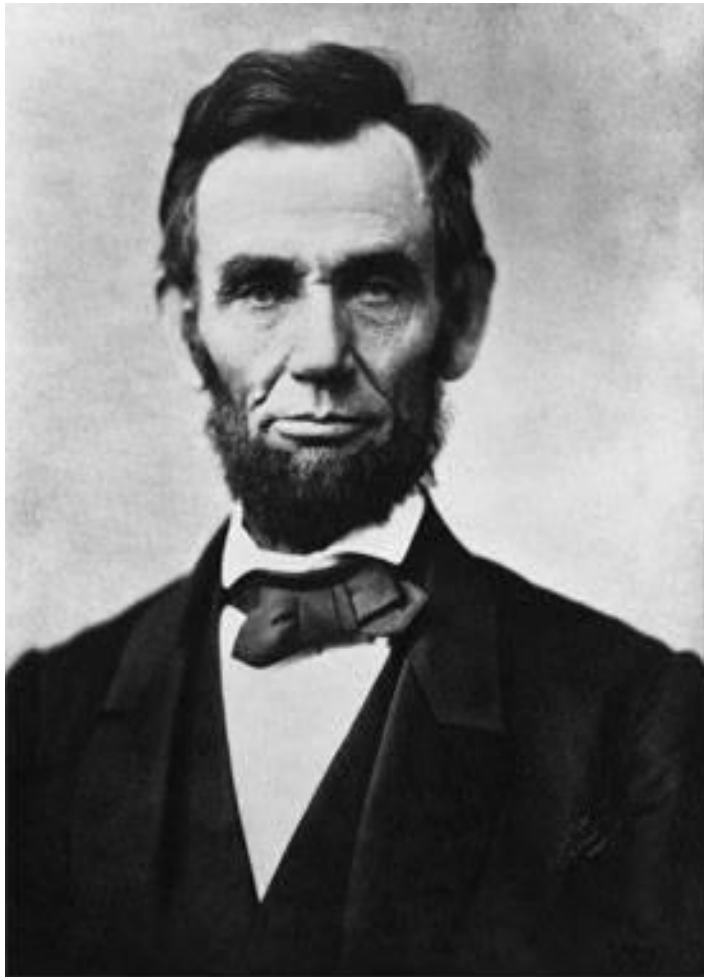
1. Pre-reading
2. Reading
3. Responding
4. Exploring
5. Applying

# Pre-reading

Pre-reading strategies include:

- Activating background knowledge
- Setting purposes for reading
- Making predictions and previewing a book
- Going on a Picture Walk
- Making a map
- Questioning and making predictions about a story





“Don’t believe  
everything you  
read on the  
Internet just  
because there’s  
a picture with a  
quote next to it.”

—Abraham Lincoln

WeKnowMemes



# Reading

*During reading a number of strategies are used to make meaning:*

- ❖ **Making Connections**
- ❖ **Predicting (best guesses)**



# Responding

- ❖ Interact with a text
- ❖ Ask and answer questions
- ❖ **Synthesizing** (Summary of key points)

DON'T FACEBOOK  
YOUR PROBLEMS.  
FACE THEM.

# Reading practice

***Using 5 reading processes, read the article “They are still our slaves”:***

***<http://pridemagazine.wordpress.com/2006/04/26/they-are-still-our-slaves-very-enlightening-article-think-about/>***

- **“They Are Still Our Slaves”**



# Exploring

- ❖ Comparing to another book
- ❖ Drawing a picture about the story
- ❖ Discussing favorite parts or elements of a story
- ❖ Answering questions

# Applying

- ❖ Story retelling all or part of a story
- ❖ Writing new ending
- ❖ Playing a game related to the story
- ❖ Creating a radio play or other kind of performance

## Reading literary works

- Poems
- Short stories
- Novella
- Novels
- Drama
- Biography
- etc

## Reading literacy works

- Essays
- Hand books
- Instructional modules
- Scientific books

# Read with a purpose in mind

# Meaning

- **Explicit Meaning**
- **Implicit Meaning**



# Questions to answer at every stage

## **1. Pre-reading**

What is the purpose of reading this text?

## **2. Reading**

What is the information I am getting from this text?

## **3. Responding**

What are the key message from this text? Is the message true or wrong?

## **4. Exploring**

How this message is related to previous knowledge (or books), I read before?

## **5. Applying**

What am I going to do after reading this story?





Reading  
can  
seriously  
damage  
your  
ignorance

# Speaking Skills

- Speech is one of the most important and frequently used medium of communication.
- Speaking is considered a Productive skill of Communication.
- Speech is a productive skill of a language where the speaker uses vocal symbols to pass over a message to his audience.

# Elements of a Speech

- **The Speaker**
- speaker's purpose
- Speaker knowledge
- speaker's attitude to self
- speaker's attitude to the audience
- attitude of the speaker to the subject
- degree of credibility of the speaker

# Speech acts are acts of communication: Doing things with speaking

- John Austin published a book “How to do things with words”
- He described that speech act is an action. You speak and you do an action
- Speech acts use language to communicate intentions



# Speech act theory: 3 main acts

- **Locutionary act**

A speaker says something: Question, request, order, command, etc

- **Illocutionary act**

A speaker's communication intention: Response, obey, perform, etc

- **Perlocutionary act**

The receiver's thought, feelings, or attitudes are affected



# How to achieve intended communication (Illocutionary act)?

Master:

- Context and role of the speaker  
(Felicity condition – appropriateness)
- Intonation and stress (including voice)
- Related verbs (Performing, descriptive, ordering, requesting, etc)

# Assignment: Speech writing

- Write a speech about an idea that you want to communicate and present it to our class.





# Main steps to write a speech

1. Select a topic
2. Draft your speech and outline it
3. Write your speech
4. Read your speech out and correct it
5. Prepare non-verbal communication  
(Gestures, voice, cloths, hair, beard, decoration)
6. Peer feedback or from speech writer

# Selecting a topic

- Purpose: Why? Select a topic that meet your mission
- Message: Make sure the message is clear
- Context: Regulate your message to time, place and your role
- Intended feedback from the audience

# The Message

- content
- Structure of content
- Style in speech



# Structure of a speech

- Introduction

Start with formal titles of honorables, greet the audience, outline the main message, and involve the audience in your speech

- Body

Provide details and convincing points (at least 3)

- Conclusion

Summarise the core message and call for actions



# Read a speech

## Examples:

### 1. The Speech that Made Obama President

- <https://www.youtube.com/watch?v=OFPwDe22CoY>

### 2. I have a dream

<https://www.youtube.com/watch?v=vP4iYITtS3s>

### • 3. Mandela first speech

<https://www.youtube.com/watch?v=b0xtQ9Cw25U>

- For argumentation: Nelson Mandela's iconic speech | Sport has the power to change the world

<https://www.youtube.com/watch?v=yI-7w-bJCtY>

# Writing Skills

- Writing-sometimes referred to a literary communication- is one of the most important skills that are employed in the field of communication.
- It is defined as the art of communicating through written symbols.
- It also makes the storing of information without straining one's memory

# Barriers to Proper Writing

- Poor Punctuation
- Ordering of ideas
- Relating idea
- Irrelevancy and repetition
- Poor choice of words (diction)
- Spellings

# The process of writing

- Planning Involves gathering ideas and focusing on the topic: Topic selection, gathering ideas, extensive reading and interpretation.
- Shaping -Considering how best to organize your ideas on pen and paper. Shaping involves: -Determining the tone - Drafting a statement -Outlining ideas



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- Drafting
- Revising
- Editing
- Proof reading

# Basic Guideline for Effective Writing

- Avoid complex words where the simple ones can do.
- it is better to use simple sentence constructions with the key points coming first
- The other issue that writers should pay attention to is punctuation.
- spellings



# Paragraphs

- A paragraph is a group of sentences that work together in unity to explain an idea.
- It can also be described as a group of sentences that work to develop a unit of thought.
- Paragraphing permits you to subdivide material into parts and arrange those parts into a unified whole that effectively communicates its message.



# Paragraph

- clear
- specific
- Short
- In line with your argument
- Must indicate your position

# Where to start?

Write a correct sentence.



# Simple Sentence

- A simple sentence contains a subject and a verb, and it may also have an object and modifiers.

Examples:

**She** wrote.

**She** completed *her literature review*.

**He** organized *his sources* by theme.

**They** studied *APA rules* for many hours.

# A compound sentence

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Examples:

- **She completed her literature review, and she created her reference list.**
- **He organized his sources by theme; then, he updated his reference list.**
- **They studied APA rules for many hours, but they realized there was still much to learn.**



# Complex sentence

A complex sentence contains at least one independent clause and at least one dependent clause. Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Examples:

- *Although she completed her literature review, she still needed to work on her methods section.*
  - Note the comma in this sentence because it begins with a dependent clause.
- *Because he organized his sources by theme, it was easier for his readers to follow.*
  - Note the comma in this sentence because it begins with a dependent clause.





# Compound complex sentence

- Sentence types can also be combined. A compound-complex sentence contains at least two independent clauses and at least one dependent clause.
- Key: independent clause = **yellow, bold**; comma or semicolon = pink, regular font; coordinating conjunction = green, underlined; dependent clause = *blue, italics*
- **She completed her literature review, but she still needs to work on her methods section** *even though she finished her methods course last semester.*
- *Although he organized his sources by theme,* **he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization.**
- *With pizza and soda at hand,* **they studied APA rules for many hours, and they decided that writing in APA made sense** *because it was clear, concise, and objective.*



# Independent clause

- **Independent clause:** An independent clause can stand alone as a sentence. It contains a subject and a verb and is a complete idea.

Eg:

I am teaching communication skills.

I like books.



# Dependent clause

- **Dependent clause:** A dependent clause is not a complete sentence. It must be attached to an independent clause to become complete. This is also known as a subordinate clause.

**Eg: Because he reads many books,...**

# Essays

- Narrative: Giving an account of events. It is mainly used in Fiction, creative writing, history
- 2. Descriptive: Describe people, events, places, things e.g. history

# Essay

- 3. Expository/Explanatory: This is advanced descriptive writing that describes events and people in depth. It involves defining, explaining and expounding on an idea
- 4. Argumentative/ persuasive also called Academic writing

# Difference between Writing and Speaking

- Writing is usually permanent and written texts cannot usually be changed once they have been printed/written out.
- A written text can communicate across time and space
- Written language tends to be more complex and intricate than speech
- Writers receive no immediate feedback

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- Writers can make use of punctuation, headings, layout, colours and other graphical effects in their written texts.
- Written material can be read repeatedly and closely analysed, and notes can be made on the writing surface.
- Some grammatical constructions are only used in writing,

# Revision

- ❖ Communication process
- ❖ Five steps of reading effectively
- ❖ Productive and receptive skills
- ❖ Channels of communication
- ❖ Writing an essay



# Revision

- **Communication channels**
- **Verbal communication**
- **Non -verbal communication**
- **Essay writing**
- **Comprehension and reading**
- **History of communication**