

■ 2.4.2. Speaking Skills

Tarigan (1990) defines that speaking is a language skill that is developed in the life, which is produced by listening skill and at that period speaking skill is learned. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language itself. Infact, most of the students get difficulties to speak, even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful.

The Importance of Speaking Skills

A person who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact those things can serve to turn a listener off. They feel inadequate and frustrated if someone is using fancy language.

1. Communicating, to whatever size of audience, requires the speaker to encourage people to listen, engage, take on board what is being said and process that information with a view to do something with it. People will only listen if they feel that the speaker is talking to them, interested in them, is speaking their language. Using the type of language they feel comfortable with, is the key.
2. Giving something away is important. Giving them insights, an advantage, information is an important part of speaking skills. Establishing what the audience wants to hear is crucial.
3. Encouraging people to communicate back is equally important. Good speaking skills are about encouraging people to share, to give information that will enable the relationship to progress. If only one person speaks it is a one-way exchange. In a smaller environment it is often important to have feedback so that the conversation progresses in a satisfactory manner.
4. Humour is a good tool in speaking skills. It keeps the situation light and helps everyone relax a little. Also, not being too perfect in delivery can be a skill. If someone seems very polished and smooth he seems to be removed from audience. But if he seems to be unpolished he can be regarded as unprofessional and disrespectful. Getting the balance right is a skill in itself.
5. The use of inclusive language is important. Talking about ‘us’ and ‘our’ rather than giving instructions and directives demonstrates respect and teamwork.
6. Demonstrating interest in the listener is key. A good salesperson will talk to a potential customer first to establish what he is looking for. Building a connection with customer enables

■ 2.4.4. Writing Skills

Writing is the representation of language in a textual medium through the use of a set of signs or symbols.

The art of explaining ideas, thoughts, feelings on a plain paper is called writing.

It is distinguished from illustration, such as cave drawing and painting and the recording of language via a non-textual medium such as magnetic tape audio.

Difference between Writing and Speech

S. No.	Writing	Speech
1.	It is permanent.	It is transient.
2.	It can be used to communicate across time.	It is used for immediate interactions.
3.	It receives no immediate feedback.	It receives immediate feedback.
4.	Punctuation, headings layout, colour in their written text.	Punctuation, headings layout and colour are not available in speech.
5.	Written material can be read repeatedly.	Written material cannot be used repeatedly.

Writing Process

There are five steps of writing process as discussed below :

- (a) Prewriting
- (b) Drafting
- (c) Revising
- (d) Editing
- (e) Publishing.

(a) Pre-write : Before starting the pre-write it is important that students should know what exactly you will be looking for when assessing their writing. For this reason, it is better to use self assessment before you even begin writing the pre-write.

When students complete a pre-write they are simply preparing a plan-of-action before actually writing a draft. Pre-writes can be basic or they can be complex. The amount of detail required is up to that person who is writing and will depend on the type of writing.

It should be clear that there is no need for pre-writes to be perfect and they are plans that can be changed. Pre-writes assist writers in organizing and planning a piece of writing. They do not have to contain perfect grammar (that is for the final draft) and should be viewed as a tool for improvement.

One should take this part of the writing process seriously. As always, be sure to model what you expect from your students. One should have clear idea of pre-writing if you want to be successful. However, the opposite is also true. With specific guidelines and expectations, you can flourish.

(b) Rough Draft : It is probably the easiest step to study, because it is the step with which you are most familiar. You have been writing rough drafts since you were in kindergarten ; the problem is that many of them have only been writing rough drafts. They have not been pre-writing, revising and editing. That is where your challenges will lie.

Make drafts, take suggestions from here and there, but be positive, revise and edit it. When you start your rough drafts, make sure to use your pre-writes to improve writing.

Rough drafts are not used for perfection. You are simply making sure the pre-write was followed, the amount of work required was finished.

Given below are some important points to remember, while writing rough draft.

- (i) Gather all the materials that you will need. Collect all the notes, books and partial drafts. Set out your word processor or pens that work and plenty of paper. Other valuable items ; a dictionary and/or a thesaurus, a stylebook, a grammar book.
- (ii) Set aside a substantial period of time *i.e.*, 2 or 3 hours to get started and take your phone off.
- (iii) Develop the notes. Read over your notes, lay them aside and write one or two paragraphs in your own words explaining the main point, the essential message you have learned and are trying to communicate. This may become your introduction or conclusion.
- (iv) Make an outline. The outline may be a list of topics, of sentences or of questions you intend to answer. Put in a group similar ideas ; consider in what order you want to present it to the reader. Then, arrange all your notes in order according to this outline.
- (v) Pause and relax for a moment. Visualize the reader in your mind's eye : a professor, a fellow classmate, one person to whom you are addressing the ideas. Imagine his or her culture and life style, vocabulary and knowledge of your topic. Imagine that he or she is friendly towards your ideas but does not want to be bored. As you write and speak to the person.

- (vi) **Tell your story quickly** : Don't feel you have to start with introduction. Pick up the first one or two note cards and read them. Speak naturally and honestly in your own words through your computer or pen. Write quickly, using whatever words come easily to you. Don't worry about grammar or spelling or finding a "best" word. Don't try to impress. Don't censor your thoughts. Just be yourself on paper. If you get stuck, stop and take a break. Consider talking your ideas into a tape recorder if that is easier for you and then transcribing them. You might ask a friend to listen to your ideas and write them down as you talk.
- (vii) Work for short periods of time. Finish a paragraph or section, then **take a break** and relax for a few minutes. Give yourself credit for what you are accomplishing.
- (viii) **Include all your ideas** and information in this first draft. If some of it is irrelevant, remove it later.
- (ix) **Double or triple space**, whether typing or handwriting, so always have room to make changes later and whatever else you assigned was completed.

(c) Revise : It is critical evaluation of a text, events and objects. It is the most important part of writing process like pulling teeth. Revision is totally necessary and arguably. There is no definite method of revision. Some critical thinking is necessary before beginning revision.

Remember though, that revising is not the same as editing. In revision, you are looking for way to improve wording and sentence structure. In editing, you are simply correcting grammar mistakes.

If you have time, you may want to break-up the revision process into a few days. One day you can work on your vocabulary. For example, getting rid of the word "very" and replacing it with a better word or just dropping it altogether. Another day, you can add introductory phrases to some of the sentences. It is upto you what is required. Just be specific. If you require introductory phrases, use in each paragraph. The more specific you are the more successful you will be, because you know what is expected.

(d) Edit : By this point, pre-writes and rough draft have been completed and revision has been made. They are now at the last step in the process. They are ready to edit.

Many people get this step confused with revision. Both are done after the rough draft has been written and both involve checking the draft for errors and seeing what corrections can be made to improve the draft. The difference is that editing is only about grammar, punctuation and spelling. Everything else is done.

Just like with revision, it is important to be very specific when editing. It may help to give a checklist of items to look for. Like revision, editing can be broken up into a few days. This will not only allow you to spend more time on a specific skill, it will also keep you engaged.

Editing is a great time to learn mini-lessons related to grammar, punctuation and spelling. A mini-lesson is a 5 – 10 minutes lesson that teaches one specific skill.

(e) Final Draft : The fifth and final stage of the writing process. If you typed the rough drafts, which is recommended due to all the revisions and editing, it is now time to go back and retype them, adding all the changes and corrections that have been made.

After you retype the matter, make sure to use spell check to catch any spelling errors which may have been accidentally missed. Then, reread the matter before printing. It saves paper and ink. Proofreading the paper to catch mistakes is also used that you may have missed in your own writing. This really depends on the age and skill level of the students.

There is one more step that you may choose to take, depending on the amount of time available, share matter with the class. This can be very time consuming. So, one way around it is to have pick their best sentences or paragraphs and share those instead of whole matter.

■ 2.4.5. Critical Thinking and Problem Solving

Concept and Definitions

Everyone experiences problems from time to time. Some of our problems are big and complicated, while others may be more easily solved. There is no shortage of challenges and issues that can arise on the job. Whether in an office or on a construction site, experiencing difficulties with the tasks at hand or with co-workers, the workplace presents ongoing challenges on a daily basis. Whether these problems are large or small, they need to be dealt constructively and fairly. Having the necessary skills to identify solutions to problems is one of the skills, that employers look for in employees.

“Problem solving and critical thinking refers to the ability to use knowledge, facts and data to effectively solve problems. This doesn't mean to have an immediate answer, it means to be able to think on your feet, assess problems and find solutions. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill that employers value greatly”.

“The process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information to reach an answer or conclusion”.

“Reasonable reflective thinking focused on deciding what to believe or do”.

Steps in Problem Solving

An organization needs to define some standards of problem solving, so that leadership can effectively direct others in the research and resolution of issues.

Finding the right problem to solve ✓

Defining the problem ✓

Analyzing the problem ✓

Developing possibilities ✓

Selecting the best solution ✓

Implementing ✓

Evaluating and learning ✓

Approaches of Problem Solving

As problem solving is a key managerial function, attention is focused on performing the function effectively as possible. We may very briefly discuss some of the major approaches, which are available to managers to aid them in problem solving activities. We classify them as traditional and modern approaches for problem solving.

Traditional Approaches for Problem Solving

- (a) Habits
- (b) Standard operating procedures
- (c) Organizational structure.

Modern Approaches for Problem Solving

- (a) Creative approach
- (b) Participative approach
- (c) Heuristic approach.

Traditional Approaches for Problem Solving

- (a) **Habits** : When faced with repetitive, routine problems, managers try to solve them through established habits. They are from experience and learning and are internalized or programmed in the form of certain set responses to problem. No conscious thinking is needed for applying the approach of habit for problem solving.
- (b) **Standard Operating Procedures** : They are slightly above habits. They are also known as organizational habit pattern. They are in the nature of standing plans to ensure consistency in problem solving. They are more formal and are also amendable for modification, unlike habits.
- (c) **Organizational Structure** : Organizational structure is the systematic traditional means for problem solving. It is the web of authority and activity relationships.

Modern Approaches for Problem Solving

- (a) **Creative Approach** : Creative thinking is needed for solving novel and non-routine problems. Creativity refers to ability to generate new ways of doing things. Brainstorming is the one of the creative technique, involves use of the brain to find different ideas which can solve a critical problem. It is a group based technique. Members of a group are encouraged to throw up a light on all possible solutions to a problem.
- (b) **Participative Approach** : Employee participation in management and problem solving is often hailed as industrial democracy. The participative approach has several possible attributes for problem solving purpose. Involvement of individual and group improves the quality and enhance employee motivation and morale.
- (c) **Heuristic Approach** : It is a sophisticated type of trial and error approach to find the solution of complex problems on a step by step basis. It recognizes the reality that complex and strategic problems cannot be too rational and systematic. There is a great possibilities for using computers to employ heuristic technique for solving major strategic problems.