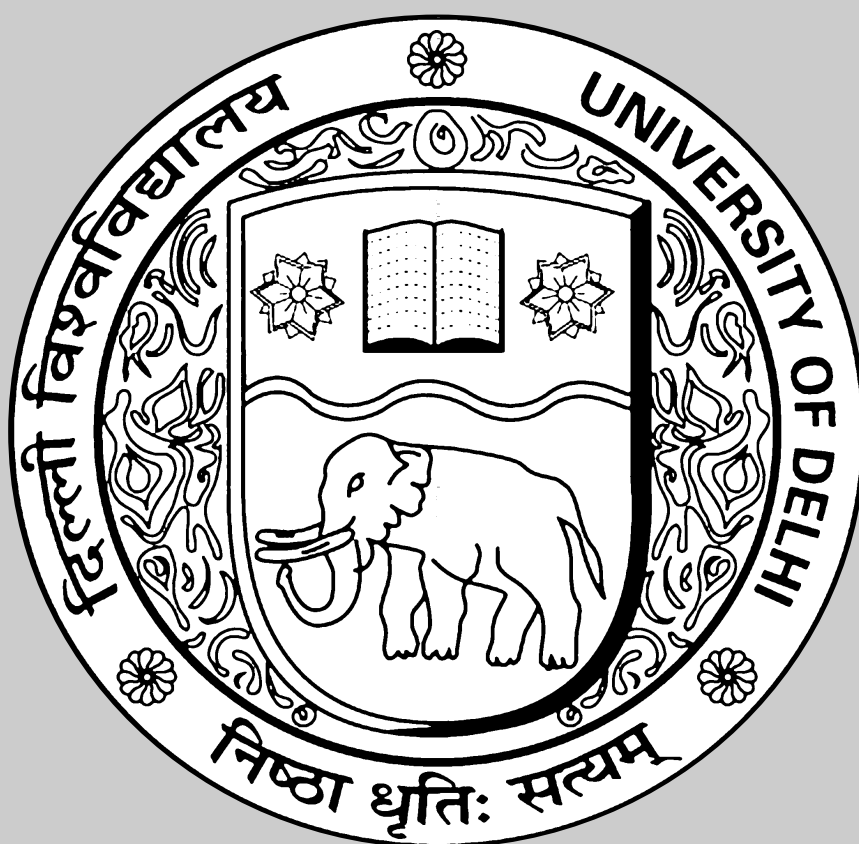


Ability Enhancement Compulsory Course (AECC)

Semester-I/II

Communication – English A/B/C

Study Material



SCHOOL OF OPEN LEARNING
UNIVERSITY OF DELHI

*B.A.(Programme), B.A.(H) Political Science,
B.A.(H) English, B.Com.(P), B.Com.(H)*

Ability Enhancement Compulsory Course
Semester I/II
Communication – English A/B/C

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Theory of Communication: An Introduction

1.1 Introduction

Communication is a feature which makes human beings different from other animals as we use language to communicate which other animals do not. To understand human culture as well as civilization, it is essential therefore to study human communication. Moreover, it is also true that success people in this world are always better communicators and therefore it is essential that we learn to be effective communicators so as to achieve our goals in life. Communication in English Language has been one of the prime focus of English language teaching as English is not only a global language but also a link language which makes one marketable almost throughout the world. In this Unit, we will try to understand the basic tenets and modes of Communication as well as learn how to be effective communicators. Some Parts of this chapter are taken from the book *Communication Skills: Theory and Practice*, published from Bookage Publications, New Delhi. This Unit has shortened parts of some chapters from the book so as to make it crisp and concise and you are advised to go through the book for detailed study of the given topics in this unit.

1.2 Learning Objectives

By the end of this chapter you should have learnt about:

- The concept of Communication
- Human Communication Vs. Animal Communication
- Effective Communication
- Some Significant concepts related to Communication

1.3 Communication

The word “communication” is used to mean any activity in which information, emotions and feelings are conveyed from one to another. The word “communication” is derived from the Latin word “communicare” which means ‘to share’, that is, to share information, ideas, emotions, knowledge amongst people - to share meaning. It is also thought that the Latin word “communis” which means ‘commonness’ is another root word for communication. Communication is the commonest thing that each of us share with fellow human beings. So from that perspective both words “communicare” and “communis” are significant in providing meaning to the idea of communication.

Whether we communicate or miscommunicate, communication has a significant role in our everyday life as we spend a lot of time communicating. We communicate with our friends, family, relatives, colleagues, employers, and with many people we may not know very well and even with perfect strangers. It is only through communication that we fulfill our different needs - whether they are personal, emotional, psychological, educational, social, financial,

professional or cultural. We cannot think of our lives without communication. It is essential to our existence. Therefore we should be able to communicate effectively in a coherent, clear and concise manner as success in our life depends on effective communication.

Even in our professional life, our success depends on effective communication. It is through communication that information is disseminated, distributed, shared among people; it is through communication that important decisions are taken, shared and made known to people within and outside organizations. Moreover companies communicate about their products or services to consumers through advertisements. Thus without communication no business organization can survive. But communication in general and communication in professional world are different as the objectives are different. For example, in today's world, we communicate a lot over our mobile phones. When we talk to our friends, relatives and near and dear ones, we communicate for hours where the communication is not that of need, but of everyday (often nonsensical) things which make the bonding between the communicators strong. But in case of a professional world, it is diametrically opposite, as we need to talk sense in a clear, concise, logical and coherent manner if we want to make a mark. Suppose you are in an office meeting, if you are not able to present your thoughts in a coherent, logical manner then the chances are that your ideas will not have any audience.

1.4 Defining Communication

The word "Communication" has many definitions. In 1970, communication theorist Frank Dance counted more than a hundred distinct definitions of communication proposed by experts in the field. In the years since that survey, even more definitions have surfaced. By drawing from these multiple definitions, we can define communication as a systemic process in which people interact with and through symbols to *create and interpret meanings*.

Generally we define communication as the process of transfer of information between two sources with the information being understood by both. Some remarkable definitions of communication are given below.

- According to Kelly, "Communication is a field of knowledge dealing with the systematic application of symbols to acquire common information regarding an object or event".
- According to Luther, "It is the transmission of commonly meaningful information. It is a process that involves the exchange of behaviours."
- According to A. Kumar, "Communication is the process of making a message understood by satisfying the need sets and ego sets of a receiver."
- According to Katz and Kahn, "Communication the exchange of information and the transmission of meaning - is the very essence of a social system or an organisation."
- According to Dr. McFarland, "Communication is the process of meaningful interactions among human beings. It is a process by which, meanings are perceived and understandings are reached among human beings."
- According to Brown, "Communication is a process of transmitting ideas or thoughts from one person to another for the purpose of creating an understanding in the thinking of the person receiving communication."

- According to Anderson, “Communication is a dynamic process in which, man consciously or unconsciously affects the cognition of another through materials or agencies used in symbolic ways.”
- In the view of Sanborn, “Communication is the process of sending and receiving messages.”
- According to Fauconnier, “Communication is nevertheless an attempt at making common the basic condition for the origin, the existence, and the development of every social relationship.”
- According to MT Myers and GE Myers, “Communication refers to special kind of patterning, which is expressed in a symbolic form. For communication to take place between or among people, two requirements must be met.
 - A symbolic system must be shared by the people involved (we need to speak the same language or jargon or dialects); and
 - The associations between the symbols and their referents must be shared.”
- According to Fortune, “it is the procedure whereby one mind affects another.”
- According to Fearing, “It is a two-way process which cannot be adequately understood in terms of simple engineering or mechanical analogies. It is uniquely a human relationship from which, emerge all civilizations and culture without which, man as we know him, could not survive”.

1.5 Functions of Communication

The function of communication differs from context to context:

1. In the individual context:

- It provides knowledge
- It gives way to commercial success.
- It enforces and adjusts behavioral patterns.
- It helps in socialization and building relationships.
- It creates legends.

2. In the social context:

- It educates people and makes them capable on various fronts.
- It persuades the targeted subjects to buy products and/or services.
- It generates enthusiasm in the minds of the targeted subjects to develop or modify views on particular issues
- It dissuades them from eschewing some habits, products or services that are harmful to them or to the society in general.
- It provides in social revolution and transformation.

- It helps in social revolution and transformation
- It performs incidental neutral functions.
- It builds an image of individuals or of non-business organisations in the minds of the masses.

3. In the organisational context:

- It serves as an essential tool
- It assists in decision making
- It keeps the employees enlightened.
- It informs the employees informed about their obligations.
- It builds good employer-employee relations.
- It facilitates the basic management process.
- It directs with finesse.
- It interacts with the members of the external environments.
- It co-ordinates employees' actions.
- It promotes leadership effectiveness.
- It gives feedback of the lower cadres.
- It evaluates performances for control.

1.6 Effective Communication

To be an **effective communicator**, certain significant things should be kept in mind –

- We must know what the objective of our communication is. Without an aim, we can be good at saying things in an informal setting (like talking to our friends or relatives), but for formal communication, such as in an office meeting or in a seminar or while talking to the boss in office, we cannot merely blabber for no reason at all, we need to have a concrete aim or objective in mind.
- When the objective is set, then the next step is to present our thoughts, emotions, feelings, etc. with clarity and integrity. If we are not able to present our thoughts clearly, then how can we expect the listener/s to understand and respond?
- The medium chosen for communication should be one both the parties are conversant with. For example, we must make sure that we communicate in a language in which the listener/s is/are comfortable. Moreover, we should also choose the medium depending on whether it is written or oral communication.
- An appropriate environment is also necessary for proper delivery of message. Without a proper environment there is always a chance that the message will be misunderstood or not properly understood.
- Paralinguistic features such as tone, pitch voice, pronunciation, appropriate gestures and postures, facial expressions, eye contact, dressing, etc. affect the oral communication process.

- No communication is complete without a feedback. Only when we receive a feedback we know whether whatever we intended has been comprehended by the listener/s or not. Feedback may not always be in the form of a verbal response. If you are presenting a paper and see your listeners nodding their head then you understand that they are agreeing to what you are saying, but if a majority of them are yawning or fidgeting with something or the other, then it is evident that they are bored. The nodding of the head and yawning are examples of body language through which we get feedback of how effective we are in communicating our ideas orally.

1.7 Human Communication Vs. Animal Communication: Charles Hockett

Charles F. Hockett has talked about thirteen design features to talk about the distinctive quality of the human language. The thirteen features are as following:

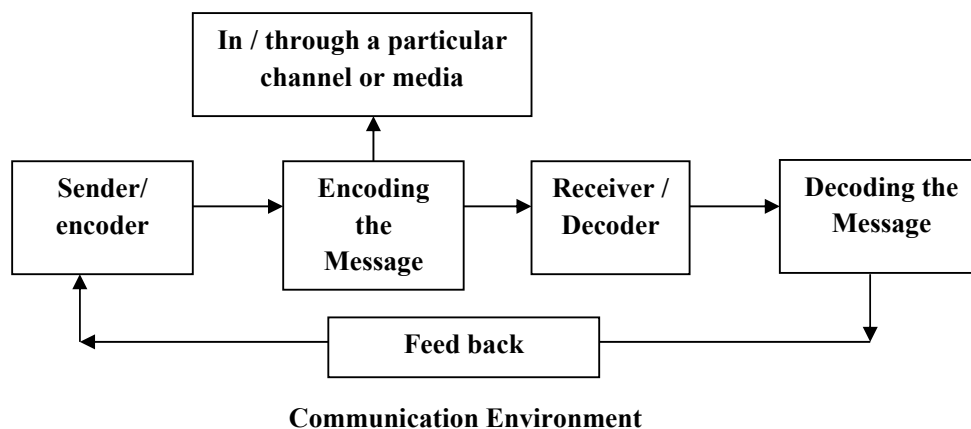
- The “vocal auditory channel” is the most obvious as it is distinct from the other channels like Gesture or the Dancing of the bees etc.
- “Rapid fading” and “broadcast transmission and directional reception” are the next two which stems from the physics of sound and are the unavoidable consequences of the first.
- The significance of “interchangeability” and “total feedback” for language becomes clear upon comparison with other systems. In general a speaker of a language can reproduce any linguistic message he can understand, whereas the characteristic courtship motions of the male and female stickleback are different, and neither can act out those appropriate to the other. For that matter in the communication of a human mother and infant neither is apt to transmit the characteristic signals or to manifest the typical responses of the other. Again the speaker of a language hears, by total feedback, everything of linguistic relevance in what he himself says. Feedback is important, since it makes possible the so-called internalization of communicative behavior that constitutes at least a major portion of thinking.
- The sixth design feature, “specialization” refers to the fact that the bodily effort and spreading sound waves of speech serve no function except as signals. A dog, panting with his tongue hanging out, is performing a biologically essential activity, since this is how dogs cool themselves off and maintain the proper body temperature.
- The next feature is “semanticity.” It is not that a signal meaning that the dog is hot; it is a part of being hot. In language, however, a message triggers the particular result it does because there are relatively fixed associations between elements in messages (example words) and recurrent features or situations of the world around us. For example, the English word “salt” means salt, not sugar or pepper. In the semantic communicative system the ties between meaningful message elements and their meanings can be arbitrary and non-arbitrary. In language the ties are arbitrary. Why should we call “salt” the salt? We have no answer to that. Between the signifier and the signified the relationship is that of arbitrariness. This is the next feature of human language.
- The feature of “discreteness” in the elementary signaling units of a language contrasts with the use of sound effects by way of vocal gesture. There is an effectively continuous scale of degrees to which one may raise his voice as in anger, or lower it to signal

confidentially. Bee-dancing also is continuous rather than discrete. Man is apparently almost unique in being able to talk about things that are remote in space and time (or both) from where the talking goes on.

- This feature – “displacement” – seems to be definitely lacking in the vocal signaling of man’s closest relatives, though it does occur in bee-dancing.
- Another of the most important feature of language is “productivity”; that is the capacity to say things that have never been said or heard before and yet to be understood by other speakers of the language. If a gibbon makes any vocal sound at all, it is one or another of a small finite repertory of familiar calls. The gibbon call system can be characterized as closed. Language is open, or productive in the sense that one can coin new utterances by putting together pieces familiar from old utterances, assembling them by patterns of arrangement also familiar in old utterances. Human genes carry the capacity to acquire a language, and probably also a strong capacity to acquire a new language, and probably also a strong drive toward such acquisition, but the detailed conventions of any one language are transmitted extragenetically by learning and teaching.
- To what extent such “traditional transmission” plays a part in gibbon calls or for other mammalian systems of vocal signals is not known, though in some instances the uniformity of the sounds made by a species, wherever the species is found over the world, is so great that genetics must be responsible.
- The meaningful elements in any language –“words” in everyday parlance, “morphemes” to the linguist – constitute an enormous stock. Yet that are represented by small arrangements of a relatively very small stock of distinguishable sounds which are in themselves wholly meaningless. This “duality of patterning” is illustrated by the English words.

Thus these above mentioned thirteen features of the language of the human beings create a distinctive mark which makes us differentiate between the human sound system and the animal communication.

1.8. Process of Communication



Communication is a process in which at least two individuals are involved – **Sender or the encoder of the message** and **the receiver or the decoder**. The sender has an idea/ need / motivation / desire to communicate to the listener/s and s/he encodes the message in language (it can even be a gesture or paralanguage) and sends the message using a **particular medium / channel** (such as oral or written or electronic) to the receiver/s. The receiver tries to decode so that s/he comprehends what the encoder means/ intends. If the encoder and the decoder share the same basis of encoding and decoding the sounds and symbols, then the communication succeeds. But if the **semantic base** of the sender and the receiver is different, then it leads to miscommunication. Miscommunication or hampered communication can also happen if appropriate channel or media is not used or if the **communication environment** is noisy (we will deal with Noise at greater length while discussing Communication Barriers). This is only one aspect of communication. Communication is complete only when the decoder sends **feedback** to the encoder which tells the sender whether her/his message has been grasped or not.

1.9 Some Terms Related to Communication Explained

- *Active listening*. Process of analyzing and evaluating what another person is saying in an effort to understand the speaker's feelings or the true meaning of the message.
- *Audience*. A group of individuals attending to a common media. They receive communication from the same source, but are not active participants and do not communicate with each other. Collection of individuals who have come together to watch or listen to someone or something, such as to listen to a speech.
- *Brainstorming*. A technique designed to foster group productivity by encouraging interacting group members to express their ideas in a noncritical fashion.
- *Campaign*. In advertising, a large number of ads that stress the same theme and appear over a specified length of time.
- *Chronemics*. The study of how people perceive, structure, and use time as communication.
- *Code*. Set of rules or symbols used to translate a message from one form to another.
- *Communication flow*. The direction (upward, downward, horizontal) messages travel through the networks in an organization.
- *Communication networks*. The patterns of communication flow between individuals in organization. Pre-established patterns dictating who may communicate with whom.
- *Controlled media*. Those media that the public relations practitioner has actual control over, such as a company newsletter.
- *Critical analysis*. Form of research that goes beyond description and explanation to argue for changes in communicative practices that are judged to be oppressive, wrong, or otherwise undesirable.

- *Critical listening*. Listening that judges the accuracy of the information presented, determines the reason-ableness of its conclusions, and evaluates its presenter.
- *Cross-cultural communication*. Communication of different combinations of people. A cross-cultural communication study might compare and contrast Japanese and American negotiation tactics, for example.
- *Decoding*. Process of translating a message into the thoughts or feelings that were communicated.
- *Democratic leadership style*. The leader seeks group member participation in determining group goals and procedures.
- *Downward communication*. Communication from higher members of the organization (i.e., managers, vice-presidents) to members lower in the organizational hierarchy (subordinates).
- *Dyad*. A two-person communication system.
- *Empathic listening*. Listening to understand what another person is thinking and feeling.
- *Encoding*. Process by which the source expresses thoughts or feelings in words, sounds, and physical expressions, which together make up the actual message that is sent.
- *Ethos*. Aristotelian concept associated with persuasion; the personal character of the speaker.
- *Evaluative listening*. Listening to judge or analyze information.
- *Feedback*. Any message that aids a communicator in evaluating the success of previous message(s). The responses of the receiver that shape and alter subsequent messages from the source.
- *Function of communication*. According to Cicero, to entertain, inform, and persuade: to stimulate was added later.
- *Gatekeeper*. Any person (or group) who controls what media material eventually reaches the public. / Editor, reporter, news director, or other person who decides what material is printed, broadcast, or otherwise offered to the public. / Individual who controls the flow of information to a group of people. / An individual who is positioned within a communication network so as to control the messages flowing through communication channels. / A filter between source/receivers in the mechanistic model of communication.
- *Glass ceiling*. A barrier preventing females from reaching top positions in many organizations.
- *Grapevine*. An organization's informal channels of communication, based mainly on friendship or acquaintance, / Grass roots lobbying. Organizing local constituencies to influence government decision makers.
- *Haptics*. Tactile, or touch, communication; one of the most basic forms of communication.

- *Horizontal chain of communication.* Communication between organization members on the same hierarchical level (between two managers or between two subordinates, for example).
- *Informal communication systems.* Communication links and networks (not determined by the organizational chart) which arise through natural human interaction. For example, two workers who might have no formal communication links may be connected in the informal communication system because they both play on the company golf team or eat lunch together.
- *Interpersonal communication.* Exchange between two or more persons in close proximity using conversation and gestures. Communication between two people.
- *Intrapersonal communication.* Communication with oneself, including self-talk, planning, and reflections.
- *Kinesics.* Sometimes referred to as “body language”; any movement of the face or body that communicates a message.
- *K.I.S.S principle.* A basic principle of communication advising that messages should be as short and simple as possible (an abbreviation for keep it short and simple).
- *Language.* Structured system of signs, sounds, gestures, and marks used and understood to express ideas and feelings among people within a community, nation, geographic area, or cultural tradition.
- *Liaison(s).* Person who links two groups but is not a member of either group. Individuals who serve as linking pins connecting two or more groups within organizational communication networks. Sometimes referred to as internal boundary spanners.
- *Listening.* The active process of receiving aural stimuli by hearing, selecting, attending, understanding, evaluating, and remembering.
- *Logos.* Aristotelian concept associated with persuasion; proof or apparent proof provided by the words used in the speech.
- *Mainstreaming.* Argues that heavy television viewing diminishes differences in perceptions of reality caused by demographic and social factors. The effect of television in stabilizing and homogenizing views within a society.
- *Mass communication.* The process by which a complex organization, with the aid of one or more machines, produces and transmits public messages that are directed at large, heterogeneous, and scattered audiences. Communication to large audiences which is mediated by electronic or print media.
- *Mass media.* The channels of mass communication. Sociologically speaking in modern times the ‘community’ has been replaced by a ‘mass’, a set of autonomous and disconnected individuals, with little sense of community. The mass media then is that media (radio, television, newspapers, etc) which are targeted at the mass rather than at specific groups or communities.

- *Mechanistic organization.* An organizational structure in which people perform specialized jobs, many rigid rules are imposed, and authority is vested in a few top-ranking officials.
- *Message.* A stimulus to which meanings are attributed in communication. Set of verbal and/or nonverbal symbols sent to a receiver.
- *Metacommunication.* The process of communicating about communication.
- *Metaphor.* A figure of speech in which a word or phrase relates one object or idea to another object or idea that are not commonly linked together.
- *Model.* A verbal or pictorial description or representation of a process. Models may represent their referents physically, verbally, and/or visually.
- *Newsletters.* Regularly published internal documents describing information of interest to employees regarding an array of business and non-business issues affecting them.
- *Noise.* Any internal or external interference with the sending and receiving of messages.
- *Nonverbal communication.* The transmission of messages without the use of words (e.g., by gestures, the use of space). One of two major communication code systems; sometimes defined as all that language is not; communicated via channels other than words. Any information that is expressed without words.
- *Organizational chart.* A diagram representing the connections between the various departments within an organization; a graphic representation of organizational structure, indicating who is to communicate with whom.
- *Organizational communication.* Communication between and among the individuals and groups which make up an organization. The exchange and interaction of informal and formal messages within networks of interdependent relationships.
- *Outsourcing.* The practice of eliminating nonessential aspects of business operations by hiring other companies to perform these tasks.
- *Paralanguage.* Vocal (but nonverbal) dimension of speech; the manner in which something is said rather than what is said. The way we vocalize, or say, the words we speak.
- *Pathos.* Aristotelian concept associated with persuasion; the emotive aspects of the speech and audience.
- *Plagiarism.* Use of another person's information, language, or ideas without citing the originator and making it appear that the user is the originator.
- *Prejudice.* Prejudging others using positive or negative attitudes based on stereotypes rather than information about a specific individual. To make a judgment about an individual or group of individuals on the basis of their social, physical or cultural characteristics. Such judgments are usually negative, but prejudice can also be exercised to give undue favour and advantage to members of particular groups. Prejudice is often seen as the attitudinal component of discrimination.

- *Proxemics*. Study of the use of space and of distance between individuals when they are communicating.
- *Publicity*. Publication of news about an organization or person for which time or space was not purchased.
- *Red herring*. A fallacy that uses irrelevant information to divert attention away from the real issue.
- *Source*. The originator of a thought or idea subsequently transmitted to others in the communication process. Originator of a message.
- *Spamming*. Sending unsolicited mass e-mail to members of e-mail discussion lists or Usenet newsgroups.
- *Speech community*. A group of people who share understandings of communication that are not shared by people outside of the group.
- *Symbol*. Representation of an idea. Type of sign which is arbitrary, agreed upon, and is used to stimulate meaning. That which stands for or represents something else but bears no natural relationship to it. Arbitrary, ambiguous, and abstract representations of other phenomena. Symbols are the basis of language, much nonverbal behavior, and human thought.
- *Target audience*. In advertising, the segment of the population for whom the product or service has an appeal. The primary group an organization is trying to influence.
- *Technophile*. Literally, a lover of technology. Likely to be a person who sees the positive benefits deriving from technology and advocating increased use of technology as a solution to economic, social and political problems within the society.
- *Technophobia*. Literally, the fear of technology.
- *Upward communication*. Communication from lower members of the organizational hierarchy (subordinates) to members higher in the organization (i.e., managers, vice-presidents).
- *Verbal communication*. One of two major communication code systems; associated with our spoken and written language; typically labeled as “language”. The transmission of messages using words, either written or spoken.
- *Vertical chain of communication*. Communication between members of different levels of organizational hierarchy; i.e., between managers and subordinates.
- *Whistle-blowing*. Insiders telling the media what they know about improper practices by others, usually in the same company, with the hope of improving the situation. Calling attention to actions or practices that are inconsistent with established organizational norms or policies.
- *Xenophobia*. An individual’s irrational and obsessive hatred of people perceived as different and foreign.

1.10 University Questions

1. What is Communication? What are the different functions of Communication?
2. Define the Communication Process with diagram.
3. What is Effective Communication? Discuss with examples.
4. Write Short Notes on
 - (a) Effective Communication
 - (b) Communication Process
 - (c) Social Function of Communication

1.11 For Further Reading

- Malhotra Perna, Deb Dulal Halder, (2019) *Communication Skills: Theory and Practice*, Eighth Edition, BookAge Publications, New Delhi.
- Halder, Deb Dulal, Anjana Neira Dev, Perna Malhotra, (2012) *Technical Writing: Theory and Practice*, BookAge Publications, New Delhi.
- Kaul, Asha, (2012) *Effective Business Communication*, PHI Learning Private Limited, New Delhi.

Language of Communication

2.1 Introduction

In the last unit, we have come across the definitions and some basic features of Communication as well as the ways in which the human communication differs from animal communication. We have also learnt how to become effective communicators. These notions regarding communication probably have given you some information about the communication theory; in this Unit, the focus will be on different aspects of communication such as Verbal Communication and Non-verbal communication. We will also understand the difference between Intra-personal, Inter-personal and Group communication. Special emphasis will also be laid on the Barriers to communication which can often lead to miscommunication. Knowing the barriers are not enough till we can make amends to make ourselves effective communicators and therefore “Seven Cs of Communication” will also be discussed so as to overcome the barriers to communication. Thus, this chapter takes you ahead in terms of your understanding of the different communication needs and practices so as to enable you to form certain communicative skills which will make you a better communicator. Parts of this chapter are again taken from the book *Communication Skills: Theory and Practice*, published from BookAge Publications, New Delhi. This Unit has shortened the chapters from the book so as to make it crisp and concise. For detailed information of whatever is discussed in this unit, you can further refer to the book which will not only provide you with more information on communication but will take you a step further in understanding the communication needs of human beings.

2.2 Learning Objectives

By the end of this chapter you should have learnt about:

- Intra-personal, Inter-personal and Group communication
- Verbal and Non-verbal Communication
- Personal, Social and Business Communication
- Barriers and Strategies to Communication

2.3 Levels of Communication

Human beings communicate at different levels depending of the various needs that they have as we live in a society where without communicating we cannot think of forming relationships. To understand oneself, to understand others as well as to develop our understanding of the society, it is essential that we theoretically understand the different kinds of communications that we engage in our everyday life to make our life worth living. The different levels of communication are –

- Extrapersonal communication

- Intrapersonal communication
- Interpersonal communication
- Organizational communication
- Mass communication

2.3.1 Extrapersonal Communication

In Extrapersonal Communication, human beings interact with non-human entities. We often communicate with our pets which can be termed as Extrapersonal communication

2.3.2 Intrapersonal Communication

Intrapersonal Communication happens when we communicate with ourselves which we often do for various reasons.

2.3.3 Interpersonal Communication

Interpersonal communication refers to all communications that we share with other human beings.

2.3.4 Organizational Communication

Communication that happens within an organization is termed as Organizational Communication.

There are different kinds of communication within an organization –

- Internal-Operational – within the organization but operational and professional in nature
- External-Operational – with people/organizations outside about professional things
- Personal – all communication not dealing with operational or professional communication

2.3.5 Mass Communication

When the communication is with a large audience then it is termed as Mass communication. Mediums like newspapers, magazines, journals, books, audiovisual mediums (radio, TV, and Internet etc.) are used to communicate with the masses. Even musical and theatrical performances, cinema, etc. are forms of mass communication.

2.4 Types of Communication

Communication can be classified into the following kinds –

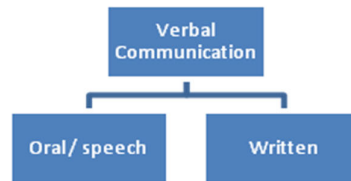
- formal and informal,
- verbal and non-verbal,
- oral and written, etc.

2.4.1 Verbal and Non-verbal Communication

Communication can also be divided into categories like verbal and non-verbal. Whereas verbal communication includes both oral and written communication, non-verbal communication includes any communication which is neither oral nor written, and includes modes such as postures, gestures, dressing, etc.

- **2.4.1.1 Verbal Communication**

In verbal communication, language is used according to the established rules of grammar/syntax to communicate emotions and feelings, and to share information and meaning. Depending on the way we use words, by speaking or by writing, verbal communication is divided into two categories – Oral and Written.



Oral communication or speech is the more frequently used medium of communication. There are reasons for it to be so. Some of these reasons are:

- We need not be literate to speak as is needed in written communication. All human beings have the competence to speak one or more languages. And to achieve it, he or she does not need to be taught in a formal educational environment.
- Human beings are born with a language acquisition device (LAD) which disposes them to learn a language when they grow up in a socio-cultural environment. A child learns spoken language naturally just by imitating the elders around him or her.
- We speak more than we write as it is a faster, and a more spontaneous and economical medium of communication.

- **2.4.1.2 Non-Verbal Communication**

In many cases, no words are exchanged, yet communication happens as we can also communicate through our body language which is a non-verbal communication. It is perceived that non-verbal cues form a major part of communication process (93%) therefore it is significant that we focus our attention to this aspect of communication. The non-verbal cues are Kinesics, Proxemics, Chronemics, Haptics, Paralanguage, Silence and Sign language.

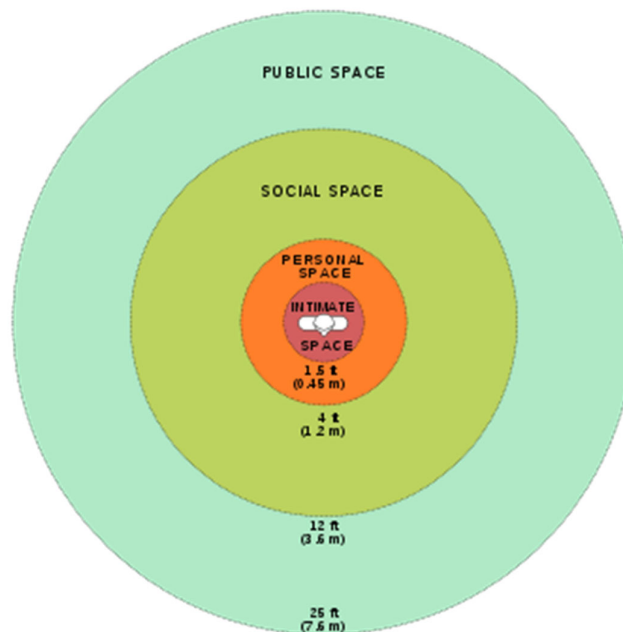
- 2.4.1.2.1 Kinesics**

Kinesics is the study of body's physical movements for the purposes of communication, that is, the way our body communicates without words, through various movements of its parts. For example, nodding one's head communicates acceptance. Some body movements during communication are conscious, whereas others we do unconsciously. The unconscious body movements are very significant pointers in interpreting messages.

- (i) **Personal Appearance:** Our first impression matters a lot. Before someone starts communicating, others form an opinion about her/him just by perceiving how the person has tried to present herself/ himself. Appearance includes clothes, hair, accessories, and cosmetics and so on. In today's context, the purpose of clothing has changed from fulfilling a basic need to expressing oneself.

- (ii) **Posture:** Posture refers to the way we hold ourselves when we stand, sit, walk, talk or choose not to talk. Our postures change according to circumstances. When one is nervous, one usually starts fidgeting with something or the other like mobile phones.
- (iii) **Gestures:** Gestures are movements made by hands, head or face. Appropriate gestures supplement verbal communication and are also communication in their own right.
- (iv) **Facial Expressions:** Facial expressions communicate to the receiver the intent of the message.
- (v) **Eye contact:** Often our eyes communicate better than the words we utter. Words become more powerful when the speaker makes eye contact with the listener/receiver of the message.

2.4. 1.2.2. Proxemics: Space or lack of it between the sender and the receiver of the message also speak volumes. When one hugs someone, though no words are exchanged but the warmth of the relationship can be felt by both. This is communication. The study of physical space in interpersonal relations is called Proxemics. Edward T. Hall (1966) divides the communication space into four distinct zones –



- **Intimate:** The Intimate zone extends just to 18 inches (one and a half feet). Members of family, lovers, spouses, relatives, and parents usually communicate in this zone. A handshake, a pat on the back or a hug are some of the examples of communication in the Intimate zone.
- **Personal:** The Personal zone stretches from 18 inches (one and half feet) to 4 feet. Close friends, colleagues, peers, communicate in this zone. This zone is personal and is quite a relaxed and casual place.

- **Social:** Social zone is in the radius of 4 feet to 12 feet. In this zone, relationships are more formal and official. The distance between you and the interviewers in an interview is an example of social zone.
- **Public:** Public zone starts from 12 feet and may extend to 25 feet or to the range of eyesight and hearing. Events are formal in this zone. For example, When the Prime minister or the President of India addresses the masses, they usually keep a distance from them for security reasons. It is an example of public zone.

2.4.1.2.3 Chronemics: How we manage our time communicates a lot about the kind of person we are. The study of the use of time to communicate is known as Chronemics. In the professional world, time is a valuable resource. When we are late for an appointment, people react negatively. If we arrive early, we are considered over-eager.

2.4.1.2.4 Haptics: Language of Touch: We also communicate with our sense of touch, which is known as Haptics. The way we communicate by our physical contact or by touching the other person is known as Haptics. Kissing, slapping, or shaking hands are ways of Haptics.

2.4.1.2.5 Paralanguage: Paralanguage is the way meaning is conveyed by how we say things while speaking. When a telephone bell rings and you pick up the receiver and hear the word “hello” it not only greets you, but also tells you about the gender of the person, the voice is of someone familiar, and the sociolinguistic and educational background of the person calling. All these are not contained in the word “hello” but are manifest in the way the word is spoken. Paralanguage consists of various aspects – Vocalizations of Words. There are different dimensions of it based on –

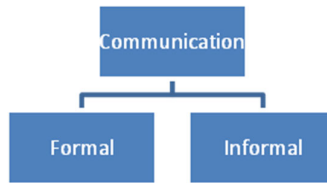
- a) Volume Variation**
- b) Speed of Speaking**
- c) Pauses**
- d) Word Stress**
- e) Inflections** (Inflections are the small bits of sounds that are attached to utterances.)
- f) Non-fluencies** (sounds such as “ummm” or “errr”. These sounds are called non-fluencies.)

2.4.2 Sign Language

Sign language refers to symbols which are commonly used within a particular community or communicative group to mean something that is constant for all the members of that community. For example, Traffic signals are signs or symbols that are common all over the world. These signs are abstractions which people agree on the meanings to make it work. Other examples of signs are road signals, graphs, maps, alarms, sirens, etc.

- **Audio Signs**
- **Visual Signs**
- **Audio-visual signs**

2.4.3. Formal and Informal Communication



Depending on the circumstance and the person/s one is interacting with, one chooses whether to communicate formally or informally. In that sense, communication can be categorized into formal and informal. *Grapevine* is the other name for informal communication. Mostly in the professional world, we tend to communicate formally as the occasion demands it; but in our personal life we are usually informal.

2.4 Flow of Communication

Communication in an organization can be both formal and informal, but in majority of cases within an organization the communication is formal and patterned –

- **Vertical Communication:** Vertical communication consists of both upward and downward communication in an organizational communication chain– that is, communication between the superiors and the subordinates within an organization’s hierarchy. For smooth functioning of an organization, there should be a balance between superiors communicating to the subordinates (Downward) and the subordinates communicating to the superiors (Upward).
- **Horizontal/Lateral Communication:** Horizontal or Lateral Communication is communication between employees who are at the same hierarchical level in an organizational hierarchy.
- **Diagonal Communication:** In Diagonal Communication, the flow of communication is in all directions and it cuts across an organization’s hierarchy, making it quick and efficient.

2.5 Communication Networks

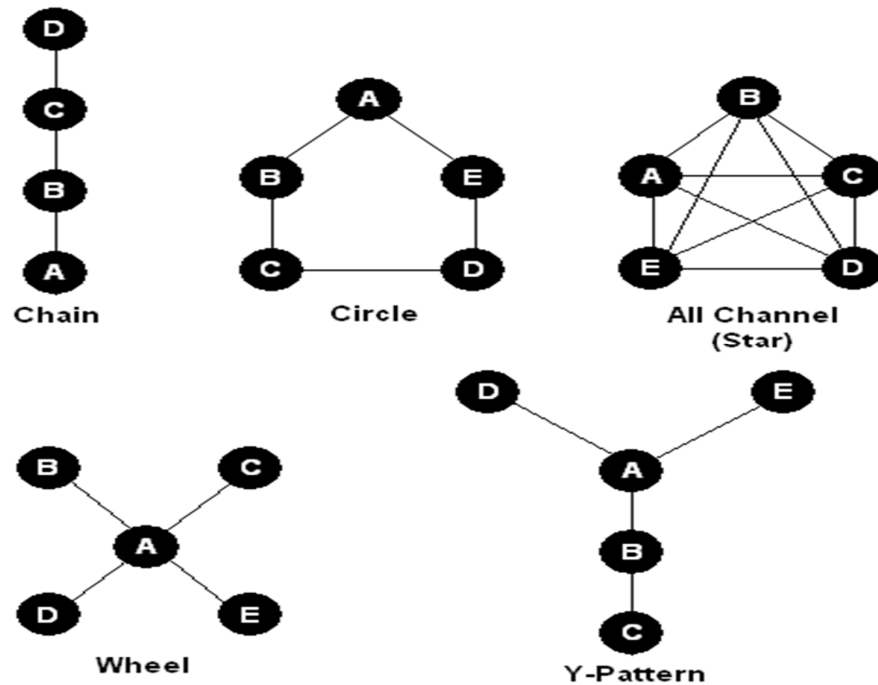
Though communication happens in vertical, diagonal and horizontal directions, yet many patterns of communication do evolve which are termed as communication networks.

Formal Patterns / Networks:

The formal patterns or networks in organizations can be categorized into five divisions:

- **Chain Network:** In Chain Networks the members of the network communicate through intermediaries who relay the messages to the top.
- **Y Network:** In a Y network, the member at the fork of the “Y” is the central person.
- **Wheel Network:** In Wheel Networks, individual members communicate with the central member separately. The central member is a superior authority who controls all the communication.

- **Circle Network:** In Circle Networks, members communicate with the person next to him or her. Therefore one member can communicate with two. In this kind of network, there is no central figure; hence it is a kind of egalitarian network.
- **All Channel Network:** In all channel networks, as the term suggests, all the members have the freedom to communicate with anyone he or she wants to communicate with. Therefore fast exchange of information can happen in this network.

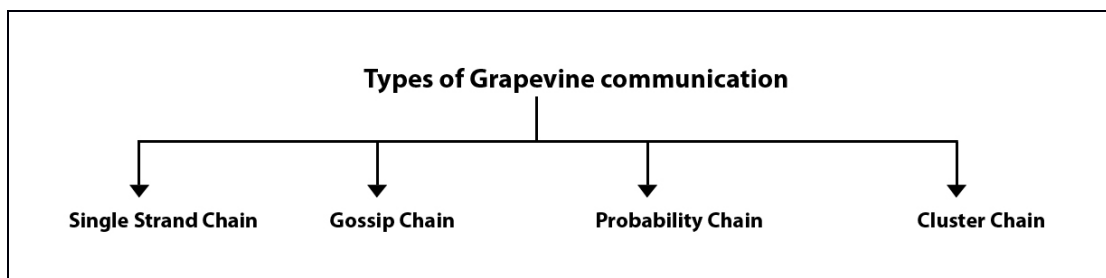


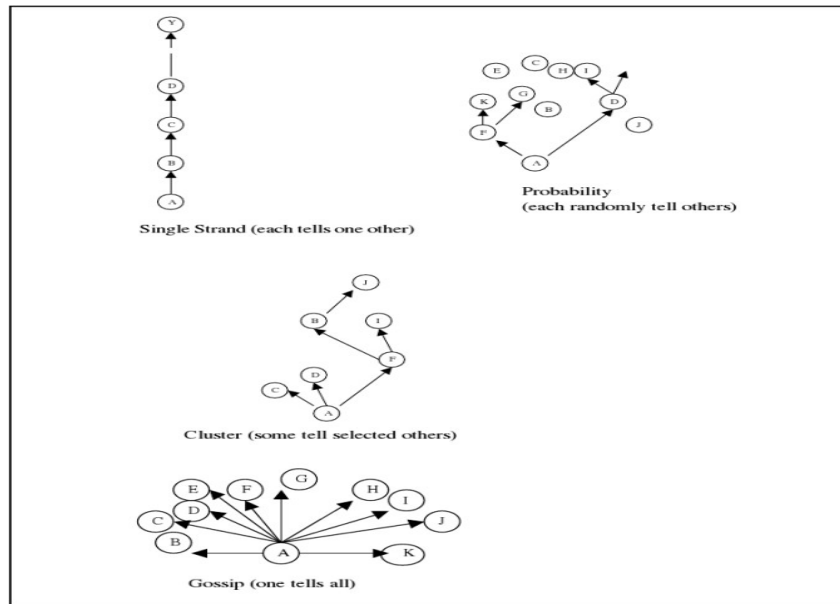
2.6 Informal Communication or Grapevine

Though members of an organization communicate at a formal level, but that does not satisfy the human hunger for interaction and building interpersonal relationships. We all tend to communicate personally with some members of our organization beyond our professional obligations. Hence, there is a need for informal communication, also known as Grapevine.

Grapevine Chain:

Keith Davis (1980) points out that there can be four possible configurations of Grapevine –





- **Single Strand Chain** – where information passes from A to B and then B from C and so on. In this case there is very little chance of verification of information.
- **Gossip Chain** – where person A sends information to all others in the group.
- **Probability Chain** – where person A sends information randomly without specifically choosing a recipient of the message.
- **Cluster Chain** – Person A sends message to B and C and each of them then conveys it to a cluster of others. The sender is selective about the receiver when s/he sends the message, and then the receiver takes up the role of the sender and sends it to multiple people.

As mentioned, the Grapevine can be misused in the following ways –

- The information passed on or circulated can be inaccurate and sometimes can have a malafide intention.
- Messages can easily be distorted as there is no written document for reference.
- It is usually difficult to find out the origin of the message as information is anonymous, often leading to spread of rumours.

Grapevine can also be effectively used by organizations as –

- The channel is speedy and spontaneous.
- It is primarily an oral medium and consequently inexpensive.
- The network is multidirectional and therefore the flow of information is flexible.
- It can be used as an important feedback channel.
- Grapevine can also help in participatory decision-making.
- It can be used as a parallel channel by organizations to complement the formal channel.

- It can help in building interpersonal relationships within an organization and hence can create a harmonious work environment.

2.7 Barriers to Communication

Communication is a smooth transmission of information, ideas, emotions and feelings (and more importantly transmission of meaning) from one to another where the intended message encoded by the sender is grasped by the receiver and s/he responds accordingly. But in many cases we fail to communicate the desired information, knowledge or emotion as some barrier crops up between the sender and the receiver which prevents successful communication, distorts the message or hampers the process and makes communication meaningless. For example, when we are communicating orally it may happen that the communication environment is noisy and consequently the receiver of the message is not able to hear us clearly. The noisy environment is a barrier to communication. It may also happen that two unknown persons accidentally meet and want to communicate but do not have a common language that can be the medium in which they can communicate. Or maybe when we are writing if our handwriting is illegible or we use very subject-specific jargon which the receiver has no knowledge of, then the communication would not achieve its desired goal. In these cases, illegible handwriting or the highly-specialized-jargonized language are barriers to communication. In short, it can be said that barriers to communication can simply be defined as anything that prevents the smooth exchange of meaning between a sender and receiver.

In the field of business communication, the communication barrier or any unwanted interference between the speaker/encoder and the receiver/decoder which hampers the communication flow is termed as Noise. Noise here does not merely refer to the physical noise but to any barrier that prevents the flow of communication. If the barrier or the noise is of a technological nature then it can easily be avoided as technical snags can be corrected easily. Suppose, you are in a basement of a building where the reception of a mobile network is not very good and you receive a call, it is always advised that you move out of the basement to let the communication be smooth. But if the noise or the barrier is due to some human error, then it takes a long time and sustained effort to correct as the human errors are linked to one's habits and psychology. For example, if one has a problem of always assuming a sense of superiority whenever communicating, then it can easily become a deterrent for others to be attentive to her or his thoughts and emotions. The person's sense of superiority can lead others to feel that they are deliberately and consciously being underrated, leading them to be detached or indifferent to the message being communicated.

2.7.1 Classification of Barriers to Communication

Noise or barriers can be of two kinds:

1. Channel Noise
2. Semantic Noise

The difference between the Channel Noise and Semantic noise can be summarized as –

Channel Noise develops externally (that is, external to the message) whereas the Semantic Noise is internal to the message.

2.7.1.1 Channel Noise

When there is any unwanted interference or snag in the medium of communication process it is termed as channel noise, for example, a noisy market place and illegible handwriting can be termed as channel noise as in both the cases the factors that create communication failure are not an intrinsic part of the message – in one case it is the communication environment which is not suitable for communication and in the other the medium of communication, i.e. writing, is not readable. There can be many kinds of channel noise.

Below are some of the causes with examples of Channel Noise:

- **Physical Noise in the Channel:** Undesirable physical noise is a great barrier to communication. Any physical noise which is not related to the communication process can cause a barrier.
- **Use of Inappropriate Media:** Inappropriate selection of media to communicate messages can lead to miscommunication or may not have the desired result. For example, you are the manager of a company which is bidding for a tender; will it be possible to bid for tender using oral communication? Oral communication is an inappropriate media for a bid for tender.
- **Multiple Transfer Stations:** If a clerical staff of an organization figures out a mistake in some document and wants to communicate it to the Director and informs her/his higher official who then informs her/his superior and then her/his superior to the Director, then it may happen that because of the Multiple Transfer Stations, the content of the message is lost. It may also happen that the message changes in its tone and meaning because of it being transferred too many times which hampers the communication.
- **Information Overload:** A message should only provide that much information as is required to understand it. Too much of information can lead to a situation where the intended message is lost.
- **Fear of Superiors:** It often happens that one wants to pass on some information to one's superior, but s/he cannot do it as s/he feels that the senior/superior would get offended. Often the way superior would react makes us not to communicate what we truly feel or think which can be a major barrier to smooth functioning of an organization.
- **Negative Presuppositions:** One usually has a feeling that a memo is always issued to seek clarification or to warn or to inform, whereas a memo can also be issued to congratulate someone. People have a negative presupposition about memos. So when someone gets news that her or his friend got a memo, s/he starts feeling bad without any reason.
- **Communication Selectivity:** When we are selective in our listening, it can be a barrier to communication. It also can be a significant barrier when one decides to read only parts of a document.

- **Poor Listening:** If one is a poor listener than it can itself be a barrier to communication. Listening is a significant thing in the process of communication.

2.7.1.2 Semantic Noise

Semantic Noise can be defined as noise or barrier that is generated from within a message. As language is connotative, that is, meaning of a word is not always stated directly and can also be implied; therefore the communication process fails many times as the same word is interpreted differently by different people. For example, if someone says that ‘the bark is strong’ then the meaning of the sentence will depend on the context in which it is spoken. In one context it may mean a dog’s bark and in another the bark of a tree. So if the context is not given to us then the meaning becomes inaccessible. Sometimes ambiguity in the language may also cause semantic noise, for example, if one says – “I saw Ravi going with some old men and women”, one is not sure whether the adjective ‘old’ applies only to the men or also to the women. There can be numerous such examples of semantic noise.

Below are some of the causes with examples of Semantic Noise.

- **Limited Vocabulary:** Limited vocabulary can become a significant barrier to communication as it can create not only a problem in understanding things, but also may lead to a situation where the person is not able to express what s/he intends to express. One also has to keep in mind that having an extensive vocabulary does not always ensure that one would be a good communicator. For effective communication, one should know which words to use in which circumstances. Moreover, words have their literal meaning (denotative) as well as symbolic (connotative) meaning. One should have knowledge about both to use them in right situations and also to comprehend them when they are used by others.
- **Incompatibility between Verbal and Non-verbal Language:** We communicate not only with our words, but also with non-verbal cues – dress, eye contact, physical touch, facial expressions, gestures, postures, etc. Often we use non-verbal cues or body language consciously, but many a times the non-verbal cues are unconscious. It is essential that our gestures and postures are compatible with our words. Whenever it is not so, we are misinterpreted or misunderstood.
- **Varied Perception due to Different Backgrounds, such as Cultural:** Each one of us perceives the same incident or entity in a different way which can lead to communication failure. For example, the librarian of your college called a library committee meeting to discuss the issue of books being stolen from the library. The chairperson of the committee came to the meeting and pointed out that stealing of books suggests that the students are interested in gaining knowledge and recommended that all books to be replaced and at the most security measures can be tightened. Many others in the meeting felt that this was not the solution, yet they did not say anything as they did not dare to oppose the Chair. This is an example of varied perception because of the ways in which we try to look at the world. Our background decides the way we interpret a message. To a poor person who is suffering from hunger, the beauty of a full moon does not appeal. Our social, cultural,

financial, educational and psychological background decides the way we try to make sense of the things around us, including words. Thus while one communicates, if s/he does not keep in mind the background of the audience or the receiver and communicate accordingly, then there is always a chance that s/he will be misunderstood or misinterpreted.

- **Wrong Assumptions and Inferences:** Wrong Assumptions can often lead to miscommunication. Suppose there is a string of letters that are written by two departments regarding a certain issue and one department writes a letter to the other department without referring to the earlier communications in this regard when the Head of the other department has changed. There is always a chance that the letter would not serve its purpose.
- **Blocked Categories/Categorical Thinking:** In general, we react positively to an information only if it is in consonance with our own views and attitudes. Conversely, when we receive information that does not conform to our personal views, habits, and attitudes, or appears unfavorable to us, we tend to react negatively or even disbelieve it. Rejection, distortion, and avoidance are three common, undesirable, and negative reactions to unfavorable information. For example, you think that you can never deal with matters related to accounts as you are very poor in that field. So whenever any document reaches you from the Accounts section, you immediately pass on the work to someone else thinking that you will not be able to handle it. This is an example of blocked categories.
- **Emotional, Psycho-social Unsettled State:** It is true that none of us can be unemotional, as emotions are an integral part of human life, but when emotions are not moderated, they can become a barrier to communication. It can lead to a situation where one reacts negatively to situations which can act as barriers to communication.

2.8 Strategies to overcome Barriers to Communication

If one desires to be an effective communicator then one needs to learn ways to avoid barriers or noise so that communication failures do not happen. When a particular communication fails to evoke any response or the desired response because of some noise or barrier to communication, then the following steps can help solve the problem:

Identify the problem – Find the cause or barrier – Work on alternative solutions – Opt for the best solution – Follow up rigorously

The first step is to identify the problem. When we can identify the problem, then we can find a solution for it. To identify the problem, it is necessary that one analyzes the feedback or the lack of it carefully. Once the barrier is located, then one can figure out easily the cause of the barrier and can look for all possible solutions. The best solution should then be opted for and then followed consciously so that the barrier does not crop up again.

7 Cs of Effective Communication

It is thought that for effective communication there is a need to follow certain norms which are known as “**7 Cs of Effective Communication.**”

These norms apply both in written as well as oral communication.

The 7 Cs of communication are –

1. **Completeness** - Any communication must be complete, in the sense that a message should convey all the facts required for the comprehension of the message.
2. **Conciseness** – Conciseness refers to the fact that while communicating one should try to make a message as short as possible to make it effective. Conciseness in communication not only saves time but is also cost effective and highlights the message making it more appealing and comprehensible for the audience/reader.
3. **Consideration** – Consideration in communication implies that the sender of message steps into the shoes of the audience/readers in terms of their viewpoints, background, mind-set, education level, etc. to ensure that the message sent is comprehended properly by the receiver(s).
4. **Clarity** – Clarity in communication implies that the message should be as clutter free as possible and that it is easily understandable. To put a message across with clarity, one needs clarity of thought. And when one has clarity of thought one can use exact, appropriate and specific words to express oneself.
5. **Concreteness** – Concreteness in communication implies being particular and clear rather than fuzzy and general. One should be specific in terms of quoting figures and facts as it makes communication effective and trustworthy and there is less chance of the message being misinterpreted.
6. **Courtesy** - Courtesy in communication implies that the sender should respect the receiver/s in terms of being polite, judicious, reflective and enthusiastic. It creates a positive atmosphere for communication and leads to effective communication.
7. **Correctness** - Correctness in communication implies that there are no grammatical errors, no dubiousness in facts and figures. Correctness in communication builds up trust between the sender and the receiver and makes communication effective.

2.9 Listening

It is important to speak well, but it is more significant to be a good listener. Listening is not the same as hearing. We hear many sounds coming to us from various corners, but we do not bother to fathom the significance of all those sounds. It is only to some sounds we turn our attentive ears as they mean something significant to us. It is important to listen carefully as it is the first step towards being a better communicator. When one is listening carefully, one communicates the message that s/he is serious.

There are many kinds of listening –

- **Evaluative listening:** While listening to the arguments in a Board meeting, the directors of a company evaluate the arguments of the speaker while listening; it can be called evaluative listening.
- **Discriminative listening:** Suppose in the Annual Dinner of a company the Director is chatting with all the staff of the organization informally, where some are listening to what he is saying while others are busy with their own discussions. This can be an example of discriminative listening.
- **Appreciative listening:** When one listens with a kind of appreciation for what is spoken, it is called appreciative listening. For example, if someone is presenting the financial report of a company and people are nodding heads in appreciation, it can be an example of Appreciative listening.
- **Emphatic/Empathetic listening:** When one listens to the speaker with empathy or sympathy, then it is called Emphatic Listening. For example, if in a negotiation, one party is presenting her/his point of view and the other party sympathizes with her/his point of view, then it can be called Emphatic listening.

2.10 University Questions

1. Write short notes on –
 - (a) Grapevine
 - (b) Semantic Barrier
 - (c) Feedback
 - (d) Kinesics
 - (e) Listening
 - (f) Organizational Communication
2. Differentiate between –
 - (a) Verbal and Non-verbal Communication
 - (b) Channel Noise and semantic Noise
 - (c) Formal and informal Communication
 - (d) Internal and External Communication
3. What are the Barriers to Communication? How can one overcome them?
4. What are the 7 Cs of Communication?

2.11 For Further Reading

- Malhotra Prerna, Deb Dulal Halder, (2019) *Communication Skills: Theory and Practice*, Eighth Edition, BookAge Publications, New Delhi.
- Halder, Deb Dulal, Anjana Neira Dev, Prerna Malhotra, (2012) *Technical Writing: Theory and Practice*, BookAge Publications, New Delhi.
- Kaul, Asha, (2012) *Effective Business Communication*, PHI Learning Private Limited, New Delhi.

Speaking Skills

3.1 Introduction

We communicate orally all the time along with some nonverbal cues. It is the much used means of communication as for written communication one needs to be literate. Literacy is a prerequisite for writing (though if paintings and carvings are taken to be writing, then it is not so), but each one of us are born with LAD (Language Acquisition Device) which makes us acquire language and use it orally. Whereas for writing one needs to put in conscious effort; but for acquiring the first language (usually one's mother tongue), we do not need to put in any such conscious effort; as we learn our mother tongue quite instinctively.

Some forms of Oral Communication
<ul style="list-style-type: none"> • Face-to-face conversation • Telephonic conversation • Meetings • Seminars • Conferences • Dictation • Presentations • Group discussions • Interviews (employment, press) • Video-conferences • Chit-chats

Though oral communication has been one of the most used means of communication; but it is not true that oral communication is always informal. Often oral communication is formal – such as public speech, interview, presentation, group discussion, etc. which are as formal as written communication. Though at the same time, it can also be said that written communication sometimes is not so formal, such as when you write messages in WhatsApp or when you wrote some posts in Facebook or make others posts in Social Media sites. In this chapter we will focus on the formal oral communication though before doing so let us focus on the general features of speech or oral communication. Again, parts of this chapter are taken from the book *Communication Skills: Theory and Practice*. This Unit has shortened the chapters and it is advised that you consult the book to have an enhanced understanding of the different oral communication needs and practices.

3.2 Learning Objectives

By the end of this chapter you should have learnt about:

- Oral Communication – its strengths and weaknesses

- Monologues and Dialogues
- Participating in Group Discussions
- Facing Interviews
- Giving Public Speech / Presentations

3.3 Features of Oral Communication

Before going further in our understanding of what is Oral communication, It is essential that we understand the specific features of Oral Communication so as to make ourselves thorough with our understanding of Oral Communication.

- Oral Communication is mostly spontaneous, though there are oral communications that are well thought out. It is a saying that one should think before speaking. But if one thinks too much then s/he will not be able to speak at all. Therefore there is a need to strike a balance between spontaneity and planning. Most good speakers plan their speeches and yet they appear to be spontaneous in their speech.
- As Oral Communication is mostly spontaneous, therefore it has its corollary effects such as– the communication is faster and dynamic; and feedback instant in comparison to written communication.
- As there is a pressure of thinking faster in Oral Communication therefore there are lots of hesitations, fillers and repetitions. There are lots of “ummm” and “eerrr” sounds between words and sentences spoken (Non-fluencies). Often we repeat words and clauses while communicating orally as it gives us time to organize our thoughts.
- No two persons speak a language in the same way. Oral Communication or Speech varies across gender, class, region, economic and educational background, etc. Moreover, the same person does not always speak in the same way. With different people and differing circumstances, the speech of a person varies as s/he adapts to the situation and modifies her/his speech.
- Oral communication is usually thought to be casual or informal in the sense that most casual communication happens in the oral mode. In that sense, Oral Communication or speech is very significant in forming interpersonal relationships. In other words, it serves the phatic function in terms of chit-chats, casual conversations, etc.
- Oral communication or speech is loosely structured in the sense that while speaking we do not tend to follow the grammatical rules all the time as the main objective of oral communication is not to present the thoughts in a structural and grammatical way, but to put across the information, idea, emotion of the speaker to the listener in an effective way so that it is easily understood by the listener(s).
- In speech or oral communication, the non-verbal cues are very significant. The meaning of what we say also depends on the tone, pitch, rhythm, tempo, volume, gestures, postures and other body movements accompanying speech. These non-verbal elements become significant in adding meaning to the words that we speak.

- It is a great advantage of oral communication that the listener can interrupt, if required, and clarify her/his doubt whenever he wants to.
- Pauses and silences are pregnant with meaning in oral communication. When one pauses in speech, s/he pauses either to organize her or his thoughts, or to provide the listeners adequate time to assimilate / comprehend whatever s/he is saying. Timely pauses make speech dramatic and persuasive, enhancing the effect of communication.
- In informal oral communication slang is acceptable. In all our communication with friends and peer group it comprises a significant part as it helps in building interpersonal relationships.
- In oral communication we use lot of elisions and contractions, such as “wanna” for “want to”, “don’t” for “do not”, etc.
- Oral communication is ‘time bound’, in the sense that the sounds we produce during speech fade away rapidly (if not recorded electronically). Before it fades away the listener must grasp the sound to figure out what is being said.

Strengths and Weaknesses of Oral Communication or Speech	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Faster and spontaneous • Feedback instant • Clarification can be asked immediately • Can be used with Non-verbal language to facilitate communication. • Can be corrected mid-way to take a different approach. • Economical and less time consuming • Helps in building interpersonal relationships. 	<ul style="list-style-type: none"> • Cannot be documented (except electronically) and therefore does not have legal validity. • There is limited time for formulation of ideas • Success depends on the listening and attentiveness of the decoder. • One can get diverted from the topic • One needs to have good memory for retention of messages.

As mentioned earlier, oral communication we do all the time; but when it comes to communicate orally for the public or to address a mass, many find it hard to do as it makes them conscious of their own communicative means and makes them fail miserably. But one has to remember that oral communication is the way to deal with the world and moreover, the professional world. Without sound oral communication competence, one cannot think of excelling academically and professionally in today’s world. Therefore it is essential that along with other things we also focus on bettering our oral communication proficiency. Which are the areas do you think you should focus on for developing your oral communication skills? Let us delve into it for the time being, in short.

3.4 Monologue and Dialogue

Conversation is a part and parcel of our everyday life. In the last chapter we have figured out how communication has been an integral part of our life. We have also read how there are different kinds of communication. In this section we will focus on Monologue and Dialogue as means of communication and emphasize on the significance of each of these and the differences between them.

A monologue, as the term suggests, is an oral communication which is conveyed by one person, or it may also be a long one-sided conversation. The Greek origin of the word means “speaking alone” in the sense when one person does all the talking. It can be said that when a speaker monopolizes any conversation because of his or her ideas and knowledge or for any other reason which puts him or her in a privileged position of making others listen to her or him, then it is a monologue. Usually it is thought that monologue is boring in nature as it is a kind of communication when the person speaking is in some way superior to the listeners – either in age, or in rank, or in knowledge, etc.; but it is not always true. Think about your classroom situation when a teacher enters a class and gives a lecture on a new topic. What s/he may do is to give a lecture where there is no space for the students to put up questions to him or her as it may be a very large class where there is no scope for dialogues or for any other reason. Or think about a video lecture in which there is no scope for interaction where the lecturer speaks and others just listen. Or think about a situation when the Prime minister of a country gives a speech in radio or television, it is a monologue where the citizens listen to it to get information or some directive. Similarly in an office set up, a boss in an office may give some instructions in the form of monologue. In all these above examples we see that the speaker has some privileged position which makes him or her say things which others just listen.

As a monologue is when a single person does all the talking, therefore it is essential that the monologist or the speaker is well prepared, logical, coherent and listener-friendly in what s/he says, otherwise it will tend to be boring. When we speak, it fades away fast; therefore it is important that the speaker keeps in mind that he or she is not very fast and uses vocabulary which is easily understandable and links ideas in such a manner that the listeners find it logical.

In many of Shakespearean plays we see him using a lot of soliloquies and they are of immense dramatic value as they not only present the inner dilemma of the protagonist, but at the same time are immensely rhetorical and poetic. When one is rhetorical in the right sense of the term, half the work is already done as how one says things is more significant than what one says. So the style of expression is of supreme significance for a speaker when s/he is engaging in a monologue.

Whereas certain occasions make it inevitable that a speaker enters into a monologue; but often the means of communication is dialogue where two or more people take turns to put forward their points of view, along with non-verbal cues, to often reach a conclusion. Think

about a class room situation when the teacher enters the class and starts a topic with few general questions for the students. Students respond to the question and then the teacher sums up the discussion along with his or her point of view. It is an example of a dialogue. Or you are going for an interview and there you are asked questions on your subject, on general topics, on your strengths, your career plan, etc. It is a dialogue between you and the panelists in the interview board. Or think about a Board Meeting, where different members are discussing things according to the agenda of the meeting so as to reach a conclusion, it is an example of dialogue. Or as you finish your classes, two of you are discussing about going for a movie, it is also an example of a dialogue. Or suppose the President of a nation has visited India and is engaging with some bilateral treaties with the Indian counterpart, then it can only be possible through dialogues.

Thus dialogues can be of various kinds depending on the context. But what is significant in a dialogue is that each party that enters into the field of communication in a dialogue has the space and time to put forward his or her point of view. In that sense, dialogues are democratic in nature, where individuals get chance to have their say unlike a monologue where a single person takes over the talking because of his or her privileged position and others are mere receptors of the communication.

The most important facet of a dialogue is to taking turns – that is, the speaker is not always a speaker; but speaks for a while and then let the other person come up with his or her ideas, queries, responses, etc. Dialogue is a democratic means to come to a conclusion. These days we see that a lot of emphasis is also put forward by different institutions and companies to initiate dialogues with their customers / prospective customers as it is beneficial for a company or an institution to do so.

3.5 Group Discussions

Group Discussion is used extensively these days along with personal interviews for the selection of candidates for jobs. Written test, experience, qualification and academic credentials often are not the only criterion that the employers are looking for in today's competitive world. What they want is that the applicant should have leadership qualities, can handle problems easily and can manage human resources. Academic credentials are required, but all these are also of consequence in the professional world. Therefore in many occasions, Group Discussion (GD) is an integral part of the selection process.

One can say that GD is nothing but a test of personality, in the sense that whether a person applying for a job will be able to handle the professional situations or not. It is to be remembered here that one of the significant ways in which human resources can be managed is through effective communication and therefore any employer will like to have effective communicators in his or her institution / company. Leadership is a pre-requisite; but all leaders are at the same time effective communicators. Group Discussion is a significant device to test the communication skills and the leadership qualities of applicants, as well as how well one can manage others' views.

As in a GD, all the participants, are vying for the post therefore unlike an interview, therefore there is a spirit of competition when one is trying to prove himself or herself better than the rest. In a personal interview, one's personality is assessed through questions, but in a GD, the candidates are observed in action and thus it is a very significant way to figure out the strengths and weaknesses of the candidates. Therefore it is essential that while one is preparing to be employed one prepares oneself mentally and psychologically for a GD. The following are the aspects that the participant of a GD should keep in mind --

- Leadership is a must in a professional world. Leadership does not only mean that one is ahead of the others; but it suggests how one can accommodate the interests of as many people as possible and steer the boat forward.
 - In a GD, in most cases, the participants would be eager to create the right initiative. It is true that a leader initiates the discussion. But along with speaking what you think on the given topic, it is also important to listen to what others have to say about the topic so that discussion continues. It is not that one needs to be always speaking. One should say things in clear, concise and straightforward manner and then look for others' responses and opinions on your view and if necessary, ready to defend your point.
 - In a GD, it is evident that there will be many views which will be diametrically opposite to each other; and the leader will be the one who will be able to comprehend these views together to come up with a possible direction for the discussion.
 - There may be some participant(s) in a GD who is/are not so vocal as the rest, a leader would also ask for their opinion(s), so as to make them a part of the discussion.
 - In other words, a leader's role in a GD is to control the discussion and give it a direction by accommodating others' views and reach a conclusion.

Some Suggestions for Group Discussion Topics

- Secularism and communalism in our country
- Population explosion is the biggest problem of our country but given less attention than corruption
- CBCS and its implementation
- Can Google replace teacher?
- Unrealistically high cut-offs in Delhi University admissions

- It is true that one needs to lead a group of participants in a GD, but that can happen only when one has a thorough knowledge about the subject on which the discussion is taking place. It is true that with one's rhetorical power one can conceal one's lack of knowledge; but that can happen for few moments. Rhetoric is an important ally in oral communication but it can help only when one has thorough knowledge about the subject. Usually in a GD, the topic is of general nature and/ or about the recent happenings around the world. If one is acquainted with the general knowledge about recent happenings then

one would not have to think too much to initiate a discussion on the topic. One should do the following –

- Think and speak rationally / logically
- Able to think instantly
- Speak in a simple, straightforward language.
- Clarity of ideas and presentation skills is a must in a GD. One should be able to quickly make a distinction between core and non-core ideas/ issues in the discussion and focus on the core issues.
- Analytical abilities are also looked for in a GD. One should be able to analyse a topic in its minutest details. Theoretical knowledge is good; but till the time it cannot be applied to practical use then it is not of any use. Often topics in GD are such that it is expected that participants are able to instantly analyse the topic in detail.
- Non-verbal communication is also significant in a GD. Our body speaks more than our speech. How one maintains oneself in a GD through his or her body language is of concern as it is the body language which will show one's conviction in what s/he is speaking, how attentive one is to others' views, how flexible one is to others' opinions and views, etc.

3.6 Facing Interviews

The term “Interviews” probably rings the prospect of employment to our minds. But apart from that there are many other kinds of interviews, interviews for getting in premier academic institutions, interviews that we read in newspapers or watch in television or internet, etc. But for the present context we will restrict ourselves to facing interview for academic and professional excellence. Interviews can be termed as an oral tool to test the academic and non-academic credentials for employment or entry to an academic institution. Usually any employer would like to figure out before employing anyone whether the person is suitable for employment and whether he or she will serve the purpose for which s/he will be recruited. Similarly, an academic interview tries to find out if the applicant is suitable for pursuing a particular course or if the student has put in efforts to get the diploma or degree for a particular course, if the interview is for the purpose of evaluation. Thus whatever be the purpose of the interview, the interviewer purports to find out your competence about your subject, your communicative competence, your excellence in fields related to the job, your personality, your attitude and aptitude, etc. Usually interviews are taken by a panel of experts and it is essential that one maintains an eye contact with almost all members of the panel.

It is to be kept in mind here that in an interview it is essential to focus on your positive areas so as to create an impact on the people interviewing you. Following things should be kept in mind while facing an interview.

- (a) We all know that we should attire ourselves according to the occasion. Similar holds true for interviews too. As interview is a formal occasion, therefore you must try to put forward attire which is formal and give a nice impression about you.

- (b) It is essential to have the etiquette to wish the people in the interview board / panel and not to do anything that would make them feel that you are rude or over-confident or a fool.
- (c) Mostly, the questioned in an interview are related to your subject of specialization; therefore it is a prerequisite that you know your subject well and is able to deliver responses to the questions put forward by the interviewer(s).
- (d) Often interviewers ask you questions about your personal life which should be answered tactfully without divulging much of your personal life, and at the same time, by not
- (e) Questions which are of general nature needs to be answered with confidence and it is essential as interviewers try to figure out if you are aware about things apart from your subject.
- (f) Your communication should show your confidence and conviction in what you speak.
- (g) Your non-verbal cues should match your words and at no time you should show with your gestures or facial expressions that you are getting irritated or bored or aloof to what the interviewers are enquiring about. Moreover, your non-verbal communication should reflect your enthusiasm and interest in the prospective job.

Before facing the panelists of an interview for employment, you should ask yourself three things which would be helpful in your performance. They are –

- (1) Do you know yourself?
- (2) Do you know about the company / institution?
- (3) Do you know the Job Profile?

Do you know yourself? – Before going for an interview you should determine your strengths and weaknesses as it is a topic that you may not only be asked on; but also the panelists on the interview board will be eager to figure out. So you should do a self evaluation before you walk in for an interview; so that you are not faced with an embarrassing situation or are jolted by questions from the panelists.

Do you know about the company / institution? – It is important to know about the company or the institution for which you have made up your mind to work for and is facing the interview. A little bit of work norms and ethics, their business and other concerns, their opportunities, etc. will help you to answer questions in a much more definite way.

Do you know the Job Profile? – It is also important to know the job profile as that would make you justify why you want to join for such a job. In other words, how your career goal matches with the profile of the job and how both you and the institution will benefit if you are given a chance to serve the institution or company.

3.7 Public Speech / Presentation

Public speech or Presentation is one such forms of mass communication where one addresses a (large) gathering of people. Giving a speech is a craft that one needs to inculcate in oneself so in professional life it may come to much use. It is not that only a political leader needs to

know the craft of addressing large audience, but there are various kinds of jobs throughout the world where the art of addressing mass is a prerequisite. Think about a situation when you are heading an institution or you are the Public relations officer or the media coordinator of an institution, it becomes essential for you to address large audience. Moreover, think about you making a presentation for a company, aren't you addressing public? So, public Speech / presentation are significant in our professional life.

Public Speech is different from Presentations in the sense that in Public Speech one is speaking to divergent mass whose background one is not aware of, whereas in presentation one is speaking to a select group of people whose academic and professional background are more or less similar to you and who have (more or less) similar interests. So a presentation is of a different nature than that of a Public Speech, but in both forms of oral communication what is needed is to catch the attention of the people which can be done either by speaking something new which the audience is not aware of or by saying things in such a manner which catches the attention of people. New ideas, new information is something that makes people attentive to the listener, but in all contexts it is essential that one needs to use a language which is the audience will be accustomed with. For a presentation one can and one should use a subject-specific language (register), as the select group of audience is aware of such subject specific terminologies; but when it comes to a Public Speech it is essential that one uses as simple and straightforward language as possible.

In Public Speech, one has to rhetorical to catch the attention of the audience. It is very important to gauge the pulse of the audience as soon as possible and then react according to it. When one is a public leader, one has to figure out what are the expectations of the audience and one needs to present oneself according to those expectations. But at the same time one needs to go beyond those expectations to mark oneself as a good speaker.

In a presentation whether in a classroom or an office or a boardroom, etc, one has to keep in mind various things. They are –

- Time Limit: Usually in a presentation there is a time limit given and one should try to wrap up one's presentation within that time as there should a discussion post-presentation about what you presented. Moreover, keeping within the time limit is necessary as the audience's time should be valued.
- Prepare yourself by writing: though in a presentation one speaks as one does in an extempore, but it is to be kept in mind that presentations are to be prepared beforehand and if possible even rehearsed so that you do not miss anything. Often it is good to write down the presentation and if not write down the whole thing then atleast make a structure in a piece of paper so that you have a framework ready. Examples, anecdotes, etc. should also be noted so that it is helpful during the presentation and one does not miss anything.
- Often the framework of the presentation is circulated within the audience so that they are aware of the framework one is following during presentation. These days, people often take help of multimedia devices during presentation to make things clear.

- Non-verbal cues are very important during presentations as one's body language, facial expressions, postures, etc. speaks a lot about what one intends to say. The conviction and confidence in what one is saying is brought forward in one's presentation through the body language. Moreover, keeping an eye contact with the audience is a must as it ensures that your words are meant for them and it also helps in understanding their responses so as to mould the presentation accordingly. If one's gaze is constantly fixed at the written document from where you are presenting, then it may cause boredom in your audience. Never read the presentation, but speak from it.
- It is important often to provide an overview about what you are presenting as it makes it easier for the audience to follow it.
- It is also important that you emphasize what your main points are and where you are digressing as well as give them a summary of your presentation as the end of the talk.
- A presentation ending with a bang always is significant as it makes the audience have a strong impression about you as well as your presentation. At the end it is also important to ask audience for their comments, queries, suggestions, etc.

3.8 University Questions

1. Write short notes on –
 - a) Advantages of Oral Communication
 - b) Instantaneous Feedback in Oral Communication
 - c) Presentation
 - d) Leadership Qualities in GD
 - e) Public Speech
2. How does speech differ from writing? What are the advantages and disadvantages of speech and writing?
3. What are the factors one should keep in mind while facing Interviews/
4. Write the differences between Monologue and Dialogue.

3.9 For Further Reading

- Malhotra Perna, Deb Dulal Halder, (2019) *Communication Skills: Theory and Practice*, Eighth Edition, BookAge Publications, New Delhi.
- Halder, Deb Dulal, Anjana Neira Dev, Perna Malhotra, (2012) *Technical Writing: Theory and Practice*, BookAge Publications, New Delhi.
- Kaul, Asha, (2012) *Effective Business Communication*, PHI Learning Private Limited, New Delhi.

Reading and Understanding

4.1 Introduction

Reading is a process which one acquires as soon as one tries to get literate, but reading is not an easy task as with reading there is a process of understanding which carries on at the same time. What you are reading is written by you or someone and therefore a communication is taking place in your act of reading. This communication can be successful and effective only when one reads properly and understands what the writer of the piece you are reading has tried to mean or hint at. So understanding what you are reading is a very significant process which we will be dealing with in this chapter. To make ourselves better readers and to check and evaluate our understanding, often the examiners in English language paper gives us comprehension passages which is a way to judge these aspects of language learning. So Comprehension passages and the ways to deal with them is also a part of this Unit. Furthermore, Translation of any document presupposes that one reads the document properly and understands it so as to re-codify it in another language. The process of translation has also been discussed in this chapter. Parts of this chapter are taken from the book *Communication Skills: Theory and Practice*, published from BookAge Publications, New Delhi. This Unit has shortened the chapters from the book so as to make it crisp and concise. Those who want further information may consult the book for details. Further, some parts of the Unit are shortened form from the books *Academic Writing* Edited by Deb Dulal Halder published from BookAge Publications, New Delhi and *Translation Studies: An Introduction* by Deb Dulal Halder published from BookAge Publications, New Delhi. For further details, you are advised to consult these books.

4.2 Learning Objectives

By the end of this chapter you should have learnt about:

- Reading Skills
- Reading techniques: skimming, scanning, intensive reading, extensive reading
- Translation and its various facets.

4.3 Reading

Listening, speaking, reading and writing are the four main skills to master a language. Those good at reading, become good listeners, speakers and writers. Nonetheless, the fact remains that no one skill is learned alone, most of the times it is a combination and integration of skills. Why do you read and how to read - these are the two significant parts to be discussed in detail for attaining a good proficiency in reading. One must know the purpose of reading a piece (literary or non-literary) before plunging into it and after knowing the purpose, a strategy of reading should be evolved.

Reading is for Pleasure, examination, general information, specific knowledge, problem solving, draw logic, etc.

Reading Techniques and Skills

In the age of Internet and information overload, what to read and what not to read is a big question and some clarity about it is extremely crucial. Reading techniques help in dealing with such situations.

It is pertinent to know WHY one is reading before going into the details of HOW (Reading Techniques). Is the target common, is it specific? Once this question is answered, only then the reading strategies can be decided for particular cases.

There are four main reading techniques which are used for specific situations:

1. **Scanning** is reading with a specific purpose in mind for specific information. When one reads an entire text/document quickly while looking for specific information, it is called scanning. For example: Going through an entire newspaper and looking for specific news related to India-Pakistan cricket match. You scanned to get specific information about Delhi University admissions and cut-offs.
2. **Skimming** is speed reading for cursory overview for general information. Going through an entire newspaper quickly through the headlines is an example of skimming. Going through a data-table quickly to elicit an overall idea of the topic on which data is presented is an example of skimming technique of reading. Do not expect a deep comprehension of the written text after skimming. Reading only the headings of chapters is skimming.
3. **Intensive reading** is of a specific written piece for a specific purpose. It is going into the minutest details of a particular word/phrase/line/para, etc. For example,

“The woods are lovely, dark and deep

But I have promises to keep

And miles to go before I sleep

And miles to go before I sleep”

Stopping by Woods on a Snowy Evening by Robert Frost

To answer a question like, ‘what is the meaning of woods’ in the poem, one will adopt intensive reading technique.

Intensive reading is very crucial for language learners as they pick up vocabulary, focus on structure and syntax while doing intensive reading.

4. **Extensive reading** is a kind of general reading for general information. Generally this technique is used for pleasure reading, like reading a novel for pleasure. One does not mind certain difficult terms or expressions and goes on without stopping for their clarification until they become a hindrance in overall understanding.

For example, if one is asked to read a chapter before discussing it in class, one goes for extensive reading to get a general idea of the piece. Unlike intensive reading which is for specific purpose, it is for a generalized understanding of a piece of writing. For example, while doing an unseen passage for comprehension, one does extensive and intensive

reading both. For dealing with specific vocabulary related or other specific questions, intensive reading is required, but the initial first reading is taken for general idea of the passage.

Process of Reading

Effective reading involves proper planning of reading so that the objectives of reading are successfully met. First of all, a reader must know her/his purpose of reading, specific or general, and then accordingly choose the appropriate strategy for the same.

- A. Pre-reading Activities:** Pre-reading activities work better at the initial stages of learning a language, but nevertheless, they are fruitful otherwise at later stages of reading too. For example, before reading a story/essay, talking about the title, sub title, sections, sub-sections and guessing the main idea and sub-ideas of it; warming up readers by asking them questions related to the theme, writer, writing technique, genre and past knowledge of the topic, etc. prepare a reader well for the main reading. Vocabulary and basic questions related to the topic also work effectually.
- B. While-reading:** Multiple readings and in between stopping by a reader to check whether the purpose of reading is being fulfilled: if it is for pleasure, is s/he getting the story line properly; if for a specific purpose like getting the main idea of the content, has s/he got it; is s/he able to comprehend what was expected after a reading, etc.
- C. Post-reading Activities:** After reading, a reader may ask oneself certain questions or some questions may be posed by a teacher in case of guided reading so that the reader is able to form an opinion about the content and can rewrite or present it.

4.4 An Approach to Deal with Comprehension Passages

One of the main objectives of learning English is to understand the language. What we call 'comprehension' exercises are, in fact, a test of this understanding. A comprehension exercise consists of a passage on which questions are set to test a pupil's ability to understand the content of a given text and to infer information and meanings from it.

Here are a few points to be kept in mind while attempting a comprehension exercise:

- 1. Read the passage quickly once to get a general idea of the theme.** When you do this do not be preoccupied with answering particular questions.
- 2. Read the passage again slowly and carefully, so to know the details.** If you come across a word you don't know, try to work out its meaning through the context.
- 3. After reading the questions read the passage again.** Look at the questions and work out mentally the location in the passage where the information required for each answer lies. Do not start writing immediately. The most useful work is done while you make yourself familiar with the passage and the questions.
- 4. Make sure that you understand the questions.** Re-phrase the questions in simple terms. Very often the students just glance through the questions without trying to understand their full implication. Consequently they fail to give complete answers to the questions.

5. **Make sure what you write is relevant.** Answer to the point and then stop. Refer back to the question to make sure that your answer contains the information that is asked for and nothing more.
6. **Use your own words as far as possible.** However, it may not be always possible to use completely different words when technical terms are involved or words used in the passage are simple enough. But, as far as possible, use your own words and structures. The purpose of setting a comprehension exercise is to find out whether a student understands the passage or not. If you merely copy the exact set of words from the passage you do not show that you understand the passage.
7. **Keep to the facts given in the passage.** You may have a lot of information from various sources on the theme of the passage set for comprehension. Your answer must be based on the facts given in the passage, unless you are directed to give information which is not given in the passage, like giving your opinion, arguments, etc. To emphasise once again, the purpose of comprehension exercises is to show that you understand the given passage and not to show how much you *know about the theme* from other sources.
8. **Answer in complete sentences unless you are told not to do so.** Sometimes, you could present the information in a single word; but you are required to express yourself clearly in good English, that is in a complete sentence.
9. Answer in the same tense as that of the question; e.g.,
What does he see ? = He sees
What did he see ? = He saw
10. When you have written your answer you should always refer back to the question and check whether your answer is relevant and complete in all respects.

4.5 Comprehension Passage Analysis

The suggestions given at the end of the following comprehension exercise should serve as guidelines while answering such questions.

Read the following passage carefully and then answer, as far as possible, in your own words, questions that follow. Before reading the suggested answers given at the end of the exercise, you should answer the questions yourself. Then compare your own response with the suggested answers.

My life was fulfilled on my fourth birthday. By which I mean everything that has happened since has been an anticlimax and has failed to match the joy and satisfaction I experienced on that day. My mother had taken me for a holiday to Bishop's Hull, a small village outside Taunton. A farm labourer, who lived in an adjoining cottage and who had lost an arm in the war offered to take me fishing. I had been fishing before but only for sharks from the upturned kitchen-table. I had never held a real rod or had my hook dangling in genuine water. Now, the prospect alone of this expedition made me so excited that I ran a temperature and did not sleep at all the night before. I even forget the grey hunter which I had discovered stabled in a pub opposite. The shutter of my mind must have been full open that day, for

every detail of the river still remains in sharp focus. My cousin and I followed the man along the river-bank. It was my first river, then he stopped at a deep pool by a weir; it was my first pool; deep, bottomless. Branches of ash reached out so that half was in the shade; the sunlight shone on the other half, and on the whole it was so still that flies could walk upon the invisible skin of the water.

I watched the fisherman take from his pocket a small tobacco-tin full of worms. Then breathlessly I saw him hold his rod against his body with his iron arm and watched him dexterously fix a worm on the hook with the other. Then he cast his line, and for the next half-hour I sat too excited to speak, my eyes riveted on the scarlet float almost unmoving on the still water. But we caught nothing.

That evening, I could not even eat my supper; I was too possessed. My mind was completely filled with the images of fish swimming beneath the water. I felt resentment against them for avoiding being caught. I lay in bed imagining I was a fish to find out how long it would be before hunger made me take the temptation of the hook.

That problem was promptly resolved the next morning by my mother who took me into Taunton to buy me a fishing line and one or two other pieces of necessary equipment. As soon as she got off the bus, I raced her towards the pool, found a worm and cast the float on to the water. Then I closed my eyes and prayed 'Dear God, please make the trout hungry. Dear God, please make them like worms, not any worms, but my worm which I've put on that hook, for Thine is the Kingdom forever and ever, Amen.'

I have never prayed so fervently or succinctly. It was not a particularly odd prayer. As a child, I always imagined God as a grocer, order-book and pencil in hand, giving me the courtesy due to a customer. I sat willing the fish towards the worm. My whole soul was screwed up into my eyes riveted on the float. I did this for half an hour or so, till my mother asked me to go and pick her some cowslips from the meadow behind her. Grudgingly I complied, running back with the flowers.

'Why don't you see now if you've caught a fish,' my mother suggested casually. 'It seems to me your float's quite low in the water.'

'Yes, it is,' I cried, hauling in, nearly falling into the water.

I can state, but I cannot express the pleasure I felt as a great fish broke the water.

'You've never seen a trout as big as that, have you?' I asked my mother confidently.

'Never,' she said truthfully.

'I shall eat it for supper,' I said, 'and perhaps I'll give you a bit for buying me the line. But tomorrow you can have all the fish. There's bound to be another tomorrow.'

That evening I broke my fast and ate the whole of the fish. There was another fish on my hook the next day. And for everyday that week. I never suspected that there was any coincidence in the fact that the fishes took my bait only while I was off picking flowers.

No doubt my mother's subterfuge was justifiable. I never suspected it and was seventeen before she punctured my boast about the trout I used to catch, by telling me they were

herrings. But it was too late then. Consequently, I have gone through life always sublimely confident that wherever I flung my hook an obliging fish would swallow it. And the incident has had other psychic repercussions. (RONALD DUNCAN, *All Men are Islands*)

- (a) How old was the author when he first fished in genuine water ?
- (b) The fisherman with whom the author had gone for fishing is said to have an *iron arm*. What do you understand by *an iron arm* ?
- (c) How did the fisherman come to have an *iron arm* ?
- (d) What were the feelings of the author towards God ?
- (e) Carefully explain in your own words the exact meaning of the following phrases or words as they are used in the passage :
 - (i) an anticlimax (line 2)
 - (ii) dexterously (line 17)
 - (iii) too possessed (line 20)
 - (iv) fervently (line 30)
 - (v) complied (line 35)
 - (vi) repercussions (line 51)
- (f) What were the feelings of the author when he had caught the fish for the first time ?
- (g) Write a paragraph of not more than 70 words to make clear what the mother's plan was, why she considered it to be justifiable, and what effect, the author feels, it has had upon him.

Suggested Answers

Question (a) This question requires from you a fact that is mentioned in the passage. It is a simple question to begin with so that it puts you at ease to go ahead with self-confidence.

- (i) The author was four years old when he first fished in genuine water.

Question (b)

- (i) "By iron-arm I understand that the fisherman did not have a real arm." This answer is negative and vague. What type of an arm did he have ?
- (ii) Therefore the correct answer is : "By an iron arm, I understand that the farm-labourer had a false arm made of some metal. Furthermore, I understand that his false arm was very strong as it is compared to iron."

Question (c) Here you are required to find the fact from the passage.

- (i) A candidate may just answer this question in the following way :

"The fisherman lost his arm during the war." Many lose arms during the war. Though this candidate has the correct clue to the answer, he does not answer the question.
- (ii) A second candidate may answer :

“Since during the war, the fisherman lost his arm, it was replaced by an iron arm in the hospital.” This answer brings in the “army” and the “hospital” which are not in the passage.

(iii) The correct answer is :

“The fisherman came to have an iron arm because he had lost his real arm in the war.”

Question (d) Here are three possible answers.

- (i) He thought that God was like a grocery man with an order book and pencil ready to note down anything he wanted and get it from him.
- (ii) He believed in God as anything or anyone who could help him.
- (iii) He considered God as a convenience who should serve him (the boy). He thinks of God as a shopkeeper who should always keep him (the customer) happy by doing what he wants.

The two important ideas to be contained in the answer are the prayer and the image of God as a grocer. Answer (i) above has too many of the original words from the passage; and thus it does not prove to be the candidate’s own answer. Answer (ii) is very much confused. Answer (iii) is the correct one expressing both the key ideas involved.

Question (e)

- (i) an anticlimax is something that does not match up to previous expectation.
- (ii) dexterously means with great skill in the use of the hands. In the context, it means that he fixed the worm with great expertise.
- (iii) too possessed means involved to an excessive extent.
- (iv) fervently means marked by a great warmth of feeling.
- (v) complied means acted in accordance with someone’s wishes.
- (vi) repercussions means indirect effects of an act.

Question (f) Answer to this question is not directly found in the passage; therefore you have to read between the lines to deduce feelings and attitudes from actions and comments. Some of the possible answers are given below :

- (i) The boy considered the trout as a reward for his work and fulfilment of his ambition. When he catches the fish he feels he got the reward for the day and therefore he can stop fishing for the day.
- (ii) He regards that the purpose of trout’s existence is to be caught by fishermen. He also thought that since he had prayed to God the trout should take the bait.
- (iii) The boy’s attitude towards the trout is selfish. He thinks that the purpose of the trout’s existence is to be caught by him; and he tries hard by prayer and will-power to lure the trout on to his hook.

The main ideas of the answer are the boy’s prayer to God and his wish that the fish should be caught in his hook. (“I sat willing the fish towards the worm.”) Against this background, answer (i) is vague and (ii) is more or less satisfactory; but it is not related

to the boy himself. Answer (iii) is the best answer, because it refers to the clues in the passage.

Question (g) This question again demands looking for facts and interpreting them.

The trick played by the mother was that she put a herring on the fishing line when her son was picking flowers. She did this to save her son from being disappointed if he did not catch a fish. The author considers that these events made him to expect to be lucky and always to get what he wanted. This incident has also caused other differences in his outlook towards life.

4.6 Translation

Gone are the days when ‘translation’ was used to be thought of as an unknown, unappreciated and dubious activity practiced by a select few individuals primarily as a hobby or professional necessity. Today translation has gained wide currency throughout the world and the discipline of Translation Studies is considered an immeasurably fertile and prolific area of work as well as research. In simple terms, it can be said that to ‘translate’ is to meaningfully convey or to carry across a message from one language to another.

The concept of ‘translation’ itself has come across its parent discipline of linguistics and has more or less become a part of the general psyche of people. Take for instance the ease with which one translates currency while shopping at a grocery shop– “thirty rupees” to ‘*tees rupaye*’ i.e. from English to Hindi and vice versa. Translation is primarily a process of communication in which an idea is conveyed from the language it is originally expressed in, which is called the source language (SL), into a language comprehensible to the intended/target audience, which is called the target language (TL). The significance of translation lies in the different languages being used by the two parties, the sender and the receiver. Translation therefore becomes an exceedingly complex activity because no two languages share the same structures of grammar, composition and so on. This is what Eugene A. Nida refers to when he declares “Since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages. Hence there can be no fully exact translations”. According to another definition provided by noted linguist and critic J. C. Catford, Translation is “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).”

Source Language and Target Language/ Source Text and Target Text

As had already been stated, Translation is an activity in which at least two languages are involved as a translator usually translates from one language to another. The language in which the text exists in the original is talked as the Source Language (SL) and the language to which the text to translated is called the Target language (TL). Similarly the text from which the translation is done is known as the Source text (ST) and it is translated to as the Target text (TT).

Defining the process of translation

Equivalence:

According to Roman Jakobson, interlingual translation involves ‘substitut(ing) messages in one language not for separate code-units but for entire messages in some other language.’ The role of a translator, therefore, is to read the original carefully, recodify accurately and transmit the message meaningfully in the target language. Hence it can be said that translation involves two equivalent messages in two different codes. Roman Jakobson, in his “*On linguistic Aspects of Translation*” (1959), talks about the problem of equivalence in meaning between words in different languages. He points out that “there is ordinarily no full equivalence between code-units.” What he means is that when one is trying to translate from the source language, one figures out that sometimes it is impossible to find an exact, equivalent word or expression in the target language. The reason is that our language is based on the socio-cultural practices. Roman Jakobson takes up the example of “cheese” in English, which is not identical to the Russian ‘syr’ because the Russian word ‘syr’ does not include the concept of cottage cheese. Thus if one is trying to translate the term “cheese” in Russian language one finds that it is very difficult to directly find an expression equivalent to the English word.

Let us take an Indian example – suppose you are translating a message or a document for primarily English - Western readers who are not familiar with Indian culture. The word “*sindur*” appears somewhere in the document / message, which we generally translate as “the vermillion mark.” The problem is that the literal translation would not translate the cultural connotations associated with the word “*sindur*.” The translator then would need to convey the message probably by providing details about what is the significance of “*sindur*” in Hindu culture (may be in foot notes). There can be many examples like this. It is not a problem that is faced only by the translators, but it is also faced by the Indian English writers writing about India. In one instance, Mulk Raj Anand had to translate the term “*namak haram*” into English and he coined the expression “spoiler of the salt.” Do you think the sense of “*namak haram*” is translated in the newly coined phrase of Mulk Raj Anand?

Now let us take an example where the English word “subway” has to be translated into Hindi. In our city life, we all are accustomed to Subways, but if someone says “*bhumigat paidal paar path*” it will take some time for us to decipher what the person is saying whereas the literal translation of “subway” is “*bhumigat paidal paar path*.” Thus translation is a tricky affair as it is very difficult to find the right equivalent in target language.

Thus if the translation has to be accurate or equivalent to the source message then it is not necessary that the code units that one translates into will be always similar and accurate. One cannot always translate word to word (we have discussed ‘word to word translation’ in Chapter 2). What assumes more significance is to translate the sense of the source message in the translated message. For example, if one is translating Shakespeare famous sonnet “Shall I compare thee to a summer’s day” (Sonnet 18) into Hindi, the problem that the Translator would obviously face is how to translate the phrase “summer’s day.” In India, the summer

season is very different from the English Summer which is quite pleasant. Now if the translator merely compares the beloved with summer then the meaning of the ‘pleasant presence’ would be lost in translation. Therefore Jakobson significantly says that ‘Languages differ essentially in what they must convey and not in what they may convey’. So if one has to translate the phrase “a summer’s day” then instead of a literal translation of summer, one needs to translate the sense.

In the translation activity that you just did, what you probably figured out is that you have been trying to find equivalence in your mother tongue for the words and sense that is expressed in these two lines of a famous poem by John Keats (*Ode to a Nightingale*). According to American scholar Eugene Nida and many other translation scholars of the twentieth century, the cardinal problem of translation studies is the question of equivalence. Nida tried to solve the problem by making translation scientific. Based on his experience of translating *The Bible*, Nida’s theory of translation as science finds its expression in two major works in the 1960s: *Toward a Science of Translating* (Nida, 1964) and the co-authored *The Theory and Practice of Translation* (Nida and Taber, 1969).

Do You Know?

Some Literary texts are translated more than once – that is, many translated versions of the source text exist simultaneously.

The reason is that each translator of the text reads the source text according to his or her own way and then translates it. As the readings of the translators’ differ, therefore the translations also do differ. But one thing one must keep in mind here – translations may not do away with the source text. The source text is always there and translations are nothing but additions to the source text and the corpus of literature.

Based on the theoretical linguistic developments of 1960s, Eugene Nida started with the premise that a word does not have a fixed meaning and but ‘acquires’ meaning through its context, in the culture and setting that one uses the word. The meaning is attributed to the word from that context and culture. Therefore Nida’s model of Translation does not merely talk about the act of translation, but mentions a three-stage system of translation –

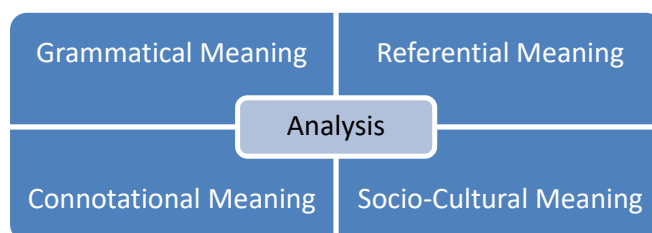
- **analysis,**
- **transfer and**
- **restructuring.**

Analysis

Translation is a three stage process as the first role of a translator is to be a good reader. The deeper the translator can critically understand the text in the source language, the better will be his or her rendering of it in the target language. So the first step is crucial to translation as translation is not always done word for word. The sense and the spirit of the text needs to find

its manifestation in the target language and till the time the translator does not fathom the sense and spirit of the original text, in no way can he or she deliver it in the translated text.

A careful analysis would involve looking at multiple aspects of the source text.



Let us look at these briefly. Analysis of **Grammatical meaning** would be entirely linguistic in nature. This would involve carefully looking at the different sub parts constituting say, a sentence, that is to be translated. For instance: While a sentence like “Meena played the game.” Can easily be translated into Hindi as “*Meena ne khel khela*”, its passive form i.e. “The game was played by Meena” leads to a translation “*Khel Meena dwara khela gaya.*” Where the highlighted word is capable of further giving a twist to the story as it may mean “Meena was able to play the game.” This is an example of grammatic ambiguity which needs to be clarified by the context. Now to look at **Referential meaning**, which pertains to extra-linguistic features, let us consider a specific reference to an event. “The Home Minister wrote to the Defense Minister about the recent spate in terrorist activities in Mumbai. He stressed on the need for improving patrolling around sensitive areas there.” While translating this statement, the translator will have to keep in mind that the pronoun “He” in the second sentence refers to the Home minister and not the other; also that, ‘there’ refers to a specific location in Mumbai. **Connotative meaning** would refer to the abstract value associated with a certain word. For instance, the word “fire” while actually standing for a physical event that burns, might be used to connote the ideas of “intensity” or “ambition”. Similarly the color “white” may connote “innocence, purity or peace” depending upon its context. Finally looking at the **Socio-cultural meaning**, which is basically social and cultural significance attached to a certain word or expression, for instance, the color “white” (discussed above) when used to describe a Hindu woman’s clothing would refer to her state of marital being a widow. This meaning will not be available to, say, a person from western culture where a woman gets married wearing white attire.

Hence we can say that a careful observation and analysis of words/phrases/expressions is of primary importance as the first step in the process of translation.

Transfer

As the translator is done with the first step the second stage of **Transfer** comes to being, where the translator needs to find the equivalence between the language of the Source text to that of the target language. In other words, after the analysis of the source text, the translator

needs to transfer the meaning in the target language (by finding the right equivalent) and then restructure the whole thing to make it appealing to the readers. If the reading of the translated text is not similarly pleasurable as the source text then the translator has failed in his attempt of translation.

The process of transferring a message requires a clear understanding of the fact that no two languages are the same grammatically or otherwise, and, each language conveys a different meaning through its unique structures. Hence while transferring a message from the source language to the target language, the translator must first establish a common route of communicability between the SL and TL and thereafter try and render as accurate a meaning in the TL as possible without interfering with the actual content of the SL.

To understand this with the help of an example, culture specific ideas such as striking up a conversation with a total stranger by means of addressing him honorifically as “mama” in Tamil is not available in English. In Tamil, the same expression can also be used to address an actual relative. To translate it in English would therefore require some application on the part of the translator, who will first need to figure out a way of communicating the connotation, and then convey the message without altering the thrust of the message, which in the case of this word, can be done by substituting it with “Uncle”.

Restructuring

Restructuring is the final step of the process of translation which depends most on finding the most suitable equivalent in the TL. Restructuring is affected by cultural characteristics of the SL and TL, the grammatical structures and vocabulary of the two languages, as well as the varying intent and method of the author versus that of the translator. While restructuring a message into the TL, the translator may either choose to be accurate to the source language: whereby he/she will try to present the expression closest to its true form (for instance, by translating “*Bhai*” from Hindi as “*Bhai*” in English with a small note describing it as a form of addressing a gangster in Mumbai); or by choosing to be closer to the target language and naturalizing the cultural connotation in favor of the target reader (for instance, by translating “*saala*” from Hindi to “rascal” in English without going into the intricacies of it also meaning “brother of one’s wife/brother-in-law”).

In the context of equivalence, it needs to be kept in mind that the ideas of ‘literal’, ‘free’ and ‘faithful’ translation were thought to be redundant by Nida in favour of ‘two types of equivalence’ (Nida, 1964):

- (1) Formal Equivalence and
- (2) Dynamic Equivalence.

Formal Equivalence: “Formal equivalence focuses attention on the message itself, in both form and content . . . One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language.” (Nida 1964a: 159) While the translator is trying to find formal equivalence, what he or she is doing is to closely follow the form, content and structure of the source text. In some cases, these kinds of translations have their own importance; for example, in an academic environment. If a

student of Indian literature is reading a Latin American Novel, originally written in Spanish and translated into English, and if the translation is done from the point of view of Formal Equivalence, then it will be better as that would allow the student to have access to the Latin American culture and its linguistic peculiarities. Many a times the translator may have to use elaborate foot notes to make the readers aware of the cultural and linguistic practices of the Latin American Culture.

If you remember the example of “*Sindur*” which we have talked about earlier, in that case the translator may choose to give a footnote explaining the significance of *Sindur* in Indian culture and Tradition.

Dynamic Equivalence: Dynamic, or functional equivalence is based on what Nida calls ‘the principle of equivalent effect’, where ‘the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message’ (Nida 1964). In case of Dynamic Equivalence, the translator focuses more on the culture and linguistic expressions of the target language and translates accordingly. In other words, the translator tries to figure out ‘the closest natural equivalent to the source-language message’ (Nida and Taber 1969). Therefore, what the translator does is to eliminate the foreignness of the source language and culture as much as possible and bring the translated text as close to the Target language culture and grammatical and linguistic rules as possible so that the readers while reading the text does not feel awkward. The naturalness with which the reader reads a text of his or her own mother tongue, the same effect should also be there in the translated text.

Thus for Nida, the success of the translation depends above all on achieving equivalent response. It is one of the ‘four basic requirements of a translation’, which are:

- (1) making sense;
- (2) conveying the spirit and manner of the original;
- (3) having a natural and easy form of expression;
- (4) producing a similar response.

Translators face innumerable problems in their quest for equivalence. For instance, if English is the source language and Hindi is the target language, one may face a problem conveying the multiple meanings denoted by a common English word like Snow. In English, Snow may express the following forms of snow with minor variations: icicle or sleet or floe (Icicle: a hanging, spike-like piece of ice formed by the freezing of dripping water; Sleet: rain in the form of small ice pellets; and, Floe: a sheet of floating ice, chiefly on the surface of the sea.) But in Hindi, the usual term *barf* will not be able to convey these meanings. To take another example, the bird ‘owl’ may be understood the same way universally, but at the same time, while it conveys the positive ideas of being insightful, mystical, a symbol of grace and wisdom in the Western culture, being called an ‘owl’ or ‘*ullu*’ in Hindi/ Indian culture is understood to be a mildly offensive way of hinting at someone’s stupidity, mediocrity, pessimism and so on, which are definitely negative.

Though Nida favored Dynamic Equivalence over Formal Equivalence, but to always translate thus would be ruining the source text completely and would be creating a new text. In Shakespeare's play *A Midsummer Night's Dream*, when Bottom turns to an ass head, it is said that: "Bottom, Thou are translated." The meaning of 'translation' here is that of a kind of transformation, a physical one in this case. In Dynamic equivalent translated text, the same would happen as the translation would be very different from the source language text leading to a new text altogether.

Thus equivalence is the cardinal issue in translation but as Mona Baker says equivalence 'is influenced by a variety of linguistic and cultural factors and is therefore always relative' (Baker 1992: 6). Susan Bassnett in her book *Translation Studies* sees the process of translation as potentially the process of finding the exact equivalent as she writes –

"Translation involves far more than replacement of lexical and grammatical items between languages ... Once the translator moves away from close linguistic equivalence, the problems of determining the exact nature of the level of equivalence aimed for begin to emerge. (Bassnett 2002: 34)

4.7 University Questions

1. Define Equivalence. What are the different equivalences and what are their significance in the process of translation?
2. Comment on the process of Translation as has been talked about by different Translation scholars.
3. Read the passage given below and answer the questions that follow.

With eager anticipation we awaited the next stage. A tailor was called in to measure us, five boys and one girl, Mary Lila Rao, for the sports kits. I was filled with happiness, just like a child who had been given a bag full of candy. After all, I would be fulfilling my dream to wear a blazer with INDIA written on it!

A week later, we left for Australia. The night before we left I could not sleep. My small suitcase has been packed with my kit and bedding and I waited for the sun to rise. Excited by the prospect of what lay ahead, we boarded the train to Bombay, the first lap of our long journey across the seas to far-off Australia. When we reached Bombay's Churchgate station, we were taken by bus to the Astoria Hotel. It was the first time that I had seen such a grand place, and I could barely believe my eyes. What was I, a simple village boy doing in such a different world? While we were at the Astoria, Commander Rekhi, our manager, showed us how to knot a tie and gave us lessons on table manners.

When we reached Santa Cruz, the entire atmosphere at the terminal seemed unreal its bright lights, the strange sounds, the rush of people. Except for Mary Lila Rao, none of us had flown before. I was scared and confused. I had no bedding and no food. Where would I sleep? What would I eat? How would the plane take off with so many people, their luggage and other cargo? Would it crash under so much weight? I followed my companions towards the huge monster that awaited us, and blindly climbed up the ramp

into the cabin. I was asked to fasten my seatbelt, but naturally I did not know what to do and was fumbling with the straps when the air-hostess kindly helped me.

When the plane started to taxi along the runway, I closed my eyes and prayed to my God. I had butterflies in my stomach as the plane ascended. And then we were airborne. When I looked out of the window I saw smoke pouring out of the engines, and raised an alarm, thinking that the plane was on fire. The air-hostess calmed me down, patiently explaining that it was only the fuel burning. I felt very foolish and laughed with relief.

(Adapted from the Autobiography of Milkha Singh)

Attempt the following questions on the basis of the passage you have read.

- a) Why couldn't Milkha Singh sleep a night before they left?
- b) How many people had flown earlier?
- c) What made the atmosphere of Santa Cruz seem unreal?
- d) Give any two reasons responsible for Milkha's worry or confusion?
- e) According to him what was a huge monster?
- f) Why was he fascinated by the hotel?
- g) Why did the air-hostess need to help him?
- h) Why did he pray to his God?
- i) Identify and name the figure of speech in para-1?

5. Read the passage given below and answer the questions that follow.

The news media are in crisis across the developed world. Journalism as we know it is being described, obviously with some exaggeration, as 'collapsing', 'disintegrating', in 'meltdown'. In this digital age, there is gloom in most developed country, or 'mature', media markets over the future of newspapers and also broadcast television. Two decades after a call issued from a conference in Windhoek, Namibia for the establishment of World Press Freedom Day, 'the arrival of the digital revolution – the evolution of the Internet, the emergence of new forms of media, and the rise of online social networks – has reshaped the media landscape and made "the press" of 2011 something that those gathered in Windhoek in 1991 could not have imagined'. There is a strong sense that 'the news industry is no longer in control of its own future' and that it is technology companies like Google and the social media that lead the way and look set to hegemonize the public space that once belonged to the news media.

The global financial crisis and economic slowdown of 2008-2009 sent several western media organizations into a tailspin. Advertising revenues, the lifeline of the newspaper industry, took a body blow during this period. Many big newspapers, whose strengths had been sapped and whose situational advantages had been undermined over the years, went into bankruptcy or protection against bankruptcy. *The New York Times* was bailed out by an emergency loan of US \$250 million from Mexican billionaire Carlos Slim: 'to help the newspaper company finance its business.'. Tens of thousands of journalists lost their jobs

in the United States, where newsrooms are 30 per cent smaller than in 2000 (Rosenstiel and Mitchell 2011), and across Europe.

There has been some recovery, or to be more precise, a slowdown in the decline beginning mid-2010. But printed newspaper circulation and readership are in irreversible decline across the developed world; they have been in steady, longterm, secular decline much before the recent recession hit these countries and their news media. ‘Circulation is like the sun. It continues to rise in the East and decline in the West’, Christoph Riess, chief executive officer of the World Association of Newspapers and News Publishers (WAN-IFRA), told those assembled at the World Newspaper Congress and World Editors Forum in Vienna in October 2011. His presentation of *World Press Trends 2011*, the annual survey done by WAN-IFRA, focused on ‘six key areas’: the media consumption shift; economic developments; newspaper circulation and number of titles; advertising expenditure by media; newspaper revenue; and internet versus mobile.

There was a clear sense in the Vienna gathering that a historical era for the news media was coming to an end and they had entered, even if differentially across the world, an indeterminate period of uncertainty. With the changes in audience behaviour and news consumption accompanying the migration to the web and to mobile platforms gathering pace, the big challenge for the traditional news business is *engagement* of the audience that is getting away, with grim financial implications. ‘We have always been extremely efficient in using the time of our readers’, Riess told his audience in Vienna. ‘But now we are in a more challenging environment, because readers are more promiscuous, they have more choices, they read newspapers with less frequency. We have to do more to attract them find new ways to garner loyalty.’

These industry-wide trends, and the accompanying stresses, pessimism, and disarray, have already taken a big toll of independent and resourceful journalism in the developed world. According to a report titled *The Reconstruction of American Journalism*, commissioned and published by the Journalism School of Columbia University, New York, ‘the era of dominant newspapers and influential network news divisions is giving way to one in which the gathering and distribution of news is more widely dispersed’ and the economic foundation of U.S. newspapers is ‘collapsing’. Newspapers, ‘the country’s chief source of independent reporting, are shrinking – literally’, with fewer journalists ‘reporting less news in fewer pages’ The situation and prospects of broadcast television, which still commands a big audience across the world and remains the world’s premier advertising medium, do not seem much brighter.

1. The word “hegemonize” means –

- (a) Dominate
- (b) Overturn
- (c) Lack
- (d) None of the above.

2. Which of the following statements are true –
 - (i) Economic slowdown impacted news room.
 - (ii) Social media has taken over public space.
 - (iii) Rise of online social networks have helped the news media.
 - (a) (i) and (ii) (b) (ii) and (iii) (c) (i) and (iii) (d) All of them
3. According to Christopher Riess, what has impacted the media most?
 - (a) Economic Slowdown
 - (b) Impact of Cyber Media
 - (c) Loss of Advertizing Revenue
 - (d) All of them.
4. Which of the following statements are true?
 - (i) The developing world also saw similar fate of media as the developed world.
 - (ii) Internet has made it possible for the media to reach larger number of people.
 - (iii) The economic foundation of the US media is collapsing.
 - (a) (i) and (ii) (b) (ii) and (iii) (c) (i) and (iii) (d) All of them.
5. The state of the Audio-visual media, especially television, is similar to that of the other traditional media.
 - (a) True
 - (b) False
 - (c) The passage does not give any concrete detail for the same.
 - (d) Television is one of the audio-visual media under threat.

4.8 For Further Reading

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Writing Skills

5.1 Writing: An Introduction

As has been discussed in the initial units, writing is an essential human activity which came into existence much later than speech as writing is a graphical representation of speech, though the rules of writing are often different from that of speech. We also need to remember that speech is a distinguishing characteristic of every human being, but it is only the literates who can write. In other words, literacy is a prerequisite for writing. In this Unit, the focus is on various aspects of writing – such as Note-making, Letter Writing and Report writing. It is not that writing is limited to only these activities. There are various other kinds of writings such as academic writing, technical writing, writing for the media, creative writing, official writing, etc. But for the present purpose, that is, according to the scope of the syllabus, we will limit ourselves to only specific kinds of writing practices. Parts of this chapter are taken from the book *Communication Skills: Theory and Practice* by Perna Malhotra and Deb Dulal Halder, published from BookAge Publications, New Delhi. This Unit has shortened the chapters from the book so as to make it crisp and concise. Those who want further information may consult the book for details.

5.2 Unit Objectives

By the end of the unit, you should learn –

- How to make notes?
- How to write Letters?
- How to write short reports?

5.3 The Writing Process

Writing is a competence which can be inculcated with practice. When one writes poetry as one has a natural inclination to write poetry; but when one writes an assignment or a term paper, one does it because of an academic necessity. While writing an assignment or an academic paper not only you should know about the subject on which you are asked to write on or have chosen to write, but should also have some basic idea about the format of how to write an assignment or academic paper. In Academic writing, it is necessary that we approach it as a craft and learn it. Academic writing is a response to a necessity; therefore writing should be approached as a process.

As writing is a process, therefore it usually follows a particular sequence:

Prewrite → Write → Rewrite

1. Prewrite – Prewriting is a process which comes before the actual writing begins. While writing any assignment or term paper, it is presumed that there must be something very

significant that needs to be written. Therefore, one must ponder over certain significant aspects before one begins writing. They are:

- One should figure out the aims and goals of writing. In other words, one must make sure that one knows why one is writing. If you are writing an assignment, your approach will be different from that of an answer you are preparing for the examination.
 - One should gather all the available information and data on the subject one decides to write on, that is, one needs to do the required research on the topic and figure out the available literature on that topic.
 - One should then determine the style, that is, the way one arranges one's words and sentences into a cohesive piece of writing. The same data can be used by different individuals to produce different arguments even though they may intend to write for the same audience. Therefore before getting into writing one should also decide on and choose one's style of writing.
 - Moreover, while writing an assignment or a project, there is a deadline that is given to us and we need to plan our writing in such a way so as to meet the deadline. It is assumed that during our college or university days, there is not a single assignment or project to be done, but many. Therefore one needs to plan all assignments together and make sure that deadlines for each of them are met. Therefore it is significant that we chalk out a plan.
 - Very often, in writing assignments and projects for academic purposes, a word limit is also set by the instructors / teachers / evaluators. One should limit oneself within the word limit and therefore while arranging the facts and arguments, give more importance to the facts and arguments which are primary to support your topic. Thus one needs to plan or chalk out a rough plan or structure of how one will progress with the process of writing.
2. Write – Once the relevant information and data has been gathered and a rough structure of the argument is decided; it is the time to launch oneself into the actual process of writing. In this phase of writing, one should organize the writing in such a manner that it is easily comprehensible. Therefore it is very important to ascertain a logical sequence in writing.
 3. Rewrite – Rewriting is the final step of the writing process, and one that is essential to successful writing. This step requires that one revises the rough draft and edits it. Revision allows you to perfect your assignment, project or any other writing.

5.4 Note Making

Note making is an exercise that we need to do as it is a key to success in academic as well as professional fields. Suppose you are given a topic to research and write on. As you do your research a plethora of information comes to you – some of them are useful, some very significant, some rubbish and some which you can neglect. While gathering all these information if we do not keep proper notes and think that you will be able to retain

everything in your mind, then you are mistaken as it may happen that you may miss some important information while writing or may miss an important argument. Therefore it is always better that we make notes, which can then be used while we start writing or preparing for the examination or use for future reference. Therefore, note making is an essential part of many English language syllabus as it helps us in our writing process.

5.4.1 Why Note-Making?

Note-Making is significant academic exercise for the following reasons –

- (a) Today when there is plethora of information available on any topic because of the spread of digital information therefore it is significant that one takes down notes of whatever one reads so that it can be used in future; otherwise the person may have the tendency to forget many a things that he or she has read.
- (b) The notes can be used for future reference.
- (c) By note making one can filter the key ideas from what one has read and can do away with information and analyses that are not so useful.
- (d) It can be helpful in revision work.

5.4.2 Techniques of Note-Making or How to make notes?

- The first significant thing about Note-making is that the reader should read or go through the **reading** or the passage very carefully and try to **figure out the key ideas**, main theme, key arguments of the reading / passage.
- The Note-maker should then put the main idea of the passage as heading of the passage – **the heading** should be short and easy to understand (usually of three to four words) and usually written on the top middle of the page. Moreover it should be so that it evokes the interest of the other readers and also makes you again go through it.
- Under the heading of the passage, the **sub-headings** should come in. sub-headings are the subordinate or associated ideas that come under the heading, that are used to develop the heading or the main idea of the reading or passage.
- Once we are through with the subheading it is essential to write the **points under each subheading** which goes on in support/ against/ to uphold/ to argue in favour or against/ to provide the details/ etc. of the sub-heading. It should be kept in mind to properly indent (space suitably and provide them numbers or put them in bullet form) the points.
- Other significant things –
 - There is no need to write full sentences in Note-making – one can just write in the form of just the necessary words which can be understandable.
 - Abbreviations should be used as much as possible (and a list of abbreviations should be provided at the end of Note-Making for other readers)

Abbreviations
Some Popular and standard Abbreviations
a. <i>Capitalized first letters of words</i> U.S.A., U.K., U.S.S.R., W.B., U.P., etc.

b. Common abbreviations c. Sc. (for science), Mr., Mrs., Dr., Govt., etc d. Common symbols e.g., : \, ∴, +ve, -ve, ® (leading to), ↑ (rising), ↓ (falling), =, etc. e. Measurements and Figures 100', 100", 100 kg, 1000 mm, 100ml, etc.
Making own abbreviations Such as, edn. (education), prog. (programme), prog've (progressive). We are all accustomed to doing it as we use such abbreviations usually when we write SMS or while writing informally WhatsApp messages.

Since notes are prepared for one's own use, one has the flexibility to use a format which suits the most, yet the following format may be conveniently used by all, though there could be other customized formats according to one's needs and preference.

Heading:
Point 1.
1.a Sub-point.
1.b Sub point.
Point 2.
2.a Sub point.
2.b Sub point.
Abbr. used

5.5 Paraphrasing and Summarising

Summarising and Paraphrasing are very useful skills because they allow us to use the work of authors whom we wish to cite, while using our own words and thus not turning our paper into a copy-and-paste from other works. These skills help us demonstrate our understanding of a text, and showcase our original analysis and use of what we have read.

In Short
Paraphrasing means putting a piece of writing in new words, so that most of the language or expression is different, while the content or idea is retained.
Summarising means reproducing the main points of a piece of writing while substantially cutting down its length.

Paraphrasing means changing the words in which something you have read has been expressed. The result of paraphrasing should be significantly different from the original source, so that as far as the expression goes, it counts as your original writing. At the same time, because you will be giving credit to the original author of the text you have read, s/he must not be misquoted. Therefore, the meaning must NOT be changed.

Consider the following sentence: “There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.”

This could be paraphrased: “Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.” (Bailey, 50)

The above paraphrase is a good example because it:

- Uses a different sentence structure than the original,
- Mostly uses different words,
- BUT retains the same meaning as the original, and
- Does not try to forcibly replace the words or phrases that are in common use, or have no effective substitute, or whose replacement would make the statement clumsy or unclear, e.g. ‘industrial revolution’ or ‘eighteenth century’.

Passage for Paraphrasing:
The information that Columbus wanted most was: Where is the gold? He had persuaded the king and queen of Spain to finance an expedition to the lands, the wealth, he expected would be on the other side of the Atlantic – the Indies and Asia, gold and spices. Spain was recently unified, one of the new modern nation-states, like France, England, and Portugal. Its population, mostly poor peasants, worked for the nobility, who were 2 percent of the population and owned 95 percent of the land. Like other states of the modern world, Spain sought gold, which was becoming the new mark of wealth, more useful than land because it could buy anything.
Paraphrased Passage:
According to Howard Zinn, the rise of modern nation-states like France, England, and Portugal created a demand for gold because it had the advantage of being usable for exchange. Spain, which had been recently unified, was one of these new countries in which gold was replacing land as the symbol of prosperity. Most Spaniards were impoverished and worked for the nobles, who despite being a tiny minority owned most of the land. Against this backdrop of economic change and inequality, the rulers of Spain funded Columbus’ transatlantic voyage in the hope of gold and spices from the Indies and Asia. Therefore, for Columbus, finding gold was the most pressing task. (Zinn, <i>A People’s History of the United States</i>)
Taken from book on <i>Academic Writing</i> , edited by Deb Dulal Halder from the chapter on ‘Summarizing and Paraphrasing’ by Sumati Dwivedi.

Summarising means giving a brief statement of the main points of a text, in one’s own words, while maintaining the meaning of the original.

As you can see, summarising has two key characteristics in common with paraphrasing: **originality of expression**, and **preservation of content**. In practice, the two techniques are typically used together, though this Chapter is discussing them separately for clarity. In

summarising something you've read, you will probably find yourself using all the paraphrasing skills you developed in section 3 of the Chapter. In this section, the aim is to add a further skill – that of **brevity**, i.e., compressing your paraphrase into fewer words than the original. This must be done without losing essential information.

You have most likely summarised things often in your daily life – such as a conversation, the plot of a film or novel, instructions you are asked to pass on to a third person, etc. For instance, after watching a three-hour film, you may tell your friend something like: “It’s basically a love story in which the hero is involved in a gang war which is only resolved in the last scene in the courtroom, after which he marries the heroine and lives happily ever after”. Or when asked by a family member how a meeting with a friend went, you may condense a long conversation into: “I told her all about my summer job, but she hadn’t done anything much over the vacations so she told me her plans for the winter holidays, when she might do an NGO internship or study music. I told her why I preferred the music idea, and we finished by catching up on the books we’ve each read.”

You may also have performed similar operations at school if a question or assignment asked you to sum up, condense, write a *précis*, encapsulate, outline, make a synopsis, briefly discuss, etc.

5.5.1 Step by Step Paraphrasing and Summarizing:

1. Read the original text for a cursory reading. The second reading can be specific and close, looking for better understanding of the text.
2. You can underline the main thoughts. Also mark the supporting arguments.
3. Make note of the important points. While making notes try not to copy words from the original until there is no substitute for them.
4. Now keep aside the original matter and write on all the important points of the original in your own language
5. Compare your version with the original to see whether all important points have been included
6. If you find any unique word in the original which you wish to retain, then you can also use it in quotes to show the borrowing from the original.

5.6. Letter Writing

Letters can be broadly classified into formal, semi-formal and informal letters. As the name itself suggests, formal letters are used for formal purposes and situations like those at the workplace, etc. whereas informal letters are personal letters used in informal situations, like letters sent to friends, relatives, etc. The examples of formal letters are applications, letters to editors, job related correspondence, letters to editors, complaint letters, suggestion letters, persuasive letters and many other types of official letters.

5.6.1 Example of a Formal Letter

<p style="text-align: center;">Needles.com Industrial City, Delhi Ph. 1234 567 890; Website: www.needles.com Email: contact@needles.com</p> <p>Ref. No. MC/Admn/2019/702 Date: 10 Decmeber 2019</p> <p>The Insurance Manager State Insurance Company Rajendra Place, New Delhi</p> <p>Subject: Request to Get Annual Car Insurance Renewed vide Policy No. 15456977</p> <p>Sir/Madam Our Company had purchased Maruti Ertiga Petrol Version (DL 14CH 2435) on 21 December 2018 and had got the insurance done through your company vide Policy No. 15456977. The policy is expiring on the 21st December 2019. We wish to get the policy renewed by your Company only as we are satisfied with the services. Please let us know the details of the Terms and Conditions of Insurance, the premium liability, the insurance cover, the no claim bonus and the documents required for insurance. Please send an insurance representative to our office on any working day between 2:00 PM to 3:00 PM during this week to explain the related details with required documents. Please feel free to contact us for any query. Looking forward to an early response. Sincerely</p> <p><i>Rajinder Kumar</i> Rajinder Kumar Director</p>
--

5.6.2 Format: Parts of a Formal Letter

- 1. Heading:** The name and address of the sender comes at the top of the letter whether it is an individual or an organisation. In the case of organization's name and address, generally printed letter-heads are used where this part is printed in the centre. This part is also termed as 'Return Address' which means the receiver of letter knows whom and where to respond.
- 2. Reference No.:** It is the number which is specific to a letter. It helps in locating the letter at a later stage. This number, along with date, makes it a very specific identity of a letter.
- 3. Date:** In the age of global businesses and multi-national communications between companies, different formats of date writing are used in various countries but for our context in normal usage we follow 'dd/mm/yyyy' format of date but for official purpose we adopt any one of the following styles for date writing:
✓ 28 September 2019

- ✓ September 28, 2019
- ✓ 28th September 2019

All these styles are correct but the first one is more prevalent these days.

It can be left aligned or right aligned as per the format chosen.

4. **Inside Address:** It is the name and address of the receiver of the letter. These days organizations use cover envelopes with cuts at the place of inside address and the paper is folded in such a way that the inside address becomes the outside address also.
5. **Subject line:** It is a brief one line about the subject of the letter whether it is applying for a job or complaint of a damaged product or submission of a proposal. The subject line should convey the purpose of the letter at the first glance.
6. **Salutation:** Commonly used 'Sir/ Madam' (when there is no previous interaction) or 'Dear Sir/Dear Madam (when there is previous interaction) (No 'mam' please).
If the writer knows the receiver, then the address like 'Dear Mr. Khanna' or 'Dear Ms. Malik' can be used for Rajiv Khanna and Namya Malik respectively. When you are using the name of the addressee, please address by the first name (Surname) only as given in the examples. Do not write as 'Dear Mr. Rajiv' or 'Dear Ms. Namya'.
Note: These days it is more customary to use 'Ms.' for any woman- married or unmarried' in place of the distinct address 'Miss' and 'Mrs.'.
7. **Body of the Letter:** In fact, the body of any letter can be divided in three parts:
 - a. **Introduction or Opening Para:** Where you write about the context/background of the letter and introduce the topic of correspondence.
 - b. **Details of Body or Main Para:** This is the main part of the body where the writer can give the details of the content to be conveyed. This is also the part where the writer has the maximum choice to showcase his/her talent of writing.
 - c. **Conclusion or Closing Para:** This is the section of body where the writer focuses on the action required from the recipient of the letter- early reply, meeting in person, consider as a candidate, sanction the leave, and approve the proposal and so forth. Closing should be very effective to get the desired action done.
8. **Complimentary Close:** After the closing para, the letter does not end abruptly rather the phrases like 'yours sincerely', 'yours truly' are used before the signature slot. Salutation and Complimentary Close are related. If the salutation has been at a more personal level, like Mr. Jacob' the complimentary close will also be more personal like 'Truly' or 'Yours truly'. (Only the first letter of the first word is written capital.)
9. **Signature Slot:** This part carries the signature, name and designation of the sender. This part provides authenticity to the content and fixes accountability on the writer. The parts after 'Signature Slot' are not compulsory parts of a letter. They can be used, if required.

- 10. Reference Initials:** Some organizations prefer the signatures of other personnel involved in dictating or typing of a letter which helps them to locate easily in future who typed, etc. It increases accountability.
- 11. Enclosures (Encl.):** They are just like attachments in e-mails. Any additional documents attached with the main letter are listed in this part.
- 12. Courtesy Copies (C.C.):** When copies of letter are sent to more than one recipient (the addressee), it is detailed in this part. The name and designation of the person is written. In the days of use of carbon papers for making copies, they used to be carbon copies. Sometimes the word 'Distribution' is also used followed by 'To' in the next line and then the names and designations of other recipients like the following:

Distribution

- i. Mr.Kamal Nagpal, Administrative Officer
- ii. Mr. Pankaj Dua, Accounts Officer

- 13. Post Script (P.S.):** As the words indicate, it is the 'script' written after the letter has been completed. When the writer of the letter realises that s/he has completed the body but some vital information is left out, it can be written in P.S. as is in the following example:

P.S.: The timing of the meeting has changed from 11:00 AM to 03:00 PM on 17 November 2015.

5.7 Report Writing

Although reports can be of various types, yet when it comes to writing there are two broad categories under which reports are written- a short report and a long report. All Project Reports, Field and Visit to industries and business concerns are long reports. First we begin with the format of short report writing and then will move on to long reports, including field and visit reports:

Writing a Short Report

A short report can be submitted in a letter or a memorandum format whereas a long report can be submitted in a combined structure.

1. Memorandum Format

Here is an example of a periodic quarterly report of a company:

MYIDEA.COM

New Delhi

No.: MIC.ACC./2020/02

Date: 15 January 2020

To: Ms. Gayatri Singh, Accounts Manager

From: Tanmay Chaudhary, Accounts Officer

Subject: Submission of Quarterly Expenditure Report

As per your instructions given in the meeting of 7th January 2020, following is the detail of the expenditure incurred on research related activities under the non-plan head during the quarter September-December 2019:

S. No.	Name of Head	Amount Spent in Rs.
1.	Expenditure under the head 'Salaries'	81, 24,350
2	Expenditure incurred on maintenance of building and infrastructure	3,25,987
3	Conveyance, TA to staff	94,250
4	Contingency	1,45,000
Grand Total= Rs.86,89,537/-		

The report is submitted for information and further action.

Signature

Tanmay Chaudhary

2. Letter Format

As Director of MYIDEA.com, you were working on the idea of opening a subsidiary company at Ludhiana, Punjab. You assigned the task of finding an appropriate location to Mr. Raj Kumar, the HR Head of your company. Mr. Kumar prepared the following feasibility report and submitted it to you

MYIDEA.COM

New Delhi

No.: MIC.ACC./2020/02

Date: 15 January 2020

Dear Ms. Gayatri Singh,

Subject: Submission of Quarterly Expenditure Report

As per your instructions given in the meeting of 7th January 2020, following is the detail of the expenditure incurred on research related activities under the non-plan head during the quarter September-December 2019:

S. No.	Name of Head	Amount Spent in Rs.
1.	Expenditure under the head 'Salaries'	81, 24,350
2	Expenditure incurred on maintenance of building and infrastructure	3,25,987

3	Conveyance, TA to staff	94,250
4	Contingency	1,45,000
Grand Total= Rs.86,89,537/-		
<p>The report is submitted for information and further action. I would be happy to provide more details if required. Yours sincerely Signature Tanmay Chaudhary</p>		

Report Writing: Some Preliminary Facts

- While writing a report, one must read the instructions carefully on the basis of which the report is to be prepared. It is like reading a question paper thoroughly before writing an answer in an examination. Instructions set the design and content of the whole structure of the report.
- Next step is to collect appropriate material required including facts and data to prepare a report. Even in a short report, one must plan for the report and give a thought to the supporting document/s or argument/s.
- Then the outline of report is prepared. Once the outline is ready, one has to fill the relevant details.
- After the writing task is done, still much needs to be done. Reviewing and editing is as crucial as writing. Keeping the purpose and reader/s of a report in mind, review it for the content.
- The next thing is to look for grammar, spelling and expression accuracy and organization of content. Finally the formatting and the report is ready.

Step by Step Writing of a Report

Writing mainly consists of three steps: Planning, Writing and Completing. The general three steps of writing can be put to best use for report and proposal writing as well:

• Stage-1 Planning

Planning is a crucial stage of writing even if writing involves a short message as one must know about what to write, whom to write to and how to write. In a formal piece of writing like that of a report, specifically a long report, planning becomes all the more significant. One should not have to keep going to the purpose of the report after writing some pages of the same. Similarly while writing an essay, it would be very tedious if one had to keep referring to the thesis statement.

1. Be clear about the **purpose of report writing**. Once **what, for whom and how** of a report are understood by the writer, s/he is able to prepare the work plan
2. Once one knows the target audience, one can **gather information** according to the needs of the audience. Relevant information in the form of facts, data or case studies can be gathered and studied beforehand.

3. Once the basic material has been collected one must **think about the medium rather media of presentation** since a combination of various media can make the presentation more effective.
 4. Next stage is the **organisation of information**. One must **prepare an outline** in the form of an appropriate structure so that at the actual writing stage one knows how to structure the material collected.
- **Stage-2 Writing**
 1. Following the format of a short report or a long report, **write the report with the specific purpose and specific audience in one's mind**.
 2. **Choose simple words** over jargon and complex words.
 3. **Proper headings and sub-headings with short simple paragraphs** make a report more effective.
 4. Check it for **proper citations** for the resources used.
 5. **Objectivity** is the key to report writing. Logically driven facts and figures can lead to logical conclusions.
 6. Do not include anything irrelevant. It will make the report incoherent. **Be specific**.
 7. The **selection of words, tone and voice** must be audience and purpose specific.
 8. Incomplete reports will not serve their purpose. Make them **authentic and complete**.
 - **Stage-3 Completing**

By now the first draft is ready but it will not be presentable. Only after editing and revision, can one get the final presentable report.

 1. Time to go back and **revise the content**. Is the content appropriate, is it presented appropriately, is the sequence fine, is it readable, is it serving the purpose etc. should be your questions to **assess the content and the medium**. You can review and reframe accordingly.
 2. **Are the graphics and other media used appropriately**, are they adding to the effectiveness of the report. Re-look at the whole for writing as well as other media.
 3. **Language and grammar accuracy** cannot be underestimated. Go through the whole presentation again to **check for errors of spelling, structure or mechanics**. One wrong spelling at the beginning is enough to play game spoiler. Proofread and correct.
 4. For the **delivery of the report** choose the appropriate medium.

5.8. University Questions

1. Write a letter to your mother explaining to her why you did not expect good results in the exams you have just given.
2. Write a letter to the Chief Minister stating the ways in which he should try to deal with Air Pollution in Delhi apart from Road-rationing.
3. As the President of the Students' Union of your College, write a Report to the Principal of your college providing his the details of the present state of the canteen and the suggestions for improvement. (Report in Letter Format)

4. Write a short report of the field visit to a factory that your team has recently undertaken.
5. Make notes and then paraphrase the following passage.

Punctuality is a most important characteristic that everyone must have to be a successful person. It makes a person capable enough to complete all the required tasks at already decided time. The word meaning of punctual is 'on time'. It is very necessary for everyone to be on time. What will happen if a doctor gets late to the operation theatre, student gets late to the examination hall, etc. Everything will get messed up, a student can be out of examination hall and a patient can be dead.

It is very necessary for a student to be punctual all time in order to achieve what he/she wants in life. It is one of the noblest virtues which make students more civilized and cultured. Students need this quality to develop as a habit to do things in correct time. Being punctual proves this proverb 'A stitch in time saves nine' means doing tasks within time saves time and unnecessary troubles.

Punctuality is of great values to the students as it teaches them discipline also. Using this, students can be on right time everywhere such as in school, in lab, in class, in library, at home, in examination hall, in project, etc. They can perform better at both place home and school. It helps in removing laziness and negative attitudes of the students. A disciplined and punctual student always gets respect, recognition and social acceptance in the school and society. They appreciated a lot by the teachers and parents.

Punctuality is the key to success for all the punctual students. Students should follow all the great world leaders to achieve fame and success. It provides students various golden opportunities to do better in life in many areas. No one of us has born with the virtue of punctuality; everyone has to develop it on their own. It makes certain the path of success.

Punctuality is a necessary trait for all. It needs to be developed by all especially youths of the nation as they are future and have to lead their country. The rate of development in any country depends on how people of that country are punctual and disciplined to their job. So, punctuality is a key to success for everyone.

5.9 For Further Reading

- Halder, Deb Dulal, Ed. *Academic Writing and Composition: A Handbook* (2016) Book Age Publications, New Delhi.
- Malhotra Perna, Deb Dulal Halder, (2019) *Communication Skills: Theory and Practice*, Eighth Edition, BookAge Publications, New Delhi.
- Halder, Deb Dulal, Anjana Neira Dev, Perna Malhotra, (2012) *Technical Writing: Theory and Practice*, BookAge Publications, New Delhi.
- Kaul, Asha, (2012) *Effective Business Communication*, PHI Learning Private Limited, New Delhi.

University Questions
AECC – English A—December 2019 Paper

S. No. of Question Paper : 3267
Unique Paper Code : 72032801
Name of Paper : English A
Name of Course : **Ability Enhancement Compulsory Course -I**
Semester : I
Duration : **3 Hours** Maximum Marks: **75**

(Write your Roll no. on the top immediately on receipt of this question paper.)

Answer All Questions.

1. Read the passage carefully and answer the questions that follow:

Is Anybody Inside?

(Author and publication details unknown)

The old man pressed his granddaughter's face against the chest.

'Quiet', he whispered urgently, 'Don't move. If you do, we are lost.'

The mob came rushing down the road, shouting slogans.

The Old man drew his arm protectively around the little girl's shoulders. 'Don't cry,' he whispered, 'They will not find us here.'

Suddenly someone kicked the door open. It banged against the cement wall. Framed in the open doorway, against a red sky, stood two men. Behind them houses burned and the sky was thick with smoke.

'Can you see anyone?' asked the shorter of the two. 'Not yet,' was the reply.

A torch flashed. Its beam pierced the semi-darkness of the shed. The old man shrank back against the stacks of firewood, hoping that the empty drums in front would hide them from the searching light. Eyes wide with terror, he watched the light sweep over the piles of wood. Probing the piles of charcoal, drawing closer and closer, the powerful beam hit him in the eyes. His eyes caught the face of the tall, dark man. For a moment, their eyes met and held. He knew the man, he knew him very well. His neighbour's son, his friend. But that didn't seem to matter. Not now, not any more. What mattered now was religion. To share the same belief in the same God. The old man closed his eyes, and turned his face away. Trapped! Caught! Too late to run. Too late to pray. Too late for anything. Time to die.

'Do you see anything?' The shorter pushed past. 'Is anybody inside?'

The old man held his breath. With his eyes shut, his heart thumping wildly under his sweat-stained shirt, he waited. After what seemed an eternity, the tall man's words reached

him, They came from far away. 'No, let's go. There is nobody here.' And the shed plunged into darkness once again.

- (a) At the beginning of the story, what makes the old man feel that he and his granddaughter are safe? 2

Or

How does the grandfather comfort his granddaughter? 2

- (b) In your own words, describe the atmosphere of fear in the story. 3

Or

What is the significance of the 'red sky', burning house, and a sky that was 'thick with smoke'? 3

- (c) Why does the old man not feel any relief when he recognizes his best friend, who is also his neighbour's son? 5

Or

What is the significance of the last paragraph of the story? What does it suggest about human relations? 5

- (d) Use any 5 of the words given to write a descriptive paragraph of 50 -80 words.

Mob, light, eyes, charcoal, powerful, closer, eternity, stained.

2. Read the passage carefully and answer the questions below:

From *A Long Walk for Bina*, by Ruskin Bond

Bina had been going to school in her own village of Koli, on the other side of the mountain. But it had been a Primary School, finishing at Class Five. Now, in order to study in the Sixth, she would have to walk several miles every day to Nauti, where there was a High School going up to the Eighth. It has been decided that Sonu, her younger brother, would also shift to the new school, to give Bina company. Prakash, their neighbour in Koli, was already a pupil at the Nauti School. The children spoke often about the fun they would have walking to and fro.

Pranab has mischievous nature, which sometimes got him into trouble, had resulted in his having to repeat a year. But this didn't seem to bother him. 'What's the hurry?' he shrugged as he spoke, his tone careless and carefree. He had told his indignant parents, 'You're not sending me to a foreign land when I finish school. And our cows aren't running away, are they?' They are still angry about what he had said, but his voice rose in amusement as he told Bina about the conversation.

'You would prefer to look after the cows, wouldn't you?' asked Bina seriously, with concern in her eyes, as they got up to continue their walk.

"Oh, school's all right. But there's more to life ... Hey! Do you know, there's a new teacher this year, Miss Ramola. She's very young, they say, just out of college. Everyone in school is talking about her – I wonder what she'll be like."

Bina looked up, excited at this new piece of information. Her eyes shone as she thought about all the questions she wanted to ask, all the new things she might learn.

Bina walked faster and Sonu had some trouble keeping with them. She took his hand and helped him along, walking close to him, her hand on his shoulder often. She was thrilled about the new school and the prospect of different surroundings. She had seldom been outside her own village, with its small school and single ration shop. The day's routine never varied – helping her mother in the fields or with household task like fetching water from the spring or cutting grass and fodder for the cattle. Her father, who was a soldier, was away for nine months in the year and Sonu was still too small for the heavier tasks.

As they neared Nauti village, they were joined by other children coming from different directions. Even where there were no major roads, the mountains were full of little lanes and short cuts. Like a game of snakes and ladders, these narrow paths zigzagged around the hills and villages, cutting through fields and crossing narrow ravines until they came together to form a fairly busy road along which mules, cattle and goats joined the throng.

- (a) Find examples of non-verbal communication in the passage. 2

Or

Find examples of effective communication by the pitch of the voice in this speech. 2

- (b) Where do we find feedback to the speech in this passage? What is the feedback? 2

Or

Listening is as important as speaking. List examples from the above passage to show that the children are alert listeners. 2

- (c) Define 'Grapevine' and locate relevant example(s) in the passage. 2

Or

Define 'Social Space' and locate relevant example(s) in the passage. 2

- (d) Semantic noise is defined as barrier that is generated within a message, and is caused by factors such as limited vocabulary, cultural differences, and blocked categories. Find an example of semantic noise in the passage and explain why you think it occurs here. 3

Or

The 7Cs of effective communication are Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy and Correctness. Find examples of any three of these in the passage above. 3

Answer any two of the 4 questions below based on the passage above:

- (a) Imagine that you are a reporter sent to the village to interview the children Bina, Sonu and Prakash about the hardships they face as rural students. Write an interview based in the information in the passage. You may add details from your imagination if necessary. 10
- (b) You are a journalist who has been sent by your newspaper to interview Miss Ramola about the challenges of teaching in a village. Based on the passage write an interview with her. 10

- (c) If Bina and Praksh had a conversation about the importance of school education, how do you think it would proceed? Write a dialogue between Bina and Prakash, when Bina tries to convince Prakash to concentrate more on his studies. 10
- (d) Write a public speech about the benefits and necessity of affordable and easily available basic education, especially in rural areas. 10

3. Read the passage carefully and answer the questions that follow:

Chief Seathl's Letter

In 1855, the Native American Chief Seathl of the Suwamish people wrote a letter to the President of the United States of America in response to the President's demand to forcibly buy the tribal land.

How can you buy or sell the sky – the warmth of the land? The idea is strange to us. We do not own the freshness of the air or the sparkle of the water. How can you buy them from us? Every part of this earth is sacred to my people. Every shining needle, every sandy shore, every mist in the dark woods, every humming insect is holy in the memory and experience of my people. We know that the White man does not understand our ways ... The earth is not his brother, but his enemy, and when he has conquered it, he moves on. He leaves his father's graves behind and he does not care. He kidnaps the earth from his children. He does not care. His fathers' graves and his children's birth right is forgotten. His appetite will devour the earth and leave behind only a desert.

One thing we know, which the white man may one day discover. Our God is the same God. You may think now that you own him as you wish to own our land. But you cannot. He is the God of all men. This earth is precious to him. And to harm the earth is to heap contempt on its creator. The whites shall pass – perhaps sooner than other tribes, Continue to contaminate your bed and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the wild horses all tamed, the sacred corner of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires, where is the thicket? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift and the hunt – the end of the living and the beginning of the dying.

Answer any two of the 4 questions below:

- (1) Analyse the difference between the ideas of the white man and the native/tribal people as seen through Chief Seathl's letter. Can you propose a middle path between the two contrasting views of how the earth should be used? 10
- (2) Chief Seathl wrote this letter 165 years ago, using terms and a style that are not used in our time.
Paraphrase the above passage in not more than 75 words in contemporary language and style. 10
- (3) Expository writing calls for logical analysis. Using material from Chief Seathl's letter, write an expository essay on the following topic: Europeans' (the white men's) idea of development was completely different from that of the tribal people, and it has ultimately led to the destruction of the planet as the Chief predicted. 10

- (4) What kind of person do you think Chief Seathl is based on this letter? How would you interpret his value and goals? 10

Answer the following questions:

- (5) The above passage is an extract from Chief Seathl's letter to the President of the United States. Based on this letter, write a letter from Chief Seathl to his children in which he explains to them what will happen to their way of life once their land is gone. 10

Or

The President of the United States has asked you to do a survey of Chief Seathl's tribal land at opportunities for 'development'. Write a report on the findings of your survey, the prospects for development that the President wants, and your own recommendation on whether the land should be bought or not. 10