

**Participant Workbook for Interactive Skills**

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Participant Workbook

Interactive Skills

## Objective

By the end of this module, the learner will be able to:

* Apply the different stages of the listening cycle for complete comprehension
* Understand the importance of effective listening in workplace interactions
* Recognize the different skills involved in active listening
* Apply the different skills to ensure that active listening takes place
* Understand the various strategies of reading
* Know the 4 different reading techniques
* Know the 3 levels of reading comprehension
* Know when to use the four techniques
* Apply the technique to appropriate comprehension levels

## Listening Skills

Listening is a complex process — an integral part of the total communication process. It is the process of receiving, attending, and understanding auditory messages, i.e., messages transmitted through the medium of sound.

**Listening involves six stages:**

1. **Receiving**: Receiving happens when the listener tunes in and focuses on what the speaker is saying. As mentioned earlier, there is a lot of difference between hearing and listening. Hearing is the reception of sound; listening is where we attach meaning to what we have heard. Receiving happens when we listen and attach meaning to the sound.
2. **Attending**: Attending happens when the listener becomes conscious and alert to what the speaker has said. The mind will have to pay attention to what is being said. We receive many stimuli; we can’t focus on the entire stimulus at once. Hence, we choose to consciously or unconsciously attend to some and reject others.
3. **Understanding**: Understanding happens when we make sense of the message we heard. Effective communication begins only when the receiver has understood the message. Communication is defined as the sharing or understanding of a message and its right meaning. Hence, receiving, attending and understanding become very crucial stages to the effectiveness of listening as the listener must understand the intended meaning and the context assumed by the sender.
4. **Remembering**: This means that the listener has not only received the message and interpreted it, but he/she has also added it to their mental storage bank. However, since we all deal with short term memory issues, most often what is remembered may be quite different from what was actually heard.
5. **Evaluating**: is a stage in which active listeners participate by weighing evidence, sort out facts from opinion, and determine if there are any assumptions, bias or prejudice in a message.
6. **Responding**: This is the action wherein the listener `responds to indicate to the speaker that he has heard and understood the message. It is a form of feedback which closes the communication cycle. Your response could be in different forms - verbal, non-verbal or sometimes complete silence. Thus, this stage of the cycle is the only obvious means by which the sender may be able to conclude on the degree of success achieved in communicating the message.

**Difference between hearing and listening:**

**Hearing**- Sound waves hit the eardrum and cause vibrations which are transmitted to the brain.

Hearing is automatic, reflexive and effortless.

**Listening**- The brain attaches meaning to the sounds heard. It is not natural, requires effort and is non- reflexive.

## Active Listening Skills

To reduce gaps in our communication, it is essential for both the speaker, i.e., the sender of the message and the listener (receiver of the message) to do effective listening. Active listening is the core skill of interpersonal communications.

**Difference between passive and active listening:**

Passive listening is one way listening with no interaction. For e.g. watching TV, listening to a speech, listening to the radio etc. Active listening is listening with the intent of understanding the other person’s thought and feelings and to communicate your understanding. It involves a restatement of either the message or the feelings of the speaker without giving advice, analyzing or probing to the satisfaction of the sender. The point is, for the moment, to abandon your own thoughts, feelings, wishes, need to control the conversation, or wish to solve the problem, and just understand the speaker’s view to communicate your understanding to the sender.

When listening, it is useful to try and understand what the speaker’s inference is, the context of the topic and value what they have to say. Listening is not an easy task and requires commitment and focus. The listener must prepare to listen and use specific skills to ensure that he/she has heard and interpreted the message correctly. It is a reflective and empathic experience.

Let us look at some of the skill sets involved in active listening:

## Suspending Judgment

Suspending Judgment means keeping an open mind and focusing on achieving a complete understanding of the other person’s complete message and real feelings before expressing your point of view or making judgments. It doesn’t mean not having an opinion of your own; it means that you hold back on your thoughts until you have heard the speakers view completely.

* It means showing neither agreement nor disagreement
* It means not asking questions
* It means not giving advice or jumping to problem solving.
* It means sending the conversation back to the other person to continue, and not taking control of it.

## Paraphrasing

Paraphrasing means stating back what you have heard and understood in your own words to the speaker, ensuring that the gist of the message is not lost. When actively listening, you paraphrase for 2 reasons:

* To check your understanding of the message
* To demonstrate your understanding to the other person

It is impossible to go wrong in this step because if you paraphrase inaccurately, the other person will correct you and the misunderstanding will be clarified. It is also an excellent tool to use when someone puts you in a tight spot and you are at a loss of words. It helps you buy time.

Paraphrasing is so deceptively simple. People often think anything this easy can’t be effective, but it truly is the key to active listening.

**Points to ponder when paraphrasing:**

* Is the problem intricate enough for the need to paraphrase?
* Is there sufficient time and resources available to you to address this concern?
* Do you truly want to get involved and help the other person?
* Is it possible for you to hold on to your judgment?
* Is the outcome of your paraphrasing in proportion to the responses received?

## Clarifying

* Checking the exact meaning of the sender’s words by using open or close ended questions.
* Checking your understanding of the subject discussed by the speaker
* Questions starting with whom, why, what, where, when and how are used when clarifying a point.
* Avoid using leading, bombarding, or double questions as these may bring with them a response of defensiveness from others and also direct the focus away from the topic.

## Attending skills

* Attending skills refer to the verbal (use of words) and the non-verbal (use of tone and body language) behaviors that indicate to the speaker that you (as a listener) are “tuned in” and receiving the message. For e.g.::
* Making direct eye contact
* Using open body posture to signal receptiveness
* Use of “minimal encouragers” such as head nodding, smiling, saying “uh-huh”, etc.
* Verbal following: brief statements acknowledging that you have understood the speaker

## Summarization

* At the conclusion of a statement, reflecting the major points of the total message back in a concise manner is called Summarization.
* It has to be crisp and specific as only the most important points to be reemphasized.
* This skill is especially important when:
  + The topic of discussion is complex and long drawn
  + The conversation happens over the telephone
  + A decision has been taken after brainstorming

## Dealing with feelings

* Awarenessof one’s latent feelings is the main step in dealing with feelings. If we are not aware of what we are feeling, we may act on it unconsciously. If we can acknowledge and name our feelings, it automatically gives us the power to make appropriate choices on how to handle it.
* We can use awareness to reflect and check our understanding of the other person’s feelings. Since feelings are most often expressed very indirectly, we have to infer them. If we assume what the other person’s feelings are, we create a gap.

**Do it yourself:**

Practice Active Listening skills. Try asking someone in your life: “Is there something you’d like to share with me?” and practice actively listening to their response.

**Check your active listening skills: are you an active listener? More specifically, when you’re engrossed in a conversation, do you simply hear words, phrases and sentences? Or do you hear underlying ideas, feelings and concerns?**

This simple self-scoring quiz will help you find out:

|  |
| --- |
| 1. Before I begin a sensitive discussion, I make at least one “clearing-the-decks” gesture, such as removing the papers I’m working on from my desk. |
| 1. If I expect the conversation to be lengthy, I offer coffee or water to my discussion partner. |
| 1. I sit in comfortable proximity to the speaker and directly face him or her. |
| 1. I listen for subtle changes in inflection and tone of voice in an effort to understand the speaker’s feelings. 2. I make eye contact with my partner during discussion, but avoid impersonal or “cold” staring. 3. I don’t offer opinions or judgments on the issues at hand, at least until the discussion is over. 4. I use gestures of understanding – nodding my head, for instance – when my partner makes points that seem particularly important. 5. I don’t succumb to distractions, such as ringing telephones or activity in the hallway, while listening. 6. I maintain a relaxed posture during the conversation, regardless of the content of the discussion. 7. Although I might jot down an occasional word or phrase, I avoid writing extensive notes during the conversation. 8. I restate the speaker’s key thoughts in my own words from time to time. 9. I ask questions to clarify facts and understand the feelings of the speaker. 10. I avoid expressing irritation at any poor speech patterns or hesitancy the speaker might exhibit. 11. I use the speaker’s name occasionally. 12. I let the speaker “get off the topic” during a sensitive discussion, if he or she wishes. 13. I listen carefully for signs of emotion in the speaker’s voice. 14. My demeanor appropriately complements the speaker’s demeanor. For instance, if the speaker is upset, my posture and gestures are reassuring. 15. I resist the temptation to finish the speaker’s sentences or draw out conclusions before he or she offers them. 16. I speak slowly and in a relaxed manner. 17. I avoid distracting gestures, like looking at my watch or at a pile of papers nearby. 18. I acknowledge the speaker’s feelings and thank him or her for sharing them. 19. If the speaker asks me a question, I answer simply, directly and without making a judgment. 20. I’m not afraid to say “I don’t know” if I can’t offer a firm answer to a problem or question. 21. Periodically, I summarize and ask the speaker if I understand his or her message properly. 22. I help the speaker bring closure to the conversation by forging mutual conclusions or observations.   Total:   * If you usually practice the skills in question, score yourself with a “2” * If you sometimes practice the skill in question, score yourself with a “1” * If you seldom practice the skill, give yourself a “0” |

## Reading techniques

Reading comprehension refers to the capacity to understand written information. Most of us read habitually; books, magazines, newspapers, e-books, blogs or journals, for pleasure or to expand our skills and knowledge. We do a variety of reading at work as part of our job too.

Reading supports learning of language in several ways:

* It increases not only our reading ability but also language fluency.
* It helps us increase our vocabulary, awareness of sentence and speech structure, grammar in real contexts and gives a holistic view of the function of the language.
* It provides information of the content, on various cultures, and knowledge of the society and its diverse lifestyles.
* It assists the reader in interacting with the written word, as a one to one meaningful dialogue, that facilitates reading with ease and comprehension.
* It exercises the mind, tones the mental faculties, hones the language skills, and enhances creativity of the thought process.

Pre-reading strategies:

* Be clear about:
* The purpose for reading the text
* What you seek or expect to learn from the text. This helps in finding relevant information quickly and competently.
* Acquire background knowledge of the text to predict or anticipate events and adapt reading strategies accordingly.
* Check understanding while reading, during reading and after reading. Write out all the points and check for correctness of recall to help enhance effective recalling and retention of information in the mind.
* Understand the format of different types of the resources that hold information. For e.g.:
* Articles that cover news have key points in the beginning, which are then later elaborated
* Articles that cover viewpoints have the gist of main views in the introduction and summary
* Some articles cover current/burning issues in the body, as their coverage is of diverse depth and extent.
* As you read,
* Keep the questions of who, where, why, how, etc. at the back of your mind
* Make a distinction between, attitudes, opinions, facts or inferences raised by the author
* Infer ideas, negate/cancel new/repetitive ideas
* Analyze and connect to previous ideas or information that you already have in that subject
* Get actively involved in reading by:
* Making notes
* Underlining or highlighting
* Noting down the key words
* Raising questions of your own; seeking answers to questions raised by the author
* Paraphrasing at the end of each important section
* Summarize to check your accuracy; to know your thinking pattern, in order to understand why some relevant information was left out or distorted or new information was added, if any.
* Read with a questioning mind while decoding linkers or literary signals (For e.g.: bold font, question mark, etc.) to understand the author’s and the article’s direction.

**Techniques of reading:**

1. Skimming
2. Scanning
3. Extensive reading
4. Intensive reading

## Skimming

Skimming is a method of reading quickly without pausing to take in details with the objective of understanding the essence or the main idea of the text. For e.g.: When you read through a newspaper or magazine, you read rapidly to get the key points and skip the trivial details.

For e.g.: You are a student of Literature. You are asked to present a paper on the literary style of a contemporary writer. This is what you may do:

* You go to the nearest library or bookstore to look at the various books on display.
* You need to get a book with an exciting plot to hold your interest, to help you delve into it and research the literary style.
* You glance at the author’s name to know his background, his credentials, his fame, his social standing and view point.
* You peek at the title and sub-headings to guess its content and to get more clarity.
* You read the excerpts at the back to get the story in a nut shell.
* You glance at the chapters & their initial sentences to know who the book is intended for and what it covers. Chapter headings further reveal an overall view of the construction of the subject.
* You read rapidly and randomly, in between a few pages, to know the sentence structure, language, style and attitude of the author.
* You look out for characters that shouldn’t be too many, read the preface to understand the background to the book, the ending to know if it is innovative or run of the mill.
* You notice the quality of the pages, line spacing and font for easy readability, the cover graphic to attract your mind and connect it to that book.

Thus, you quickly go through a few books and finally decide on the book that you wish to buy!

This type of reading is known as "Skimming" where one gathers information without going deep into the matter. Thus, skimming may be defined as "looking over a text/passage quickly, in order to get a general or superficial idea of the content. It's not necessary to comprehend every single word when skimming.

**Strategy to skim:**

* Read the contents, tables, indexes, titles, sub-titles, headings, sub-headings and illustrations.
* Read the first and the last paragraphs, introductions to related articles, summaries, etc.
* Read the first and the last sentence (topic sentence) of each paragraph.
* Ignore the peripheral details and look for the main idea.
* Guess the meaning of unfamiliar words from the context or from previous knowledge. Look up the words in the dictionary later.
* Glance through the reading passage and note the title, introduction, summary of text, heading, sub-heading, highlighted/bold words, diagrams, examples, etc. to get a sense of the content.
* Focus only on the relevant information and skim over the rest to reduce necessity to hold entire information in memory.
* Paraphrase at the end of each section, validate comprehension, and restate information.
* Skimming should be done at least three to four times faster than one’s normal speed of reading.

**When to use skimming:**

* To preview a text prior to reading it in great detail
* To get an overview of the lengthy document
* To read lots of material in a short time
* To check easy readability

**Do it yourself:**

**Read the following short passages (A to G) quickly. Mark A to F as appropriate in the blank beside the type of passages given below:**

(Clues: A letter, a memo, a set of instructions, part of a short story, part of an essay, case study, a page from the dairy)

**One example has been done for you:**

A.

September 11, 2011

Today was my day off. I did a bit of shopping-met Grace for lunch. She had been ill lately. She looked good today. We also caught a movie at multiplex. The movie was so… so but it had great music. In the evening I talked to mom over the phone. Later I watched TV.

Type of passage: **a page from the Dairy**

B.

Mumbai

September 30, 2011

Dear Riya,

Thank you for your letter. It was sweet of you to reply. I wanted to call you up and talk to you but then I don’t know your work timings.

I am overjoyed to know that you will be in town in December. Finally, we will be able to meet. Let me know the exact date of your arrival. We will have dinner in our favorite restaurant. Call me on my cell: 78654321.

I look forward to hearing from you soon.

Your friend,

Poorna

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C.

Kayla, who just recently graduated from high school, works for a magazine publisher. She has been working at her new job as a data-entry clerk for only two weeks. On her coffee breaks, Kayla likes to go down to the composition department and watch Juan and Carin use the computers to makeup magazine pages. Juan has even volunteered explanations on how the programs work. Carin has never offered to explain anything to Kayla. Yesterday Carin told Juan that she had to take special classes to learn the software programs, so she didn't think it was right for Juan to teach Kayla how to use the software. "Besides," Carin said, "she might get so good that she'll take over one of our jobs!"

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D.

Research at Oxford University and other educational institutions have revealed that the majority of the global organizations look for individuals to work in their company who are not only technically competent but are also good in their behavioral attributes. In this competitive global village, hard skills on its own does not merit as much as an individual’s soft skill competency. Hence the need to ensure that the graduates who are at the threshold of joining the professional world are equipped at the college levels itself so that they get a definitive edge when they move into an organization.

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E.

The ticket collector came in and started checking people's tickets and reservations. Suddenly, he looked in my direction and asked, 'What about your ticket?' 'I have already shown my ticket to you,' I said. 'Not you, madam, the girl hiding below your berth. Hey, come out, where is your ticket?' I realized that someone was sitting below my berth. When the collector yelled at her, the girl came out of hiding.

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F.

Mix three cups of water, one cup of orange juice (about two oranges), and ½ cup of sugar. Serve with ice. Makes 4 glasses.

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G.

To: All Department Heads

From: Pankaj Das, Department Head

Date: 15 September 2011

Re: Holiday Announcement

A new holiday list is going to be circulated for the New Year 2012. If there are any objections/suggestions please call me at 6785432198.

Type of passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Scanning

**Scanning** is another reading technique, which helps gather information very quickly. It is used to find exact words, details or particular pieces of information in a text. It is the technique you use when you run your eyes quickly over the page, to find precise phrases or information, necessary for your work. It is a reading skill that asks for close attention to definite facts in a text or a piece of writing, like referring to a timetable or scoreboard. For e.g.:

* When searching for the timings of your English exam from the general time table
* When trying to find a particular name in the phone book (For e.g.: Nita. You quickly run your eye over all the Nitas and their address in the page of the phone book to know the number of the right Nita)
* When searching for your name on the railway reservation chart (you look up your bogie and reservation number
* When inspecting the meeting schedules or plans (to know the time and business work allotted to each day)
* When scanning a tourist pamphlet or a conference guide (to search the hot tourist spots quickly or the rooms where discussions will take place.)
* When scrutinizing an airplane schedule (to identify the date and time of departure)
* When checking a TV schedule in your newspaper

**Do it yourself:**

**First read the following questions, and then scan the schedule to find the answers:**

1. You want to watch both the highlights of the cricket match as well as the road show. Is it possible?
2. Is there a show on how to make good investments?
3. You are thinking about traveling to the US for a holiday. Which show would you watch?
4. Your friend is fond of movies and loves to know what happens in Bollywood. You invite her over to watch this show with you. What time would that be?
5. Priya is interested in keeping fit, which show should she watch?
6. You love outdoor games! Which sport can you watch that takes place outside?
7. Which indoor sport can you watch this week?
8. You want to catch up on the latest cinema released. Which program should you watch?
9. How often can you watch the news?
10. You are in a mood for a horror film this evening. Any luck?

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| **STAR Minus**  6.00 p.m.: Headlines Today- join Ketan Mehta for your daily news roundup.  6.30: Ghar Ghar ki Kahani-Phalguni walks out of her house. See more in today’s episode.  7.00: Sports Review- Watch highlights of IPL’s final fight between CSK and MI’s.  8.30: - In news today: Meet Palit Jodi who is in the thick of controversy over IPL.  10.30: News at Bedtime- A nightcap of the day's most important events.  11.00: MOMA: Art of Living- A fascinating documentary that helps you enjoy the different forms of rural art in India.  12:00: Late Night drama- Reflections from Barkha on parliament today. | **24X30**  6.00 p.m.: News In-Depth – an In-depth coverage of the most important national and international news stories.  7.00: Nature Revealed- A documentary that takes a look at the beautiful universe of the Bandipur National Park.  7.30: World Masters- Live coverage of world badminton championship from Peking.  9.30: It's Your Money- Popular game show that makes or breaks the player depending on how they place their bets.  10.30: Green Park- Stephen King's latest movie on monster madness to scare you silly.  0.30: Late Night News- catch up on the news you missed out during your busy day. | **Ace TV**  6.00 p.m.: Travel Abroad - This week Dev and Rea take us on a trip to sunny California! 6.30: Enemies-watch another entertaining episode of the four enemies.  7.00: The Bikers- watch the action in the thrilling reality show.  9.00: Film Fare award night-be with the dazzling stars in the glittering award ceremony.  10.00: Slim Fit- A guide to losing weight to be fit and healthy.  11.30: Review The Three Idiots- Aamir and Maddy come together to showcase their new movie Three Idiots.  1.00: Countdown- a close look at India’s participants to the Miss world contest-their trial and triumphs |

## Intensive reading

Intensive reading is a slow, close and accurate reading of the whole text done with a lot of concentration for a detailed understanding. Unlike skimming and scanning, it aims for higher degree of comprehension and longer retention.

Intensive reading technique is applied on shorter texts to extract specific information and grasp the details of a specific situation. Each word, number or fact is important in intensive reading so as to understand and evaluate its content in depth. For e.g.:

A bookkeeping report, an insurance claim, a contract, etc. In these, you have to read line by line to get specific and detailed notes, to check for unfamiliar words, and generally to absorb all the information given therein.

Extensive reading on the other hand is reading longer texts for pleasure and also to acquire a general understanding of a subject. For e.g.: reading a novel, magazines, self-help books, etc. We use all the skills of reading, i.e., skimming, scanning, intensive reading and extensive reading, when we read.

**Do it yourself:**

**Activity 1 on Intensive reading: Read the following passage, and answer the questions that follow.**

Is intensive reading really reading?

This question may seem a bit strange. Obviously, intensive reading is at least one kind of reading. A slow and careful reading style that is appropriate for very difficult texts. However, in many ways, intensive reading is really more of a language study method than a form of reading. It is useful for English study because its slow speed allows students to stop and look new words up in the dictionary. It also allows students to pause and carefully study long or difficult sentences to get a better understanding of their grammar.

However, intensive reading alone will not make students good readers. In fact, too much intensive reading may actually cause students to develop bad reading habits. For example, because intensive reading requires students to pay attention to every detail. It often encourages the habit of paying more attention to the vocabulary and grammar of a text than to its overall meaning. It also encourages the habit of reading English very slowly, and students who become accustomed to reading English in this way often never learn to read any faster. Finally, intensive reading tends to be relatively boring, so students who fall into the habit of reading everything intensively often develop an aversion against reading in English.

The main purpose of most reading is to understand the meaning of the text, usually as quickly as possible, so extensive reading is more like "real" reading than intensive reading is. In order to become good readers, students need to practice reading extensively as well as intensively. It is good for students to read intensively sometimes so that they can study a text's grammar and vocabulary. They also need to read intensively if a text is very difficult. But it is equally important for them to spend time reading texts in an extensive style, focusing mainly on the meaning of the text and not stopping to look up every new word.

Furthermore, to become good readers, students need to read a lot - entire books or magazines - instead of just short articles or passages from English textbooks. Just as a runner must run a lot every day in order to build muscles for running, good readers need to read frequently and extensively to build good reading skills.

**According to the passage, what are the main purposes of intensive reading?**

1. What are some things students can learn through intensive reading?

2. What are some bad habits intensive reading may encourage?

3. What is the main purpose of extensive reading?

4. How do students become good readers?

5. What would help students to develop good reading skills?

## Reading comprehension levels

Reading is an essential skill, responsible for increasing one’s ability to assimilate large volumes of information. It helps one read diverse materials for business or for leisure. Reading leads to better life skills as, one can communicate effectively with the fund of knowledge at one’s disposal.

A reading comprehension is measured in 3 levels based on the depth and complexity of reading. We can name these levels if we measure them from easiest to the most complex:

1. Level 1 - Literal
2. Level 2 - Interpretive
3. Level 3 - Applied

## Level 1: Literal

* Literal reading is the skill of receiving primary, exact and direct meanings of ideas or words inscribed in the text.
* Literal reading can be utilized by an average reader with good basics of language as a thorough understanding of vocabulary and sentence structure is important for literal comprehension.
* Literal reading does not go deeper into the meaning or symbolism of the written text.
* Literal reading refers to ideas and facts directly stated on the printed pages. So, distinguishing main ideas, details, sequences, causes and effects, etc. is essential for literal comprehension.

## Level 2: Interpretive

The second level of comprehension is interpretive or referential comprehension. At this level, one reads critically and analytically into what one has already read. It is apparent that before one infers into reading matter, one has to understand the ideas that are stated (literal comprehension). Interpretive reading begins with a good understanding of the material. Once a material is selected, it is analyzed to comprehend its sequence of thought. Prior knowledge is utilized to make a prediction on the information and draw conclusions. Learning outcome is more from the reader’s end than from the writer’s as the reader has read more meaning into the text, than evident on the surface.

**Methods of Interpretive reading:**

* Predicting the author's purpose of writing the text logically
* Summarizing the main idea when this is not explicitly stated in the text
* Selecting conclusions which can be deduced from the text that one has read
* Exploiting familiarity of story structure to understand the organization of ideas in the implied/interpretive meaning
* Becoming aware of one’s general perception before, during and after reading.
* Creating images related to the text by reading the text's headings and summaries in order to create an explicit plan of the text’s content
* Making up questions in order to search for answers at a deeper level.
* Being an active contributor to the content and relating one idea to the other through interpretive interactions between what one garners from the text and what one already knows
* Using one’s visual imagination and recollecting one’s memory during reading
* Utilizing semantic knowledge and employing crisis resolving and prediction skills

## Level 3: Applied

While interpretive reading is reading between the lines, applied reading is reading beyond the lines. At an applied level, statements which signify insight or opinions of the author are extracted from the content and applied in real contexts. At the same time, interactions created by the author are united with other ideas outside the text range. The reader goes beyond direct and implied interpretations of the content and activates the ‘execute’ stage.

**Methods of applied reading:**

* Preview before reading the text selection.
* Identify which statements precisely reflect the meaning of the selection.
* Analyze and synthesize the given information.

## Types of Speech

Irrespective of the language being used, speech has many complexities within it. Your speech will contain many units of ideas – planned or unplanned. It employs phrases, known and unknown words, fillers – both sounds and words, and also the right responses. Speech is also situation centric, ranging from casual to formal to direct or indirect.

Let us see how we can categorize speech based on the above aspects and the different functions of speech:

**Speech as Interaction:**

Here we look at our everyday interaction – conversations with clients/colleagues which do not look at deeper objectives or outcomes. Simple interactions such as greeting each other, small talk, sharing basic information in a friendly and non-threatening environment.

Here the intent of the speaker is to create a comfort zone for the other person. It is also about how they (the speaker) would like to portray themselves, to create a good image, in front of the other person.

In such interactions speech would take the following form:

* More formal than casual
* No emphasis on the message
* Polite and non-intrusive
* Conversation etiquettes are involved
* Balance between both the speaker and the receiver
* Reflects on the role and the relationship between them
* Is more of a formality/social obligation

Skills in speech as an interaction:

* Using the right openers and closures in conversation
* The art of making small talk
* Recounting experiences with clarity and specificity
* Taking turns to ensure balance in speaker and receiver’s response
* Interjecting at the appropriate place and in the right manner
* Giving suitable responses to carry the conversation forward

Some of the frequently used instances of speech as interaction:

* Chatting with your colleague over a cup of coffee
* Small talk when waiting for the elevator
* Talking to your neighbors, before a meeting begins
* First time meeting with a group of people – clients, visitors, colleagues from a different unit, etc.

**Speech as transaction:**

Here we refer to situations where we give a lot of importance to the message being given out. The focus is more on the information. More than creating the right image, the speaker will have to ensure that the information is given with clarity and accuracy and proper comprehension has happened.

We can categorize this function based on the outcome expected. For e.g. the first one is where the speaker’s intention is more on giving out the right information and ensuring the receiver has heard and understood the message correctly. The second one is more with the purpose of getting a buy-in to the idea of the speaker. Here the emphasis is more on obtaining suitable and desired response.

In such transactions speech would take the following form:

* Primary focus will be on the body of the message
* Communication strategies are employed
* Listening skills such as probing, summarizing and paraphrasing are used
* Interruptions, digressions, repetitions are a part of this function
* Influencing and negotiation skills become paramount

Skills in Speech as an Interaction:

* Ability to describe/explain in detail
* Listening skills such as Probing/clarifying/summarizing/paraphrasing
* Agreeing and disagreeing in the right manner
* Giving suggestions to further the objectives of the transaction
* Justifying one’s point of view with data
* Making comparisons and evaluating the information

Some of the frequently used instances of speech as transaction:

* Team meeting for problem solving or strategizing
* Client calls/ meetings to negotiate
* Decision making and discussions

**Speech as performance**:

As the name suggests, here speech as performance refers to information which is given out to the audience maybe in a larger manner and in a different environment. The speaker has to focus both on him as well as the message so that both credibility and impact are not missed out.

In such performances speech would take the following form:

* It is more monologues than a dialogue
* Uses a standard format/structure
* More formal than casual
* Evaluates both the speaker and the delivery

Skills in speech as an interaction:

* Use of right structure/format
* Sequencing and organizing the information
* Audience orientation and management
* Language skills and flair
* Overall impact-from opening to closure

Some of the frequently used instances of speech as performance:

* Presentations to colleagues and clients
* Speech to welcome or share information
* Addressing a large group of people
* Facilitating a workshop/session

**Below are the characteristic features and skills related to the three types of speech:**

**Speech as interaction:**

**Features**

* Focus is on speaker’s identity
* Message is secondary
* Is more, a social function
* can be in formal or casual
* Reflects role relationships
* Is a joint construction

**Skills involved:**

* Opener and closure
* Small talk
* Recounting experiences
* Taking turns
* Interjecting
* Suitable responses

**Speech as Transaction**

**Features:**

* Focus is on information
* Message is the key
* Importance to making oneself understood accurately.
* Significance is given to giving and receiving information
* Negotiation and digression

**Skills involved:**

* Describing/explaining
* Probing/clarifying
* Confirming
* Agreeing and disagreeing
* Giving suggestions
* Justifying
* Making comparisons

**Speech as performance:**

**Features:**

* Focus is on message and audience
* Structured and organized
* Form and accuracy is the key
* Importance to language
* Monologue

**Skills involved:**

* Use of right format/structure
* Sequencing and organizing information
* Audience orientation
* Language skills
* Overall impact-from opening to closure

As a speaker, it is extremely important to recognize the function where we are employing speech and thus tune ourselves to the requirement of the function as well as the situation and thus ensure our purpose to the communication is met.

We will learn more on articulation and speaking skills in this series in the next eight modules.

## The 5 P’s of Effective Speaking

* **Picture**: Create a similar picture to the one you are thinking about for the listener to comprehend. Be vivid, if you have to.
* **Pitch**: Make your voice interesting by bringing in inflections and changing the pitch. For e.g.: high pitch reflects high energy; low pitch reflects low energy. Pitch is largely related to our emotions and hence, we need to be careful.
* **Pace**: Make sure the speed at which you speak is appropriate for the audience and the effect that you aim to create. For e.g.: fast pace to show excitement; slow pace to lay emphasis, etc.
* **Pause**: No word was ever as effective as a rightly timed pause.Pauses are a powerful mechanism to convey information and keep your audience interested. For e.g.: to create eagerness among the audience.
* **Power**: Speak with energy, emphasize on words, and be loud and distinct for people to hear you clearly. You can also project power with the help of your language, words, content, knowledge, body language, gestures, attitude, etc.

## Indianism

Indianisms are certain grammatical errors that creep in when an Indian speaks English by transliterating, i.e. the speaker thinks in his native language and translates it into English when communicating. When this is done, numerous grammatical errors and improper sentence construct occur.

For e.g.: “It was getting very dark in the afternoon as my daddy returned to home from work. As he entered the bedroom he tried to switch the light on, but there was some problem. And then my daddy said, ‘Why is light not oning?’ (ing form of on)”

Words such as these are often used without much conscious awareness of its unique local flavor, can create confusion for a native speaker who is listening to him.

Let us look at some of the commonly used Indianisms in our everyday life:

**a. Use of progressive tense in stative verbs:**

The famous McDonalds line – “I am loving it.’ When using stative words such as like, love, have, feel, etc., do not use progressive tense.

* I am having a brother – wrong
* I have a brother – correct

**b. Wrong usage of prepositions:**

* Let us discuss about this - incorrect
* Let us discuss this - correct
* She has so much of time to do it - incorrect
* She has plenty of time to do it - correct

**c. Use of incorrect tag questions:**

Incorrect:

* Raj did it, no?
* Dev is here, isn’t it?
* Sheila closed the door, did she?

Correct:

* Raj did it, didn’t he?
* Dev is here, isn’t he?
* Sheila closed the door, didn’t she?

**d. Variations in Word order:**

* My all pockets are empty. – Incorrect
* My pockets are all empty. – Correct
* She is late always. – Incorrect
* She is always late. – Correct

**e. Answers to a question:**

* “Didn’t you take Rita to school?”
* Yes, I didn’t. - Correct
* No, I didn’t. - Incorrect

**f. Inappropriate usage:**

* Ram was not available but. - Incorrect
* But Ram was not unavailable. - Correct
* I only told her to do that. - Incorrect
* I told her to do that. – Correct

**g. Use of “of”:**

* Jane had so much of time at hand hence… - Incorrect
* Jane had so much time at hand hence… - Correct

**h. Usage of rhyming words:**

* Let’s have some chai- vai/coffee-shoffee

**Frequently made mistakes and why:**

* I **passed out** from my college last year:

Why – You graduate from that college; pass out refers to losing consciousness.

You do not "pass out" from that institution.

* Kindly **revert** if you have any further questions.

Why – Revert means "to return to a former state."

* I saw that movie **years back.**

Why – Use years ago, not years back.

* Please refer to the mail below and kindly **do the needful.**

Why – Obsolete phrase, not used anymore.

* I need to **discuss about** the budget with you**.**

Why – Discuss means to "talk about", hence about becomes redundant.

* I want to **order for** a strong coffee.

Why – We "order" something and not "order for" it.

* **‘Do one thing- take the stairs and then turn right….”**

Why – Using a term such as do one thing before giving information, does not make sense.

* “Sorry he is **out of station,** come back next week.”

Why – One may be “out of town”, not “out of station” it is Indianism.

* **“**Why are you awake? **Sleep is not coming**?"

Why – Sleep is not a person! “Aren’t you feeling sleepy?” is a better way of saying it.

* ‘The meeting has been **preponed** to Monday.’

Why – Although the opposite of postpone is prepone, it is used only in India. Instead use advance.

**Do it yourself:**

|  |
| --- |
| **Rewrite the following Indianism with proper grammatical construct.**   1. I’m having two sisters |
| 1. They had gone there yesterday |
| 1. I didn’t knew that |
| 1. I am listening music |
| 1. I’m telling to you |
| 1. I cannot discuss you that |
| 1. My cousin brother |
| 1. My sister is in 12th std. |
| 1. My sister is reading in Class 1 |
| 1. Transportation facility is not available |
| 1. I got a phone on my phone today |
| 1. My house is at the backside of the school |
| 1. Mother in laws |
| 1. On the light |
| 1. You people |
| 1. I am putting up at |
| 1. I think so that |
| 1. I told to you |
| 1. I am wanting |
| 1. Meet at 6 am in the morning |
| 1. I am agree/disagree |
| 1. Have a seat |
| 1. I am having long hair |
| 1. Your dressing sense is pathetic |
| 1. How did you find the place? |
| 1. Enclosed within |
| 1. When I was small |
| 1. Cook myself |
| 1. Give an exam |
| 1. Give me a ring |
| 1. Press my clothes |
| 1. Drinking Soup |
| 1. Today morning |
| 1. Yesterday evening |
| 1. I and my brother |
| 1. This is more preferable |
| 1. I am understanding it know |
| 1. I am ABC this side |
| 1. Regarding to |
| 1. I don’t think so that your phone is working |
| 1. What is your good name? |
| 1. Please hold the line |
| 1. She is more taller than John |
| 1. I am looking for job |
| 1. Myself Krishna |
| 1. Can you tell me what time is it? |
| 1. This scissor is not working |
| 1. He gave me all information |
| 1. One of my friend |