

# **Module 1 BASICS OF COMMUNICATION**

## **1. COMMUNICATION PROCESS**

### **1.1 WHAT IS COMMUNICATION?**

According to W.H. Newman and C.F. Summer Jr. ***"Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."***

It is not passive and does not just happen; we actively and consciously engage in communication to develop the information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over some time.

The relationships of people engaged in communication continuously grow and develop.

**Definition 1:** *It is the ability to speak, write or to express our ideas, feelings: clearly and convincingly.*

**Definition 2:** *It is the process of sending and receiving symbols for understanding, knowing, informing and in the broadest sense, improving the relationship with the world.*

**Definition 3 (Robert Anderson):** *Communication is an interchange of thoughts, opinions or information by speech, writing or signs.*

Communication also is symbolic because it is not limited to words or language. It can always be done by the help of gestures and symbols or facial expressions. The symbols can be present with and without language. Our ability to symbolize and express makes the process of communication possible.

The definitions of communication emphasize four points, i.e.:

1. Communication of ideas
2. Receiver should get the same ideas as were transmitted
3. Communication is a two-way process including the transmission of feedback
4. Purpose of communication is to elicit actions

### **1.2 TOOLS OF COMMUNICATION:**

Various tools help in the process of communication. Human beings have developed these tools from the dawn of civilization or before. They help us in communicating sometimes universally sometimes within a group. Here are some of the tools discussed in brief. There can be many more tools that help in the process of communication.

i) **Language:** The primary function of every language is to communicate. Each language has various forms. It is one of the foremost and essential tools for communication. It is the most precise and comfortable tool to use. Each individual uses these tools in the process of communication. There are different languages in this world. We need to know a particular language in order to communicate in that language. That is why, depending on the use of various languages globally, there are different linguistic groups.

ii) **Script:** This is a group of symbols used to express the written format's language. They are also highly essential useful tools of communication. One limitation with the script is we have to make a conscious effort to acquire knowledge about a particular script. This consumes a lot of time. This is also regarded as the tool of the educated mass.

iii) **Drawing/Painting/Sculpture/Visual art:** Many individuals are blessed with creativity. They use their creativity to communicate in an artistic manner. Their art is well accepted in the society and gives them high regard. These artistic creations reflect nothing else but communication. They express themselves with the help of art. These art may be in the form of drawing (child) or painting (professional), they convey the

same meaning. Artistic creations are more stylish in nature in terms of communication. A small piece of art can convey thousands of sentences by its form, size, colour combination, shades etc.

iv) **Body:** Our body is one of the most important tools of communication. Whether we are using language or not it is always present in the process of communication. Without body cues our communication may be confusing. Our words must be supported by proper actions reflected by the body. They may be in the form of gestures, postures, eye contact, spacing etc. Every action or non-action is part of Body. This type of tool is otherwise known as body language.

v) **Silence:** In particular situations silence can also act as an important tool for communication. There are many instances where either we don't use language/words or we are not in a position to use those. In such situations silence has the power to convey the message effectively. The silence inside a temple indicates purity and nearer to godliness. The silence inside an examination hall suggests discipline and law abiding.

vi) **Dress/costume:** This is also an important tool for communication. Dress has been an integral part of every culture, tradition, custom and practice. They give shape to our personality and individuality. Dress also reflects culture and behavior. An individual's behavior can always be guessed by the kind dress one is wearing. It has the potential to convey many things without the use of words. School uniform, mask, traditional attire etc. can convey the purpose. We can identify an individual from the dress.

vii) **Surrounding/Environment:** Many a times just by reflecting to the environment we get a lot of message. Many things are communicated by the environment itself. We need not engage in words to understand a particular situation or context. The environment is powerful enough to communicate the message and convey us convincingly.

### 1.3 COMMUNICATION PROCESS

It is the process of expressing one's ideas, thoughts, feelings, expressions, emotions, language, knowledge etc. Effective communication process consists of a message being sent and received. The message may be verbal or non-verbal. Feedback is to ensure that the message sent was received exactly as intended. The process may involve Transaction, exchange, and sharing. Communication is the base of human existence. Starting from the child's cry which the first communication by any human being. Communication is present in Home. It spreads out to society (the people with whom we live and share our experiences on a daily basis). It is also instrumental in framing our culture. Culture in a developed state of being becomes an integral part of religion. Communication is also responsible in administration and control in the country. Every aspect related to human being is dependent on communication. Either it be politics, economics, sociology or technical things like evolution of Science and development & use of technology. Particularly, in the present context communication assumes a lot of importance. We live in the world of information technology. Communication is the nerve centre of information technology and I.T. enabled services.

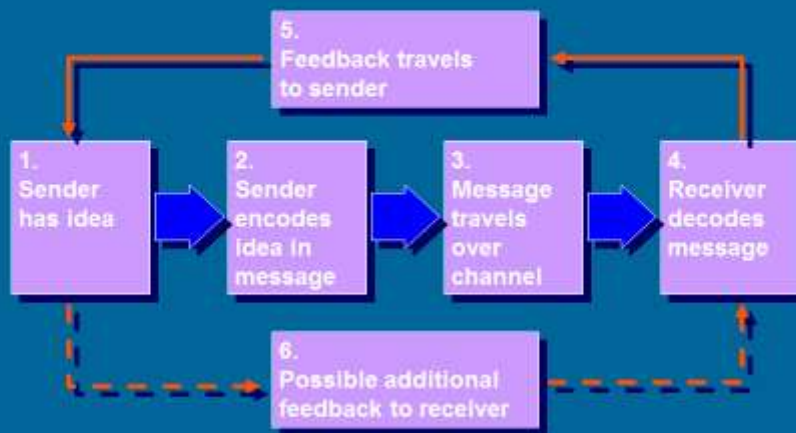
The process of evolution from pre-historic age to modern age every time human being has given proof of existence through communication. From the beginning of civilization human being has understood the need and importance of communication. Now let's understand the nuances of communication.

#### **Meaning:**

The word has been derived from Latin words 'communis' and 'communicare'. The meaning of the first word suggests to make common and 'communicare' means to share or sharing.

# The Communication Process

## Basic Model



### Steps in communication process

#### **1. Sending the message:** Involves four elements viz.

- Sender formulates the message he intends to communicate
- Consider possible barriers that may affect the message like senders experience, terms used, feelings toward the subject or the listener (External barriers like noise must also be considered)
- Encode the message i.e. put the message into words
- Send the message (communicate) clearly

#### **2. Receiving the message:** also involves four elements

- Receiver will first hear or see the message received
- Message is affected by external barriers & receivers own internal barriers like experience level of the receiver, understanding of terms used & attitude towards the material
- Receiver decodes the message through the use of mental images. E.g. the word circus said by the sender would allow the receiver to raise different mental images like clown, big top, lions, acrobats etc.
- Receiver interprets the message

#### **3. Feedback**

- To determine whether receiver understood the message sent, feedback is essential
- Provides information about success in communication
- May take several forms viz. encourage receiver to ask questions, receivers non-verbal behavior like facial expressions and body movements also provides important clues or sender can ask question to receiver whether they understand the message

# The Communication Process Expanded Model



## Communication Process Simple Model: Ask 5 WH questions

- Who sends? [*Sender*]
- Whom does he send? [*Receiver*]
- What does he send? [*Message*]
- Which medium? [*Channel*]
- What effect? [*Response/Feedback*]

*Who sends what to whom through which channel with what effect?*

### 1.4 FACTORS THAT INFLUENCE THE PROCESS OF COMMUNICATION:

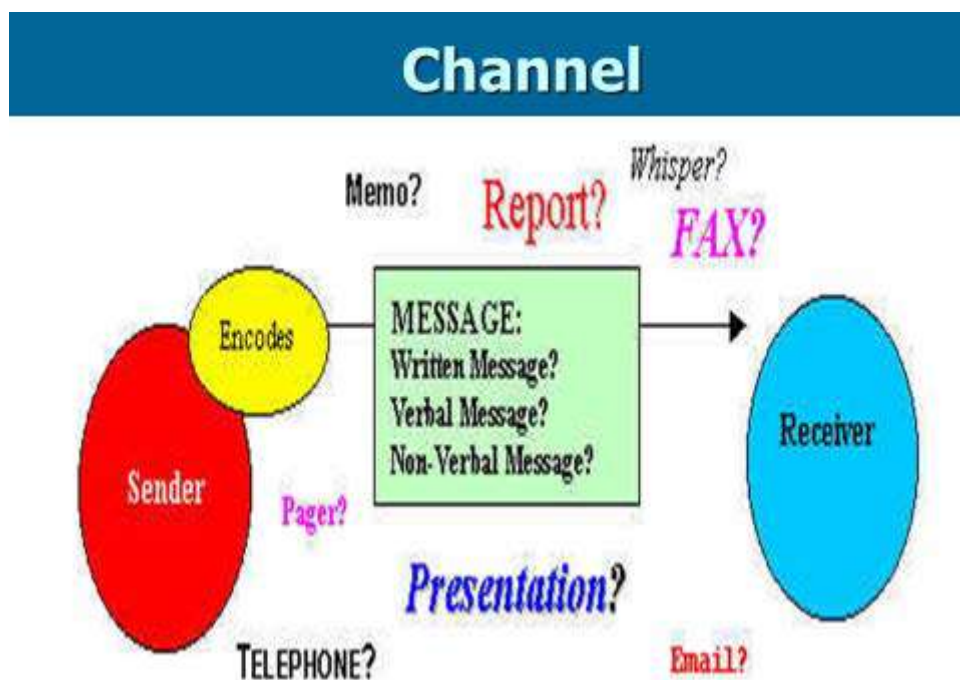
There are various factors that influence the process of communication. Without having a proper understanding of the factors one cannot involve in the process of communication effectively. They control and regulate the process of communication. The factors are sender & receiver, code, channel, topic, message, context, feedback, noise, barriers and filters.

**Sender & receiver:** They are the two participants essential for the process of communication to take place. The flow of information takes place between these two sides. Sender initiates the process of communication. Please refer to the schematic diagram of process of communication.

**Code:** It is a system of symbols used for the purpose of communication. Language is the most prominent code used by human beings. Each language uses various symbols in the form of letters which are

represented by different script in different languages for written communication and different sounds for oral communication. For the communication to be complete both sender and receiver must be well versed with code they use. In case of non-verbal communication we use gestures/body language as code. "Code" is also a set of rules which we follow while using a particular language. Each language has different rules e.g. Grammar, sounds (phonetics) and syntax (sentence structure).

**Channel:** It refers to the medium through which the information passes. There are basically two types of channels. a) Auditory channel: The message in the transmission is converted into sounds and the sound wave passes through air to reach the receiver. b) Visual channel: In case of written communication we read symbols with the help of vision. This type of channel is also used while sending or receiving non-verbal messages. As most of the communication involves a mixture of verbal and non-verbal messages hence, both the channels are active in any process of communication.



**Topic/Subject:** The topic is the idea converted into a message. The topic should suit both the sender and receiver. They must enjoy some rapport with each other to undertake the process of communication and must have some understanding on the topic to be communicated. The topic can range from an event, action, object, person, experience, feeling, emotion, subject, theory, analysis, law, regulations, etc. The topic should be of mutual interest for the communication to be sincere and continuous. The participants in the process of communication finalize on the degree of involvement in a particular topic after initial exchange of ideas. There are some topics which are participant dependent e.g. entertainment, sports, behavior, attitude etc. whereas, some topics are topic dependent e.g. Science, technology, policies, economic theories, administrative functions etc. Hence, in topic dependent topics passive form of communication is used.

**Message:** In verbal communication it is the form in which the information is sent or received by the participants. It can be words/group of words or sentences/group of sentences. In case of non-verbal communication it depends on the situation or context. In non-verbal communication the message becomes signal sent by means of signs, symbols, gestures, postures etc.

The message depends on five factors. They are :

- a) **Precision:** The accuracy and strictness of the message need to be maintained in order to send it in proper content as it was devised in ideation.
- b) **Confusion:** It should be free of mistakes and misconceptions. Mistakes may lead to misunderstanding of the message as a result the process may get disturbed or diluted.

- c) **Exclusion:** Omission of unnecessary details is highly essential for the message to be clear and specific. We should also try to segregate the information in such a manner that no extra information is provided.
- d) **Emotion:** The message should reflect proper sentiment and excitement. But one must keep in mind that it should not be an overflow of emotion which may distort the process.
- e) It is **individual-specific**. The encoders understanding, social position, context, cultural background and knowledge affect the style of a message.

**Context:** It is the setting in which the communication takes place. The context is dependent on factors like time of communication, place, sender/receiver, channel, code and topic etc. For complete communication to take place both the participants should be sensitive towards the context or else the message may be wrongly comprehended and the result can be disastrous. In case of written communication the context is less visible.

**Feedback:** Please refer the schematic diagram on process of communication. Refer from Communication elements on page 1 of this document.

**Noise:** Any interference in the message sent and the message received leads to the production of 'noise'. Noise doesn't refer to the concept of sound but a break or disturbance in the communication process. If noise occurs because of technological factors, it is not too much of a problem as it can be removed or rectified by correcting the fault. But, if it is a result of human error, then both the participants should take corrective measures. It is an unplanned interference in the communication setup. This affects the transmission of the message. It can be of two types channel noise and semantic noise. Channel noise refers to the interference in the mechanics of the medium used, e.g. faulty connection, technical fault etc. In written communication it refers to illegible handwriting. Semantic noise is generated internally, resulting from internal problems/errors in the message itself. Sometimes semantic noise occurs because of misunderstanding of a given word/sentence/phrase by any of the participants. Grammatical error, faulty pronunciation, ambiguous sentence structure, misspellings etc. are other examples of semantic noise.

**Barriers:** Barriers creates obstruction in the process of communication. This controls the progress or movement of the process. It breaks the rhythm that is expected in a desired outcome. It stops the process of communication by partially sending the message. There can be different types of barriers e.g. physical barriers and emotional barriers. Physical barriers include medium, crowd, physical object, distance, noise etc. Emotional barriers include intra personal behavior, inter personal behavior, categorical thinking, wrong assumptions etc.

**Filters:** Filters are like barriers but the only differences is that they filter the process of communication. They channelizes or cleans the process as a result the message is not properly received by the receiver. It mainly occurs at the psychological level or individual level. E.g. Social status, skill, orthodox thinking, content, culture, gender etc.

Both barriers and filters distorts the process of communication. The participant has to be conscious of their presence and act accordingly. If they want the process of communication to be fruitful they must eliminate as much as possible the barriers and filters from the process.

The above factors are not limiting or end of the list in the process of communication. Some other factors do creep in as a factor that can influence the process of communication from time to time e.g. Mother tongue influence, pronunciation, cross-cultural situation etc.

## 1.5 FORMS OF COMMUNICATION

### A. FORMAL COMMUNICATION

#### I. INTERNAL – OPERATIONAL COMMUNICATION

- To transmit instructions or requests along the lines of command. E.g. from marketing director to sales manager to floor staff
- To inform staff on new policies, arrangements, developments, processes etc
- To request information from any employee in the company to assist in making decisions for company
- To persuade, motivate & encourage staff to work as individuals and as a part of the team
- To provide confirmation, responses and information upwards
- To pass on suggestions, ideas and developments along the chain of command

## **II. EXTERNAL – OPERATIONAL COMMUNICATION**

- Include letters, annual reports, forms, news letters, advertisement etc
- Provide information to consumers about products and services
- Promote the business. E.g. advertisement
- Handle enquiries about the organization and its products & services

## **B. INFORMAL COMMUNICATION (PERSONAL COMMUNICATION )**

- Non-business related exchanges of information and feelings among people
- Personal communication affects employees attitude and employees attitude in turn affects employee performance

## **1.6 FUNCTIONS OF COMMUNICATION**

The main function of all communication in an organization is general welfare of the organization.

### **1. Information**

The most important function of communication is passing or receiving information on a fact or circumstance.

### **2. Advice**

Involves personal opinions, it is likely to be subjective. Advice is to influence a person's opinion or behavior.

### **3. Order**

Is an authoritative communication. It is a directive to subordinate to do something or to modify or alter the course of something or not to do something.

### **4. Suggestion**

Is a mild form of communication. It may flow horizontal or vertical. They are voluntary and submitted through suggestion boxes.

### **5. Persuasion**

Is an effort to influence the attitude, feelings or beliefs of others.

### **6. Education**

Is a very conscious process of communication. It involves teaching and learning. The main purpose of education is to widen knowledge and to improve skills.

### **7. Warning**

Warning is a forceful means of communication. Employees, who do not follow the norms, violate rules and regulations are warned.

### **8. Raising Morale**

Morale stands for mental health. High morale and efficient performance go hand in hand.

### **9. Motivation**

Communicator keeps himself in the background. Manager motivates employees, so that they work willingly and eagerly.

## **APPLICATIONS OF COMMUNICATION FOR PROFESSIONAL OR ANY OTHER PURPOSE:**

We refer of communication as a skill, it means we are going to apply this skill for some purpose. The purposes can vary from simple social interactions to running governance, it can range from giving a small presentation in the office to make headlines in the media. We use communication on a daily basis. It is an important medium to achieve and acquire many personal and professional goals.

**Interpersonal:** Communication helps us in maintaining proper inter-personal relationships. Interpersonal skills are a must in this competitive professional world. This deals with handling people and problems at various situations. This includes understanding, listening, empathizing, convincing, persuading, negotiating, motivating, driving etc. We have examples in history of great communicators who applied interpersonal



communication skills to the utmost which made them memorable personalities in the history. E.g. Birbal (the minister with lots of wit with Emperor Akbar), Mahatma Gandhi (the father of the nation who convinced people of India to adopt non-violence as their weapon for freedom struggle), Tenali Raman (the clever minister in the court of King of Vijaynagar).

**Mass Communication:** This is also an application of communication where communication is used to reach many people at one go. This type of communication has developed with the development of human civilization and society. Technological advancement has also added to the use of these types of communication. We live in a society, we want to convey many important ideas, events, incidents, developments etc. to the world. Mass communication helps us in reaching the maximum at the push of one button. Newspaper, journal, magazines, Internet, Advertisement, T.V. Channels etc.

**Organizational (intrapersonal/interpersonal):** An organization whether profit based or not, cannot exist without communicating within and outside the organization. Organizations depend a lot on meetings, business presentation, discussions, deliberations, reports, interaction, client response etc. Each and every organization uses communication in their daily business. Similarly organizations need to communicate with the outside world in the form of understandings, letters, proposals, contracts, deals, partnerships etc.

**Local/Regional/National/International:** Each and every stage of governance depend on communication. There are various agencies involved in governance and control. Without proper communication there will be a lot of confusion and they cannot survive. To maintain coordination among various stages of governance and various agencies, communication is a must. Various international treaties, pacts, understandings are only possible through communication. Different organizations has come up in the years to maintain proper communication for various sectors. E.g. United Nations Organization (UNO), World Health Organization (WHO), International Court of Justice (ICJ) etc.

## **1. THE IMPORTANCE OF AUDIENCE PROFILE AND PURPOSE**

**2.1 AUDIENCE PROFILE:** Before one begins the process of communication one must ask few questions to oneself. *'Why am I communicating?'*, *'With whom I am going to communicate?'* The obvious answer is we are going to communicate with another human being like us not with animals. Whether we are trying to persuade, command, motivate, and entertain or to train we are communicating with an audience. The sole purpose of our communication revolves round the audience. Our communication should always strive to be audience oriented, for the process of communication to be successful and complete. We must understand that without the receiver's attention and interest the process will fail. The sender must give due importance to the receiver. Before beginning the process of communication the sender must clear the objective of the communication in his mind. Then only, he will be able to make it clear to the audience (receiver).

The sender must keep the following things in mind to keep the communication audience specific:

- i) Always respect the receiver's point of view.
- ii) Sender must know receiver's interests, tastes, preferences, background, education, culture etc. in advance.
- iii) Never underestimate the receiver. There must be a sense of respect for the receiver (vice-versa).
- iv) Communication should be a collaborative activity between sender and receiver.
- v) Effective planning is required.



The planning involves 3 things.

- a) Language skills and intelligence,
- b) Knowledge and understanding of the topic/subject and
- c) relationship/rapport enjoyed by both the sender and receiver with each other.

**2.2 PURPOSE:** As we have already discussed in the previous chapters that communication is a human need. Communication is instrumental or directly satisfies certain needs like physical, emotional, social, psychological etc. For that reason each and every communication has a definite purpose. The purpose is linked with both the sender and the receiver. Without purpose any communication can be rendered useless. A statement of purpose not only describes what we want to accomplish, but also helps us know at the end of the communication whether it has been achieved. The purpose can be classified into two broad categories. I.e. General or specific. General purposes can be to entertain, to inform, to attract, to regulate, to instruct etc... Specific purposes involve to influence, to motivate, to enquire, to persuade etc... The listeners of communication play an important role in the communication process because they influence the medium of communication. When communication is targeted towards audience with a purpose it yields desired result.

We must understand that some purposes are sender related and some purposes are receiver related:

**To inform:** Any sentence that is informative in nature. e.g. i) this road leads to the main hall of the compound. ii) I'm a student of 1<sup>ST</sup> year IMBA

**To entertain:** Cracking a joke or delivering a dialogue which amuses the audience or listeners.

**To attract:** In this purpose the listeners or audience or receivers are attracted to listen or give attention to the speaker. The listeners might not have a direct interest or role in what the sender is telling but the communication is such designed that they get attracted. E.g. Advertisement hoardings, Ads in TV channels.

**To regulate:** This purpose generally serves rules and regulations, sometimes maintaining discipline in a particular environment. E.g. No smoking here.

**To instruct:** This purpose has a greater role in training, teaching, directing, and administering.

**To influence:** This purpose is specific in nature, where we try to influence an individual's decision, attitude, thought and impression.

**To motivate:** This purpose gives attention to particular individual or group to get some work done or to do better in life, like sermonizing etc.

**To persuade:** Here the sender is trying to extract some work or job by continuously involving in conversation with the receiver. This purpose requires a lot of skills. This may also take some time to get fulfilled.

**To enquire:** When we try to extract information from someone on a specific issue or with a specific motif we use this purpose. What is your name? Where do you read? etc.

Human beings are social beings. Though we claim that we cannot exist without communication but in reality we use communication for achieving our own selfish motifs. Hence, we may conclude that all communication taking place in this world revolves around some purpose or the other.

## **2. BARRIERS TO COMMUNICATION & STRATEGIES TO OVERCOME**

### **1. Wrong choice of medium**

An unsuitable medium may act as a barrier to communication. E.g. A salesman to submit a report on comparative sales figure of the last five years writing it as a lengthy paragraph or if he talks on phone would fail to communicate. Instead, the figures could be presented in a tabular form or as a bar diagram

## 2. Physical barriers: are

- **Noise:** in a factory, external disturbance in telecom facilities, poor writing, bad photocopies etc.
- **Time and distance:** non-availability of telecom and network facilities, people working in different shifts, faulty seating arrangement in the hall etc
- **These barriers need a little care to overcome**

## 3. Semantic barriers: may occur if

- Transmitter and receiver assign different meanings to the same word or use different words for the same meaning. E.g. words like run, value
- Words carry different nuances, shades or flavours to the transmitter and the receiver

### To minimize semantic barriers:

- use familiar words
- Clarify the shades of nuances
- Use words with positive connotations

## 4. Different Comprehension of reality:

- **Abstracting:** picking a few details and leaving out others. Others may pick different details. **To overcome**, be accommodative
- **Slanting:** Giving a particular bias or slant to the reality. **To overcome**, be objective in observations and assessments
- **Inferring:** drawing inferences from observation. **To overcome**, base inferences on verifiable facts

## 5. Socio-psychological barriers

- **Attitudes and opinions:** We react favorably or hostile according as the information is to our personal advantage or not
- **Emotions:** We can neither transmit nor receive anything correctly if our mind is agitated
- **Closed mind:** We hold our opinion so rigidly that we just refuse to listen
- **Status-consciousness:** We are over conscious of our lower or higher rank and do not express ourselves candidly
- **The source of communication:** We react according to the trust we repose in the source from which the communication originates
- **Inattentiveness:** Unconsciously we become inattentive if the communication contains a new idea and our mind refuses to respond to it
- **Faulty transmission:** Part of the message is lost in transmission
- **Poor retention:** Oral messages are lost due to poor human retention
- **Unsolicited communication:** We are unresponsive if the communication is unsolicited

## 5. VERBAL AND NON-VERBAL COMMUNICATION (BODY LANGUAGE)

### 4.1 Verbal Communication:

When we use any language which is represented by words and sentences for the purpose of communication it is known as Verbal Communication. It can be either spoken (where we use sounds to represent a particular symbol) or written (we use script to represent symbols).

**Spoken or Oral Communication:** Now a days in the highly competitive professional world we need to engage a lot in oral communication in our day-to-day situations. So, we need to develop and hone the skills of oral communication. In order to be master in Oral communication one must acquire the skills. The skills depend on certain qualities which every professional need to develop.

#### Qualities of Oral Communication:

i) **Integrity:** In order to build a rapport with the listeners/receivers one must maintain integrity in the speech. Integrity refers to speaking accurate and to the point. One should speak with confidence and maintain a flow of communication. Sincerity is highly required in speaking. By maintaining integrity in the speech one can have greater control of the environment. Providing background information about topic discussed is always appreciated.

ii) **Voice:** One should speak in a pleasant voice. It should be audible and we should adjust our volume of speech according to the environment. Proper modulation is highly essential while speaking.

**iii) Tone:** We should not try to speak in an extra fashionable manner or like a singer. We should speak in a normal pitch which can be understood.

**iv) Delivery:** While speaking one should have a controlled and deliberate delivery style. The normal speed of delivery should be within 120-180 words. Clarity should be maintained in the delivery of speech.

**v) Quality of the topic:** It is also important what you speak. It is wisely said that you can fool many people for most of the times, but not all the people for all the time.

Hence, speak relevant and good points. You have to substantiate your points with clear conviction.

**vi) Enunciation and Pronunciation:** Enunciation means pronouncing each and every sound clearly and distinctly. Giving thought to your pronunciation is enunciation. Pronunciation of the words should be clear and audible.

**vii) Accent or Diction:** Try to speak in neutral accent. Your accent should be bereft of mother tongue influence (M.T.I). Never try to be extraordinary and avoid using nasal accent. Always use the right word at the right place.

**Techniques to improve Oral Communication:** The following measures should be taken to improve one's oral communication skills. i) Maintain proper eye contact, ii) Do not draw attention to your own drawbacks (never confess/apologize), iii) Try to understand the audience (the audience may not have knowledge of the subject), iv) prepare the topic well before you speak and define the purpose of the speech, v) collect relevant materials to substantiate your talk and vi) Organize your topic properly and outline the main points.

**General rules to become a good speaker in English:** Make speaking a practice, except critics, voluntarily participate in discussions, read books and newspapers and journals regularly, be an active listener (English news in NDTV, BBC, CNN-IBN etc.), Listen to radio programs in English and watch T.V shows anchored in English. Tape your speech and continuously rectify your mistake, practice continuously and speak with conviction.

**Types of Oral Communication:** Spoken communication can be broadly of two types as per the use and environment. Different situations in our day-to-day use differentiate them in two different types.

#### **Formal and Informal:**

**Formal** communication is otherwise known as official communication. In case of formal communication we use formal language. Formal communication is used for serious purposes. E.g. Debate, discussions, lectures, interview, seminars, speech, Group work, meetings, presentations, public speaking, press briefing etc. Though formal communication has a lot of passion but most of the times it is bereft personal feelings and emotions. That's why critics categorize formal communication as artificial communication. In formal communication, the same topic communicated at different places, to different persons under different situations and environment can vary. The status and position of the persons involved in the process also changes the form of formal communication.

**Informal communication** includes all the communication that we do either in a professional set up or in social set up without any serious purpose attached to it. E.g. casual greetings or private conversations, chatting, gossiping etc... Informal communication is natural and free flow communication without any rules, restrictions and formality. It reflects personal touch, humility and emotions. One must understand that there is a hair line difference between formal and informal communication. Language used in both types of communication depends on the kind of relationship plus in what context the communication is taking place. The environment has a definite role in deciding the degree of formality in the process of communication.

#### **Merits of Oral Communication:**

i) Saves time

ii) Economical

- iii) Powerful method of persuasion and control
- iv) Professional Advantage (Marketing, presentation etc.)
- v) Tone, pitch can convey the seriousness of the message.
- vi) Immediate feedback is possible.
- vii) Develops rapport and helps in making friends.
- viii) Instrumental in public relations.
- ix) Group communication is possible.

**Drawbacks of Oral Communication:**

- i) Distance can be problem in communication.
- ii) In case of lengthy message it becomes boring and difficult.
- iii) Long retention of the message is difficult.
- iv) No legal validity.
- v) Feedback is sometimes biased and creates misunderstanding.
- vi) Barriers and filters create a lot of problem in the process.

**Written Communication:** Any communication that is done with the help of writing using script and follows certain rules of grammar and syntax we tend say that it is written communication. Broadly it can be divided into two types Professional (Internal and External communication with respect to official communication) and Personal as per the use. But as per the method, style, composition, length and use these are 5 different categories of written communication.

**i) Documentation:** Applications, letters, circulars, memos, telegrams, forms, questionnaires, manuals, tenders etc.

**ii) Books:** Novels, stories, poems, articles, essays, puzzles, travelogues etc.

**iii) Research:** Samples, projects, inventory, bibliography, surveys, journals reports, thesis, dissertations, hypothesis etc.

**iv) Meeting:** Agenda, minutes, MOU, agreement, contract etc.

**v) Print media:** News, magazines, journals etc.

**Steps to be followed in written communication:** We don't follow any prescribed chronology or steps in case of oral communication but in written communication we must follow a pattern. Though it is not strictly abided but still it is followed by many, for the purpose of communication to be effective and useful.

- i) Introduction with relevant background information and brief history.
- ii) Development of case/subject.
- iii) Conclusion.
- iv) Recommendations (if any)

Apart from this chronology there are certain rules that are strictly followed in any type of written communication. **Cohesion** and **Coherence** are two important aspect of writing. Cohesion is the sequential development of the subject. It refers to the discussion of an event or problem in a chronological manner. Coherence refers to logical development of the subject. Here, the topic may be discussed in a flow/one after the other but definitely links with each other in justified manner. These two devices must be present

in any type of written communication. Or else, the writing will lose its direction and becomes meaningless. Anyonewho is taking course of written communication must be aware of these two devices for making the communication effective.

#### **Advantages of Written Communication:**

- i) Accurate and precise: Any written communication is an outcome of careful study, reading and drafting, editing, re-drafting. To make it authentic collection of information and data is essential.
- ii) It can be used repeatedly. Number of times and number of readers is not binding.
- iii) Permanent Record: It can be stored for ages. Useful for future reference.
- iv) Legal Document: Legal validity(legal document)
- v) Useful in case of organizational matters.
- vi) Wide accessibility: Internet, newspapers, books etc.)
- vii) Assigning jobs and responsibilities is easy through written orders.
- viii) More use of written communication increases one's language ability.
- ix) For students the best advantage of this is it is easy to remember once you write it.

#### **Drawbacks:**

- i) Time consuming: Drafting a document takes a lot of time.
- ii) Not economical.
- iii) No immediate feedback is possible in this type of communication.
- iv) Language cannot represent the seriousness of the message. Explanation is needed to apply the emotion.
- v) Absence of paralanguage makes it difficult to comprehend the meaning unless one is used to it.
- vi) In a country like India, oral communication is more effective than written. Illiteracy, negative attitude, stubbornness, unwillingness etc.

#### **4.2 Nonverbal Communication:**

Nonverbal communication refers to the silent mode of communication. Words or sentences are absent in this type of communication. Actions communicate in this type of communication. **Martin Luther King** said "**actions speak louder than words**." The plain technique involved in nonverbal communication is stimulation of mind through visual imagery. Even silence can communicate thousand sentences. **Body language** is the most visible and evident form of nonverbal communication. Body language involves **gestures, postures, eye contact, facial expressions** etc. We also use signs, symbols, space, objects etc. for this purpose. It is present from pre-historic age. The evidence of which we find in the caves. It only came into existence as a form of communication in the 20<sup>th</sup> century.

**Definition 1:** It refers to the transfer of meaning by body language, space, time and paralanguage.

Nonverbal communication as a form of communication cannot supplement language but without this language is meaningless. It works as a catalyst in the process.

**Definition 2:** It is the transmission of messages by some medium other than speech or writing.

**Significance:** "**Don't watch a person's mouth but his fists.**" In today's scenario nonverbal communication is important for all particularly for professionals. Organizations consists of individuals. When their nonverbal cues match with each other then they will work in a homogeneous environment. If they work harmoniously and constructively their productivity will increase. According to Prof. Albert Mehrabian nonverbal communication has a greater role in any type of communication, even more than verbal communication. He suggests that in any communication only 7% weightage goes to verbal communication rest 93% is nonverbal communication. They are sometimes deliberately used for a proper transfer of message.

Gandhi believed that ***“a picture is worth a thousand words.”*** Nonverbal communication is quicker and suitable for certain tasks. It plays an important role in interpersonal relationships.

**Types of nonverbal communication:**

**i) Conscious:** Winking of an eye, traffic police gestures etc.

**ii) Subliminal:** It affects our mind without our knowledge. Police uniform, Modelling, Military attire etc.

**iii) Voluntary or involuntary messages:** Communicators are unaware of their body cues. Scratching the back of your head while telling a lie.

**Categories:** Signs, symbols, drawing/painting/sculpture, punctuations, Morse code, semaphore, colour, graphs, paralanguage etc. are different categories of nonverbal communication. The most significant category of nonverbal communication is Body language.

**Body Language:** It is the study of body movements in such a manner that each and every movement of our body communicates a message depending on the environment. It is not rigid in nature rather flexible. It is one of the most important aspect of Nonverbal communication and communication. The different body language cues sometimes function independently and sometimes there is a combination of two or more. We must study all the cues before judging the meaning of the message. For having a proper understanding of it one must have a serious approach towards it. Then one will definitely succeed in their communication under any circumstances. The study of body movements, facial expressions, postures, gestures, eye contact etc. is known as **Kinesics**.

Apart from the study of body movements **Para language-** is also an important part of nonverbal communication. While speaking we maintain a particular pause and space without these pauses our speech becomes meaningless. In addition, to that we maintain tone, speech, voice & modulation in our speech. These things are relevant and related to what we speak.

## **6. PRINCIPLES OF EFFECTIVE COMMUNICATION (7 Cs)**

### **1. Clarity**

The communicator must be clear of:

1. What is the objective of communication?
2. What is to be communicated?
3. Which medium will prove to be the most suitable for this purpose? For clarity of expression:
  - a. Use simple, easy-to-understand words ('use' instead of 'utilize', 'help' instead of 'facilitate')
  - b. Use single words for long phrases (please instead of 'will you be kind enough', 'for' instead of 'for the purpose of')
  - c. Use verbs for nouns ('decide' instead of 'make a decision')
  - d. Avoid double entry ('fact' instead of 'actual fact', 'return' instead of 'return back')
  - e. Use concrete expressions that have a visual impact on the mind and will be easy to remember
  - f. Avoid jargons ('Thanks' for your letter instead of 'we acknowledge')
  - g. Avoid ambiguity ('Go slow. work in progress' instead of 'Go. Slow work in progress')
  - h. Write short sentences

### **2. Completeness**

For completeness, check you have answered all questions and check for '5 W' questions – who, what, where, when and why?

### **3. Conciseness**

Be as brief as possible, brevity should not be at the cost of appropriateness, clarity, correctness, completeness or courtesy. For conciseness, ensure:

- Only relevant facts
- No repetition
- No verbosity
- Proper organization of the message

#### **4. Consideration**

Implies respect for the reader's point of view. For consideration:

- Adopt the you - attitude in your message
- Avoid gender bias
- Emphasize positive, pleasant facts
- Write only what you sincerely feel to be correct

#### **5. Courtesy**

Courtesy demands a considerate and friendly behavior towards others. Make the message courteous by:

- Answering the letter promptly
- Apologize for omissions
- Thank for any favors
- Use empathy in horizontal communication
- Keep the message brief and complete in upward communication
- Be brief, clear and courteous in downward communication

#### **6. Correctness:** Implies

- Giving correct facts
- At an appropriate time
- In a suitable style

#### **7. Concreteness:** Implies

- Concrete communication implies being particular and clear rather being fuzzy and general.
- Concrete communication shows good level of confidence.
- Concrete information helps to strengthen the reputation of the organization.
- Concrete information cannot be misinterpreted.

### **USES OF EFFECTIVE COMMUNICATION**

- Effective communication helps to understand a person or situation in a better way.
- It enables us to solve the differences, build trust and respect in the organization.
- Sometimes our message is misunderstood or we misunderstand the received message, effective communication helps us to resolve problems with both sides point of view.
- Effective communication helps us to connect well with kids, spouse, boss, colleagues, etc.
- It helps us in decision making.

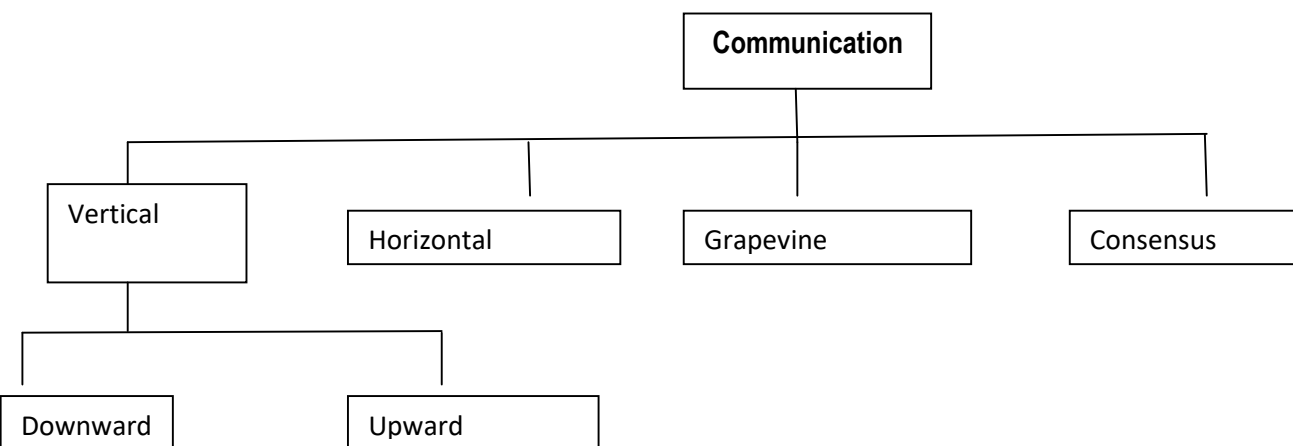
### **7. COMMUNICATION NETWORK IN AN ORGANIZATION**

#### **MANAGEMENT AND COMMUNICATION**

- Communication is the life blood of business.
- Communication skills of employees are given high importance at the time of appointment and promotion
- Communication skill is a job requirement
- Business has grown in size
- Business activity has become extremely complex
- Effective communication promotes a spirit of understanding and cooperation
- Upward and downward (vertical) communication and horizontal communication in an organization is vital for planning, control and decision making



## COMMUNICATION PATTERNS (TYPES OF COMMUNICATION)



### 6.1 Vertical Communication

#### 6.1.1 Downward Communication



- Flows from a superior to subordinate
- Objectives of downward communication are:
  - to give directives about the job
  - to explain policies and procedures
  - to convey assessment of performance
  - to explain rationale of the job
- Limitations of downward communication are:
  - under / over communication
  - long – line of communication may result in delay, loss of information, distortion and resentment by subordinates
- Downward communication can be made effective by adopting the following strategies:
  - Managers should be adequately informed
  - Managers should be clear about how much to communicate

- Some authority should be delegated to lower levels to shorten the line of communication
- Information should be passed on to the correct person

### 6.1.2 Upward Communication



- Moves from subordinate to superiors
- Upward communication
  - provides feedback to superiors
  - releases the emotions of subordinate staff
  - provides suggestions to superiors
  - makes introduction of new schemes easier
  - Promotes harmony
- Channels of upward communication are:
  - Superiors keep an open door
  - Complaints and suggestion boxes
  - Social gatherings
  - Direct correspondence, Reports and counseling
- Limitations of upward communication are:
  - employees are reluctant to express themselves
  - employees' fear that their criticism may be interpreted as a sign of their personal weakness
  - great possibility of distortion
  - bypassed superiors feel insulted
- Upward communication can be made effective by adopting the following strategies:
  - Superiors should take initiative to get close to the subordinate staff
  - Keeping the line of communication short
  - Prompt redressal of legitimate grievances

### 6.2 Horizontal communication



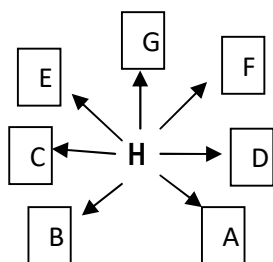
- Flows between people at the same level
- It is important for promoting understanding and coordination among various people or departments
- It is carried on through;
  - face-to-face discussion
  - telephonic talk
  - periodical meetings
  - memos

## 6.3 Grapevine

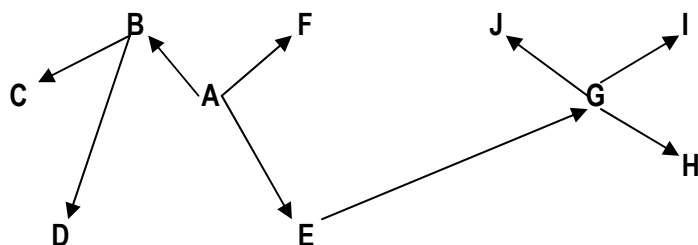
- is an informal channel of communication
- primarily, it is horizontal. It can flow even vertically or diagonally
- Grapevine is of four types
- **single strand**: flows like a chain



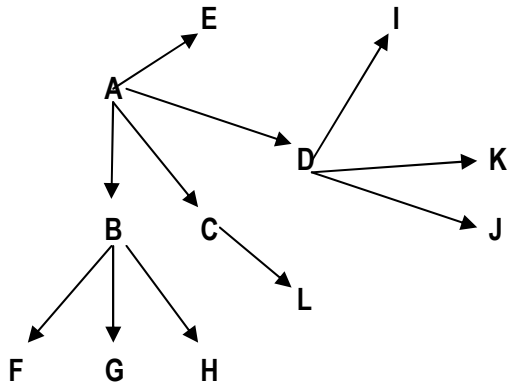
### 6.3.1 Gossip: one person tells everybody else



### 6.3.2 Probability / Random: Information may move from any body to any one

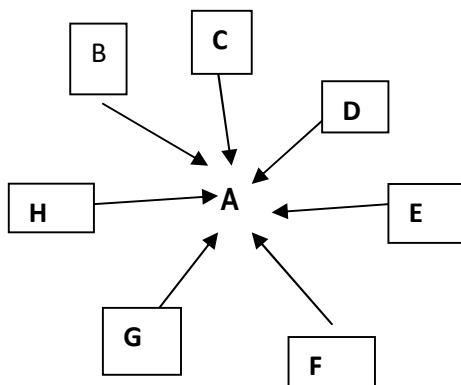


### 6.3.3 Cluster: moves through selected groups



- Grapevine helps in:
  - emotional relief
  - harmony and cohesiveness in the organization
  - supplement to other channels
  - a fast channel
  - provides feedback
- Demerits of grapevine are:
  - distortion of information
  - may transmit incomplete information
  - travels with destructive swiftness
- To use grapevine effectively, the manager should:
  - keep an eye on rumor-mongers
  - use it primarily for feedback
  - contradict rumors promptly
  - involve the workers in decision-making process

### 6.4 Consensus



- Is the process of arriving at agreement through consultation
- Consensus is not unanimity, but dissent is not expressed in the larger interest
- The advantages of consensus are:

- consensus decisions are easily accepted
- promotes harmony, checks conflicts and splits
- The disadvantages of consensus are:
  - dissent is often stifled in the name of consensus
  - may degenerate into a process of mutual accommodation
  - may project a false image of management

## **## COMPARING GENERAL COMMUNICATION AND BUSINESS COMMUNICATION**

I believe students by now, have understood what communication is. The application of communication for business needs is known as Business communication. We are going to discuss about Business communication in detail in the next semester i.e. IIInd Sem. Business Communication is an integral part of the syllabus. Here a bird's eye view is given about the comparison between general communication and business communication.

### **General Communication:**

- Deals with sharing.
- It takes place in a social setup.
- It is a process.
- This is emotionally related to the participants in the process.
- It requires practice to hone the skills of communication.
- It is important for human existence.

### **Business Communication:**

- It is exchange of ideas.
- It takes place mostly in a business setup or organization.
- It is a product.
- This is related to action/activities.
- This is the application of acquired skills.
- It helps in coordination and achievement of desired goals.

## **Module 2 LISTENING AND SPEAKING**

### **1. LISTENING**

Listening is an important aid to communication. A survey conducted in USA, revealed that 63% of time was spent on listening, 4% on reading, 11% on writing and 22% on speaking during communication between employees. If people are bad listeners, they will also make bad communicators. Poor listening is a major cause of miscommunication.

Listening is the accurate perception of what is being communicated. It is the art of separating fact from statement, and accusation. Listening involves the following four major operations. They are as follows:

- Hearing
- Understanding
- Retaining
- Recalling

Listening is not the simple ability to decode information. It is a two-way exchange in which both parties involved must always be receptive to the thoughts, ideas, and emotions of the other. A lot of people use the words 'listening' and 'hearing' interchangeably. But they are not the same. The difference lies in the attention and the effort that you expend in the act of listening.

**Example:** You may be hearing a lot of noise during the day, but when you walk into a classroom you listen to a teacher. You may hear a lot of music playing around you but you listen to the song that you particularly like.

Listening is a mental activity and hearing is a physical activity. Listening includes hearing. In hearing, we get sounds but we do not use mind. In listening, we have to understand, retain and recall also. Listening is a natural process.

## 1.1 WHY LISTENING IS NECESSARY?

We usually listen to:

A) Obtain information

B) Solve problems

C) Share experiences

D) Persuade or dissuade for:

**Sensing:** How well we sense spoken words is determined by our ability to sense sounds and our attentiveness.

**Filtering:** It is the process of giving symbols, meanings through the unique contents of each person's mind.

**Remembering:** What we hear is a part of listening. Unfortunately, we retain little of what we hear.

## 1.2 TYPES OF LISTENING

Listening has the following types:

a) **Attentive listening:** It involves paying attention on the words that are being spoken rather than understanding the head and heart of the person speaking. Attentive listening is said to an effective listening.

**Example:** you are sitting in class and actively participating in the discussion.

b) **Pretending listening:** It means pretending through facial expressions that communicated message is listened. Here, nothing like listening takes place, just hearing is there.

**Example:** you are sitting in a class and just pretending to listen to the lecture.

c) **Selective listening:** It means not taking the message as it is, but adding or deducting according to one's own whims and wishes i.e., selecting the 'desired' part and ignoring the 'undesired' part of the message.

Note:- This type of listening leads to strengthen one's own beliefs and restrains further learning. It usually happens in selective listening that the listener tries to identify himself with the situation either partially or totally and attempts to find his autobiography in the lives of others.

d) **Empathic listening:** It involves listening not only through ears but also through eyes and heart. It is listening intently and intensively to understand the person fully, deeply both emotionally as well as intellectually. Some people feel that empathic listening is risky as it means becoming open and vulnerable to other person's influence, while other feel that empathy for the speaker is an essential requirement of effective listening.

e) **Listening for mutual creativity:** It is a higher form of listening. The listening to inspire mutual creativity is responsible for many breakthroughs in the world. Listening for mutual creativity is rooted in two questions. What do you most want? And how can I help you get what you most want? To listen in total support of other people, to be for their goals and aspirations in your own body, mind and spirit – may well be the greatest gift you can give your fellow human beings.

Note:- This listening is synergistic in nature. The terms 'synergy' means that whole is greater than sum of its parts. Listening for creativity not only smoothes but accelerates the understanding process through communion of hearts and minds. This listening relieves the persons from stress and strain, soothes their hearts and helps them to bring the idea lying in the crust of their subconscious minds to the conscious surface. Thus, it leads to mutual creativity.

f) **Intuitive listening:** Intuitive listening, like listening for mutual creativity, is a higher form of listening. It means listening through intuitive mind by silencing the other internal dialogues going simultaneously.

### 1.2.1 ACTIVE LISTENING

Active listening requires the listener to fully concentrate, understand the message, respond thoughtfully and remember what is being said. It involves the listener observing the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message. In other words, active listening requires two-way communication and connection between the speaker and the listener. The listener isn't just going to sit and remain silent; the active listener has a job to do in offering a response to the speaker.

**Examples of where active listening is very much required include**, roundtable meeting discussions, job interviews, media interviews, interrogations, parliament debates, etc. Active listening is a technique that is used in counseling, training and solving disputes or conflicts. In active listening, both verbal and non-verbal techniques are used to show and keep attention on the speaker.

#### Non-verbal techniques include:

- Maintaining eye contact (focusing on the other person).
- Nodding or leaning forward a little
- Sitting still
- Letting the other person finish what he or she is saying without interruption
- Interested silence (giving a person time to respond).
- Avoiding distractions such as fidgeting, looking at the watch, doodling, playing with their hair or picking their fingernails.

#### Verbal techniques Include:

- Paraphrasing what the other person said.
- Building trust and establishing rapport.
- Seeking clarification.
- Providing feedback.
- Being sensitive to what the other person is feeling.
- Asking open-ended questions like "What happened?, How did it end?, How did you feel about it?"





### **What You Need To Know About Active Listening**

- Active listening is where the receiver demonstrates through interruption, asking questions, nodding and giving responses as a sign that he or she understands what is being communicated.
- In active listening, the listener has a positive attitude which is demonstrated through body language, eye contact and reception.
- In active listening, the listener pays consideration to everything that is being communicated and gives additional time to listening.
- Active listening is a two-way communication because both the listener and the communicator are engaging one another.
- Active listening result in a clear and deeper understanding of the topic under discussion.
- Active listening requires effort because the listener has to be attentive.
- Active listener engages in reasonable exchange with the communicator.

**Examples of active listening include** roundtable meeting discussions, job interviews, media interviews etc.

### **1.2.2 PASSIVE LISTENING**

Unlike active listening, passive listening does not require any special effort other than hearing what is being said. A passive listener usually does not interrupt the speaker or perform any other action whatsoever at the same time in which the speaker is delivering his or her speech. Typically, a passive listener does not nod his or her head, make appropriate facial expression and maintain eye contacts with the speaker or engage in any other action that indicates he or she is paying attention.

**Examples of passive listening** include, communicating on the phone to your mother while checking facebook, twitter or Instagram, texting your girlfriend during a lecture in school or listening to your spouse complain about their day at work while watching news on TV.

### **What You need To Know About Passive Listening**

- Passive listening is one where the receiver doesn't provide feedback or asks questions and may or may not understand what is being communicated.
- In passive listening, the listener has a negative attitude which is demonstrated through selective and ignoring attitude.
- In passive listening, the listener pays little or no consideration to everything that is being communicated. He or she pays attention to a few areas and phrases.
- Passive listening is one way kind of communication since the listener is not interested in paying attention.
- Passive listening results in destruction from the topic under discussion.
- Passive listening doesn't require much effort because the listener chooses what to pay attention to or not.
- Passive listener hides or denies any form of reasonable engagement and thus avoiding debates or giving options.

**Examples of passive listening include** listening to a speaker during a presentation or meeting, listening to radio, podcasts, television shows etc.

## **## DIFFERENCE BETWEEN ACTIVE AND PASSIVE LISTENING**

<b>BASIS OF COMPARISON</b>	<b>ACTIVE LISTENING</b>	<b>PASSIVE LISTENING</b>
<b>Description</b>	Passive listening is one where the receiver doesn't provide feedback or asks questions and may or may not understand what is being communicated.	Active listening is where the receiver demonstrates through interruption, asking questions, nodding and giving responses as a sign that he or she understands what is being communicated.
<b>Attitude</b>	In passive listening, the listener has a negative attitude which is demonstrated through selective and ignoring attitude.	In active listening, the listener has a positive attitude which is demonstrated through body language, eye contact and reception.
<b>Consideration</b>	In passive listening, the listener pays little or no consideration to everything that is being communicated. He or she pays attention to a few areas and phrases.	In active listening, the listener pays consideration to everything that is being communicated and gives additional time to listening.
<b>Nature Of Communication</b>	Passive listening is one way kind of communication since the listener is not interested in paying attention.	Active listening is a two-way communication because both the listener and the communicator are engaging one another.
<b>Effect</b>	Passive listening results in destruction from the topic	Active listening result in a clear and deeper understanding of the

	under discussion.	topic under discussion.
<b>Effort Requirement</b>	Passive listening doesn't require much effort because the listener chooses what to pay attention to or not.	Active listening requires effort because the listener has to be attentive.
<b>Reasonable Engagement</b>	Passive listener hides or denies any form of reasonable engagement and thus avoiding debates or giving options.	Active listener engages in reasonable exchange with the communicator.
<b>Examples</b>	Examples of passive listening include listening to a speaker during a presentation or meeting, listening to radio, podcasts, and television shows etc.	Examples of where active listening is very much required include; roundtable meeting discussions, job interviews, and media interviews etc.

### **1.3 PROCESS OF LISTENING**

Like reading, listening is basically a mental process. It encompasses three broad stages:

- **Selection:** Because one hears much more than one listens to, selection of the listening message initiates the process that selection involves a deliberate mental act.  
**Example:** Think of how one functions in a room crowded with conversational groups. An individual hears all the sounds around him, but he selectively listens to only the few people in his immediate circle. Once an individual speaks, the listeners will not listen to the whole subject matter. They will listen selectively.
- **Reception:** Once one selects the sound to which one will listen, the next stage is reception. The complicated hearing mechanism picks up the chosen sound waves and transfers them to the brain. Hearing ability is a critical part of the process.
- **Symbol:** Meaning manipulation: The most complicated part of listening requires one's mind to take the internal message symbols, interpret them, and convert them into meanings for them. As one can create symbol meanings that are right for him, neither the written nor the spoken words have any inherent meaning. Comprehension and retention are important in listening. However, one usually cannot re-listen from the same speaker as one can re-read. Therefore, the danger of misunderstanding and forgetting is even greater in listening than in reading. The typical listener cannot remember half of what he or she just heard, and can recall only one-fourth of it a short time later. This is a biological phenomenon and is inherent in every listener.

### **1.4 PERSONAL CHARACTERISTICS AND LISTENING**

One may find oneself in the situation of talking to another person and suddenly becoming aware that the other person is not listening. Not a very good feeling, is it? The fact is that we have no fundamental hearing deficiency. Still, we do not listen very well. How can we become better listeners? Very little effort has been made to probe into this area. Several researchers have examined the potential relationships between effective listening and other individual characteristics. The researches in the area suggest several conclusions:

- **Personality characteristics:** No marked relationship between comprehension of subject matter and personality characteristics exists. Physique has no relation with listening. In other words, a good listener does not possess a certain type of personality.
- **Verbal competence:** Verbal competence is an important part of listening comprehension. An adequate vocabulary aids listening and word retention. Without having adequate verbal competence, listening comprehension will be lower. In fact, the effective use of words, through both listening and speaking, is a definite business and social asset. The comprehension of the listener will increase if verbal competence is high.
- **Note taking:** As most listeners concentrate more on taking notes, note taking does not have a noticeable effect on listening comprehension and retention. However, if one listens carefully and synthesizes, he will probably perform better in all walks of life.
- **Intelligence:** Intelligence can be a determining factor in listening (oral) comprehension, but it is not the only element that affects oral proficiency. Intelligence alone does not produce listening skills. Other aspects are also important.
- **Scholastic excellence:** Moderately positive correlations exist between listening ability and cumulative grade average. Such findings indicate that those who listen well get higher grades or better marks. This is quite natural also. Furthermore, because listening and reading have similar correlations with grade point average, it is reasonable to conclude that scholastic excellence depends equally upon oral and reading skills. Listening enhances scholarship and this in turn, gives better grade.
- **Motivation:** A listener's comprehension improves if there is interest in the topic before the speech, if interest is created during the speech, or if the listener is to be tested after the speech. Interest in the speech may be developed at any point of time by motivation. Comprehension is also determined by the intensity of the listener's emotional reaction to what is being said. Finally, a listener's level of understanding is influenced by various methods of creating an anticipatory mindset. If the speaker introduces his points by stating that it is going to be critical, the listeners are more apt to remember his criticism. The speaker has created, in the minds of his audience, a mindset to anticipate criticism. This enhances his ability to listen. Hence, motivation in terms of mindset, interest and attitudes may improve listening proficiency.
- **Hearing ability:** Many think that those who suffer some hearing loss are not good listeners. Actually, just the opposite is true. Researchers have substantiated that those with moderate hearing loss usually are better listeners than those who have normal hearing. They realize that this ability, whatsoever they are having, must be exploited fully.
- **Usage:** Writing skills and, to a lesser extent, speaking skills, improve with use, but this is not necessarily with listening. Instructions and practice in effective listening are needed for listening improvement. Listening is a skill that cannot be learnt easily. All of us can become better listeners and better teachers of listening skills by constant practice and recognizing the importance of listening.
- **Organizational and structural ability:** Listening comprehension is directly related to the ability to organize and structure a message. Unorganized or unstructured matter takes more time in comprehension. The better organized the message is, the higher the comprehension will be. This is true of speakers as well as listeners.

- ***Distractions in environment:*** Environmental factors also influence comprehension. Good listeners will learn to allow for or adjust to distracting elements, such as poor lighting or extraneous noises, poor ventilation, distance from the speaker, or other environmental shortcomings that the listener cannot control. Good listeners have the ability to overcome a distracting environment.

## **1.5 IMPORTANCE OF LISTENING**

The ability to listen well is quite as important as the ability to speak well. In communication, however good a transmitter is, it becomes effective only in partnership with a good receiver. It is obvious that unless someone listens, any effort to communicate will be lost. After all, communication involves the negotiation of mutual meanings, which requires two parties.

Listening is a major ingredient of the communication process, and the lack of this skill is primarily responsible for many of the problems we experience with people. Effective human relations are based heavily on good listening skills. Poor listeners are usually also poor negotiators and are also ineffective in crisis situations.

**Notes:-** Effective listening is one of the critical skills related to effective communication. It requires more

than merely hearing the speaker. It requires grasping and understanding. It includes active, empathetic and supportive behaviors.

## **1.6 SIGNIFICANCE OF GOOD LISTENING**

- An attentive listener stimulates better speaking by the speaker.
- A good listener learns more than the indifferent listener.
- A good listener learns to:
  - Distinguish fact from opinion,
  - Understand and evaluate inferences and reasoning,
  - Detect prejudices, assumptions, and attitudes.

A **good listener** can often restructure vague speaking into clearer meaning. Research has revealed the following facts about listening:

Listening skills can be improved by training and instructions.

When improvement in listening is achieved, it may not be permanent.

There is a distinct difference between speaking rate and listening rate.

Generally, there is a high correlation between listening and intelligence.

One quarter of our waking time is spent on listening.

Even if the rate of speaking is increased by as much as 100%, the listening rate does not suffer.

## **1.7 REQUIREMENTS OF EFFECTIVE LISTENING**

The following are critical thinking skills useful for effective listening:

- ***Perceiving:*** Abilities to listen and observe, to compare and contrast observations so as to organize and interpret them come under perceiving. Further, it is important to understand how one's own point of view and its influence on perceptions also is included in it.
- ***Arranging:*** Ability to group one's perceptions, classify them, discover patterns in them, and place them in order of importance come under arranging.
- ***Reasoning:*** Abilities to make decisions, exercise judgments, arrive at conclusions from specific examples, and recognize specific examples or draw specific conclusions relate to reasoning.

- **Inferring:** Abilities to recognize underlying assumptions, to make generalizations, to understand cause- effect relationships, and to make predictions comes under inquiring.
- **Inquiring:** Ability to ask questions about and to analyze meanings of perceptions, including determining what is relevant and whether something is a fact or opinion come under inquiring.

## **1.8 TRAITS OF A GOOD LISTENER**

A good listener:

- Waits for the opportunities: ask “what’s in it for me?”
- Judges content skips over delivery, errors.
- Doesn’t judge until comprehension complete?
- Listens for central themes
- Takes fewer notes and uses four to five different systems, depending on the speaker
- Works hard, exhibits active body state
- Fights or avoids distractions, tolerates bad habits, knows how to concentrate.
- Uses heavier material as exercise of the mind
- Interprets emotion laden words; does not get hung up of them.
- Challenge, anticipates, mentally summarize, weighs the evidence, listens between the lines to tone of voice.

## **1.9 BARRIERS TO EFFECTIVE LISTENING**

There are many things that get in the way of listening and you should be aware of these barriers, many of which are bad habits, in order to become a more effective listener. Barriers and bad habits to effective listening can include:

- **Trying to listen to more than one conversation at a time**, this includes having the television or radio on while attempting to listen to somebody talk; being on the phone to one person and talking to another person in the same room and also being distracted by some dominant noise in the immediate environment.
- **You are not interested** in the topic/issue being discussed and become bored.
- **Not focusing** and being easily distracted, fiddling with your hair, fingers, a pen etc. or gazing out of the window or focusing on objects other than the speaker.
- **Feeling unwell or tired**, hungry, thirsty or needing to use the toilet.
- **Identifying rather than empathizing** - understanding what you are hearing but not putting yourself in the shoes of the speaker. As most of us have a lot of internal self-dialogue we spend a lot of time listening to our own thoughts and feelings - it can be difficult to switch the focus from 'I' or 'me' to 'them' or 'you'. Effective listening involves opening your mind to the views of others and attempting to feel empathetic.
- **Sympathizing rather than empathizing** - sympathy is not the same as empathy, you sympathize when you feel sorry for the experiences of another, to empathize is to put yourself in the position of the other person.
- **You are prejudiced or biased** by race, gender, age, religion, accent, and/or past experiences.
- **You have preconceived ideas or bias** - effective listening includes being open-minded to the ideas and opinions of others, this does not mean you have to agree but should listen and attempt to understand.
- **You make judgments**, thinking, for example that a person is not very bright or is under-qualified so there is no point listening to what they have to say.
- **Previous experiences** – we are all influenced by previous experiences in life. We respond to people based on personal appearances, how initial introductions or welcomes were received

and/or previous interpersonal encounters. If we stereotype a person we become less objective and therefore less likely to listen effectively.

- **Preoccupation** - when we have a lot on our minds we can fail to listen to what is being said as we're too busy concentrating on what we're thinking about. This is particularly true when we feel stressed or worried about issues.
- **Having a Closed Mind** - we all have ideals and values that we believe to be correct and it can be difficult to listen to the views of others that contradict our own opinions. The key to effective listening and interpersonal skills more generally is the ability to have a truly open mind - to understand why others think about things differently to you and use this information to gain a better understanding of the speaker.

### **Non-Verbal Signs of Ineffective Listening**

Although with all non-verbal signals a certain amount of error has to be expected, generally signs of inattention while listening include:

- Lack of eye contact with the speaker – listeners who are engaged with the speaker tend to give eye contact. Lack of eye contact can, however, also be a sign of shyness.
- An inappropriate posture - slouched, leaning back or 'swinging' on a chair, leaning forward onto a desk or table and/or a constantly shifting posture. People who are paying attention tend to lean slightly towards the speaker.
- Being distracted - fidgeting, doodling, looking at a watch, yawning.
- Inappropriate expressions and lack of head nods - often when a listener is engaged with a speaker they nod their head, this is usually an almost subconscious way of encouraging the speaker and showing attention. Lack of head nods can mean the opposite – listening is not happening. The same can be true of facial expressions, attentive listeners use smiles as feedback mechanisms and to show attention.

### **Further Signs of Ineffective Listening**

Other common traits of ineffective listening include:

- Sudden Changes in Topic: When the listener is distracted they may suddenly think about something else that is not related to the topic of the speaker and attempt to change the conversation to their new topic.
- Selective Listening: This occurs when the listener thinks they have heard the main points or have got the gist of what the speaker wants to say. They filter out what they perceive as being of key importance and then stop listening or become distracted.
- Daydreaming: Daydreaming can occur when the listener hears something that sets off a chain of unrelated thoughts in their head – they become distracted by their 'own world' and adopt a 'far-away' look.
- Advising: Some people want to jump in early in a conversation and start to offer advice before they fully understand the problem or concerns of the speaker.



## **2. SPEAKING**

### **2.1 CHARACTERISTICS OF GOOD SPEECH**

Listening to a good speech is a very interesting experience. Everyone should put in the hard work necessary to acquire skills in speaking as it imparts considerable competitive advantage to the person. Some important aspects are:

#### **(1) Clarity**

The voice of the speaker should be clear, tone should vary and pitch should be pleasant. The ideas, emotions and arguments should come straight from the heart so that audience can grasp it easily. It should register with the listeners and vibrate with their feelings and thoughts.

#### **(2) Informal, personal and conversational**

A good speech should be like a conversation between two good friends – personal, informal and sincere. There should be a rapport between the speaker and the audience.

#### **(3) Concrete, vivid and imagery**

A speech should help build a picture that is easy to visualize and easier to comprehend. It should be furnished by concrete examples that grasp the imagination of the listeners.

#### **(4) Brevity**

It is very difficult to hold the attention of the listeners for more than 15 to 20 minutes. A good speaker should be able to convey his complete message in that period. He should come straight to the point and say what he wants by bringing three or four points to their attention.

#### **(5) Interesting, jovial and humorous**

A speaker wins or loses the battle in the first two or three minutes. If the speaker has impressed the audience with his opening remarks, he is well on your way to winning a space in their heart. And that is the target. It has to be a heart to heart dialogue. Lace it with short humorous anecdotes – laughter lubricates learning!

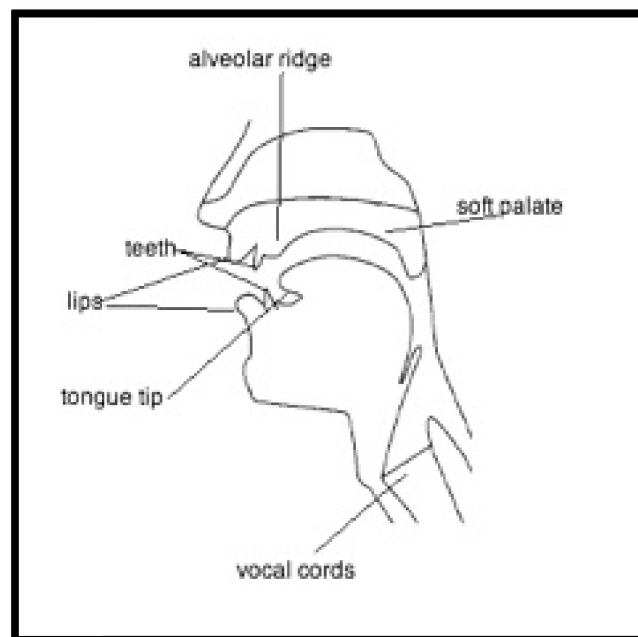
Anecdotes should be short, appropriate and in good taste. Quotations, proverbs and idioms should be like arrows piercing directly in to the heart of the audience. Experienced speakers learn to master the art of reciting these statements, giving a long pause after it has been stated to let it sink in with the audience.

#### **(6) Listener-oriented**

Audience is your customer. It is your business to know their needs and wants, their desires and their expectations. Speaker has to be very sensitive to the body language of their audience and modify the speech to fine tune with them. If the message has to gel well with the audience, speakers' antenna should pick up the cues from the body language of the listeners.

### **2.2 EFFECTIVE SPEECH-ARTICULATION**

Sounds are made by a combination of the movement of the articulators (the lips, teeth, tongue, and soft palate) and the vibration, or lack of vibration, of the vocal cords. For example, /p/, /b/, and /m/ are said to be made at the lips, because you have the upper and lower lip together in order to make the sound. The following diagram shows the main places where articulation occurs in English:



There are three aspects of articulation used to categorize all of the sounds made in the world's languages (around 200 different sounds!):

1. **Place:** Where the articulation takes place (e.g., the tongue touches the alveolar ridge to produce /t/, /d/, and /n/).
2. **Manner:** How the speech sound is made (e.g., a sudden release of air to produce /p/ versus a steady stream of air to produce /s/).
3. **Voicing:** Whether or not your vocal cords vibrate when you make a sound.

Articulation is defined as the formation of clear and distinct sounds in speech.

Articulation is important to be able to produce sounds, words and sentences which are clear and can be easily understood and interpreted by others in order to be able to express basic needs and wants, right through to being able to engage in complex conversations. However, articulation is incredibly important during a speech delivery.

### **2.2.1 WHY IS ARTICULATION IMPORTANT**

Articulation is important because we have to accurately produce speech sounds in order to effectively communicate and be understood by others. As children get older, and especially as they are preparing to leave for Kindergarten, it's important that we give them all the tools that we can in order to be successful, which includes being able to be understood by adults and by peers.

Additionally, if a child has articulation problems, he or she may stay away from words that are difficult to pronounce, resulting in less expressive vocabulary.

Articulation activities or interventions may be useful for:

- Students who are receiving speech services, and who can receive extra support for the sounds being worked on in therapy in the classroom.
- Students who have not yet been identified for service, and who are unintelligible.

- ELL students for sounds that exist in English but not in their home languages (if those sounds are difficult for them to make which their native peers typically make).
- All students if the purpose of the activity is only to bring their attention to how fun it is to make and play with certain sounds.

Some are hard to understand because of the large number of sounds that they cannot make properly or they have difficulty coordinating all the anatomy (i.e., tongue, teeth, lips) necessary to produce clear speech. In these cases, it's important to give support to the student in making the sounds, so that they will be able to communicate well with others and gain social skills necessary for success in school. Some children cannot properly make certain sounds. This can be the result of many factors, and is not always a concern. Certain sounds may not be acquired until the age of eight, so it's important that we understand normal articulation development (refer to the English speech sound development chart). For example, it's very common that a child will replace /r/ with /w/ because it's easier to make the /w/ sound than to make the /r/ sound. With time, usually children naturally acquire all of the sounds in their language. Children who have difficulty developing articulation skills may exhibit one or all of the following:

### **Errors on specific speech sounds:**

- Intended pronunciation: "**I found you.**"      Error in pronunciation: "**I pound you.**"
- Intended pronunciation: "**Go to bed.**"      Error in pronunciation: "**Go to beg.**"

In these two examples a student produces an error on a sound that she is expected to produce based on developmental expectations.

### **Note :-**

The main purpose of communication is to send messages to someone and be understood. Being articulate is to communicate clearly so as if to make it easier for people to understand what you are communicating - either literally through clear pronunciation, or in an otherwise clear manner that makes what you say understandable to your audience.

Being articulate in communicating is important because it has an impact on how the recipient interprets the message. If one can clearly understand what you are saying and be able to give the right feedback if needed, it goes a long way in preventing breakdown in communication that may further lead to disagreement or misunderstanding.

## **2.3 RATE OF SPEAKING**

### **1. Precision:** Enunciate your words clearly.

Can I hear the beginning and end of the words that I speak? Do I trail off at the end of sentences? Do I project? Can I remember that when others have to strain to hear me, frustration and confusion can arise?

### **2. Simplicity:** Choose your words well.

Do I need as many words as I'm using? Do I ramble? If so, is the rambling because of insecurity, cluttered thinking, a desire to monopolize the conversation, or something else?

### **3. Pace:** Speak slowly, without speed or aggression.

Do I speak as though I'm handing words to the listener, or as though I'm tossing words at the

listener? When I “accost” people with fast talk (even though this may not be intentional), it increases anxiety and frustration.

**4. Silence:** Regard silence as an important part of speech.

Do I honor the silence between words? the silence between taking turns with another person when talking? When I don’t honor the silent spaces, I butt in, run my words together, and start thinking of what I’m going to say next instead of letting my words be informed by a bit of space. When I talk over top of silence, is it because I’m uncomfortable when things are quiet, that I think that my words are more important than those of the other person, or for some other reason?

**5. Others:** Listen to the words, texture and quality of others’ speech.

Beyond listening to what another person is saying (the words), can I listen to how they speak? Hearing only the words of another person is like reading the lyrics of a song without hearing the accompanying music. I can glean a lot by listening also to pitch, rhythm, speed, and so on. I may find that they are saying something different from, or in addition to, what their words convey.

**6. Self:** Focus mindfulness on your speech.

When I bring awareness to exactly what I speak, as well as how I speak it, I can clarify instead of confuse, uplift instead of frustrate, and unify instead of divide.

## **2.4 VOICE QUALITY**

Voice quality has been defined as the characteristic auditory colouring of an individual’s voice, derived from a variety of features and running continuously through the individual’s speech. Voice is the most critical component of any communication system because it creates a personal connection between people. The ability to enhance voice clarity and ensure every nuance is heard and understood can make the difference between a successful sales pitch to an international customer or a frustrating exchange that ends in misunderstanding. There are various situations where voice quality plays a major role such as:

- Our tone, pitch, quality of articulation and inflection deliver subtle messages about the kind of person we are. They convey our mood and our feelings at a particular time.
- Having the capacity to project appropriate sounds can make a critical difference in the way we are perceived and treated. When used effectively, our voice can work in our favor and enhance our personal and professional relationships.
- It can be said that our voice is the primary link between our mind and body. Therefore, with the appropriate mindset and awareness of how to use our voice properly, we can exercise control over how we speak, improve effectiveness and do so with confidence.

## **## SEVEN FEATURES OF EFFECTIVE VOCAL DELIVERY**

**a) Pronunciation**

Pronunciation concerns how closely sounds conform to those assigned to words in a particular language variety. An audience-centered approach to speaking compels the speaker to pronounce words in a way that the audience will understand. A reciprocal approach compels the audience to learn new ways of hearing words pronounced. In any context, speakers and audiences can benefit from expanding their facility with language varieties different from their own.

**b) Articulation**

Articulation is the clarity or distinction with which sounds are made. A speaker can articulate clearly while pronouncing poorly (or vice versa). A lack of articulation is often referred to as mumbling, which can be frustrating for listeners and cause them to underestimate a speaker's credibility. Strong articulation can be achieved by giving sufficient support and space to consonants and vowels as you say them.

**c) Volume**

The volume of your speaking voice depends on the amount of air you project through your larynx (voice box). Effective speakers speak loudly enough for everyone in the room to hear them. Some contexts may compel a speaker to lower her volume (to create intrigue or mark a transition to a more serious topic). Effective speakers are attuned to their audiences: Are people leaning forward with one ear tilted toward you? Are they wincing?

**d) Pitch**

The pitch of your voice is determined by how fast the folds in your vocal chords vibrate. You may tend to speak with high, medium, or low pitch, but each voice has a range. In some communities, a high-pitched voice may be interpreted as tentative or weak and a deep voice strong or authoritative. Although these correlations are mistaken, speakers should be aware of these assumptions. Ask others how you sound and practice modifying your pitch.

**e) Rate**

Rate refers to how quickly or slowly you speak. There is no perfect speaking rate. If, however, you deliver your entire speech at a rate of fewer than 120 words per minute (too slow) or more than 180 wpm (too fast), your audience will usually lose interest. Nerves cause most people to talk too fast. Speakers who aim to speak more slowly than feels natural tend to settle into a pace that is actually ideal for the audience.

**f) Pauses**

Effective speakers use intentional pauses to signal transitions and important ideas and to give the audience time to think. A planned pause is an excellent alternative to "um" or "you know." Many speakers write the reminder "PAUSE!" in their speaking outlines. A well-timed pause can be more effective than the choicest word.

**g) Variation**

By varying your volume, pitch, rate, and pauses during your speech, you can underscore the meaning of your words and maintain the interest of your audience. Speakers who tend towards a monotonous delivery style often benefit greatly by practicing the speech with exaggerated variation. When you are actually delivering it, your enthusiasm will remain while your variations settle into a more natural range.

## **2.5 IMPORTANCE OF EYE CONTACT**

The old saying that "*Eyes are a Reflection of Your Inner Self*" holds true in most cases. There are a lot of meanings to eye contact. It can be a glaring look when a person is defiant or angry. It can also be a direct look when we are talking and trying to make a point. Our eyes also reflect our sincerity, integrity and comfort when communicating with another person. Which is why having good eye contact while conversing is the indication that the communication has gone on well. Eye contact is a form of body language which is important during communication. How we present ourselves and communicate with others aside from talking is by our body language. Our body language speaks more than words which then logically accounts for a bigger percentage of our communication skills. Practicing good eye contact is a skill for effective and vital communication and is mostly under-rated and under-utilized. Keeping eye contact with the person you are talking to indicates interest and saying to the person "*You are*

*important and I am listening*". It is one of the "unseen" tools used in any event communication. Therefore our eyes speak volumes about us and how we communicate.

**Some points to remember while communicating and why eye contact is important are:**

- **Good listener:** Eye contact is a sign that you happen to be a good listener! Now what has the eye got to do with listening? When you keep eye contact with the person you are talking to it indicates that you are focused and paying attention. It means that you are actually listening to what the person has to say. That is where the saying "Don't just listen with your ears" comes from. So "listen" more than talk, everyone loves a good listener especially the opposite gender!
- **Building connection:** Your eyes are a way of building a connection with the other person. This could mean you like that person. You feel comfortable talking and communicating with the person or you just are plain falling in love with the person! Either way, the eyes say it all.
- **Avoiding people:** Avoiding eye contact could also mean that you do not want the person you are speaking with to know too much. It could be that you may not like the person. You do not want the person to know you like them or you do not feel comfortable with that person. These are the negative impacts of avoiding eye contact. Sometimes the other person might read it wrongly and therefore produce a negative feeling towards you as well.
- **Building trust:** A big part of eye contact is building trust. A person with whom you are talking to will be more likely to trust and respect you as eye contact indicates an openness in communication. It also tells the other person "Hey, I am confident and self-assured, you can trust me". So if you hope to land that big contract or project, be trust-worthy!
- **Showing respect:** In Western countries like the United States, eye contact is critical as a way to show and earn respect. From talking to your boss on the job or thanking your mom for dinner, eye contact shows the other person that you feel equal in importance. There are other ways to show respect, but our eyes reflect our sincerity, warmth, and honesty. This is why giving and receiving eye contact while talking is a surefire sign of a good conversation. Nowadays, it's common for people to glance at their phone no matter if they're in the middle of a conversation or not. That's why eye contact will set you apart and truly show that you are giving them your full and undivided attention.
- **Understanding:** Sometimes locking glances is the only sign you need to show someone that you understand what they are talking about. More specifically, if you need to get a vital point across, eye contact is the best way to communicate that importance. Eye contact is also a form of background acknowledgment like saying "yeah" and "mhhm." That means it shows the speaker that you are tuned in to and understand what they are saying.
- **Bonding:** When someone is feeling an emotion or just performing a task, the same neurons that shine in their brain light up in someone else's brain who is watching them. This is because we have "mirror neurons" in our brains that are very sensitive to facial expressions and most importantly, eye contact. Direct eye contact is so powerful that it increases empathy and links together emotional states. Never underestimate the power of eye contact in creating long-lasting bonds.
- **Reveal thoughts and feelings:** We have countless ways of describing eyes including "shifty-eyed," "kind-eyed," "bright-eyed," "glazed over," and more. It's no wonder just about every classic love story starts with "two pairs of eyes meeting across the room." Eye contact is also a

powerful form of simultaneous communication meaning you don't have to take turns doing the communicating.

- **Confidence:** When you are feeling especially nervous or are lacking self-confidence, direct eye contact may be a scary proposition. The truth is, eye contact actually evokes presence and projects confidence, self-esteem, and assertiveness while speaking. The more you look at the audience or whoever you are speaking to the more power and authority you will give off. When eye contact is maintained, it signifies control or power over a situation and establishes dominance.

### **## POINTS TO MAINTAIN GOOD EYE CONTACT**

Here are 10 reasons why presenters should look at people, one at a time, when addressing an audience of any size:

1. Focusing your eyes helps you concentrate. When your eyes wander, they take in random, extraneous images that are sent to your brain, slowing it down.
2. When you fail to make eye contact with your listeners, you look less authoritative, less believable, and less confident.
3. When you don't look people in the eye, they are less likely to look at you. And when they stop looking at you, they start thinking about something other than what you're saying, and when that happens, they stop listening.
4. When you look someone in the eye, he or she is more likely to look at you, more likely to listen to you, and more likely to buy you and your message.
5. When you look a person in the eye, you communicate confidence and belief in your point of view. One of the most powerful means of communicating confidence and conviction is sustained, focused eye contact.
6. Sustained, focused eye contact makes you feel more confident and act more assertively. It may feel weird at first, but when you practice, it becomes a habit that gives you power.
7. When your listeners see your eyes scanning their faces, they feel invited to engage with you. They feel encouraged to signal to you how they feel about what you're saying--with nods, frowns, or skeptical raisings of their eyebrows.
8. As a result, your listeners are transformed from passive receivers to active participants. Your monologue takes the form of a dialogue, albeit one in which you speak words while they speak with gestures and facial expressions. Your speech or presentation is suddenly a conversation.
9. However, to have a successful dialogue with your audience, you must respond to what your listeners are signaling. So, for instance, when you see skepticism, you might say, "I know it seems hard to believe, but I promise you, the investment makes sense. The data bears it out. "
10. Finally, when you look someone in the eye for three to five seconds, you will naturally slow down your speech, which will make you sound more confident.

## **3. THE SOUNDS OF ENGLISH**

### **3.1: VOWELS, DIPHTHONGS, CONSONANTS, CONSONANT CLUSTERS**

**Introduction to Sounds of English:** When we deal with any language we have to master all the four major communicative aspects of that language. They are Listening, Speaking, Reading and Writing (LSRW). We get enough exposure for reading, writing and listening but for speaking we don't get enough opportunity. Hence, we are unable to speak correctly (properly, confidently and with proper pronunciation). We use language to communicate and establish relationships

with people around us. One's pronunciation is acceptable when the listener is able to understand the speaker's content, nature and meaning without any distortion. Pronunciation differs from region to region. By being careful in speech habits we can avoid simple mistakes. We know that English is a Universal language used and spoken in different parts of the world like USA, UK, India, Canada, Australia, etc. The style of speaking (pronunciation) is different in different parts of the world. There is nothing called "correct pronunciation" because there is no one right way of speaking. Pronunciation is the manner of uttering or speaking (words and sounds), and good pronunciation is the way of speaking that ordinary people find easy to understand. Daniel Jones defines 'bad' pronunciation as, "a way of talking which is difficult for most people to understand." One should refer to a good dictionary like Oxford's Advanced Learners Dictionary or Cambridge Dictionary to know acceptable English pronunciations of words. Dictionaries give the pronunciation of a word in phonemic symbols, it is essential to be familiar with phonemic transcription. Learning appropriate pronunciation techniques gives one the confidence to avoid common lapses and errors in speaking.

A basic understanding of the sound system of the English language is very important in effective oral communication. The ability to produce individual sounds, both in isolation and in combination with other sounds, also plays a significant role in effective oral communication. Pronunciation is far more than the accurate production of individual sounds. Pronunciation is the way a word or a language is usually spoken or the manner in which someone utters the words of a language. To develop proper oral communication proper pronunciation is one of the key factors. It is important to understand the sound system of English, including various aspects such as individual sounds-consonants and vowels. Production of speech, word stress, sentence stress (intonation), or the variation of speech are highly essential for proper pronunciation.

**Varied Pronunciations:** Interestingly, there is no such thing called correct pronunciation. The pronunciation of English varies from one country to another and there are marked pronunciation features associated with English spoken in important English speaking countries like the United Kingdom, United States of America, Canada, and Australia. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of 'acceptable pronunciation' and 'unacceptable pronunciation' rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people whereas 'unacceptable pronunciation' refers to a way of talking that is difficult for most people to understand. In order to, learn correct English pronunciation we have to understand sounds and basics of phonetics. Indian speakers of English suffer from a typical problem that is known as **Mother Tongue Influence (MTI)**. Here, the pronunciation of English varies from region to region. As English, is not our mother tongue we speak this language as either a second language or third language. As a result, our vocal chords are already conditioned with the language we speak (mother tongue and in case with a second language). The tinge and touch of mother tongue is reflected in our speech when we utter the English language. While speaking we must consciously avoid MTI to be understood by others. In order to do that we should try to speak in a neutral accent.



**Sounds:** When letters are represented by sounds in a logical sequence it is known as phonetics. There is no one to one relationship between letters and sounds in English language. As there are only 26 alphabets/letters but 44 sounds. Sounds are generally categorized by the place of articulation, method of articulation, and voicing. While individual sounds are the most basic elements of a language, they do not mean anything by themselves. However, certain sounds like /l/ at the end of words such as school, chill, kneel, etc. symbolizes prolongation of the sound and /ŋ/ at the end of a word means continuous vibrating sound. Letters are seen and sounds are heard. Letters provide a means of sounds. Each and every sound is represented by a phonemic symbol. When they do so in a logical manner the essential sounds of any particular language or dialect are represented consistently. The sounds are represented through IPA symbols.

**Phonetics:** Phonetics refers to the study of English speech sounds. It is the study of articulation (how a sound is produced and pronounced in a sound system) of sounds in English language. Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. For better pronunciation of sounds one should follow the phonemic symbols rather than the letters. Phonemic symbols help in proper phonetic transcription. Phonetics has three main branches.

- i) **Articulatory phonetics**- concerned with the position and movement of lips, tongue, vocal tract, and folds, and other speech organs producing speech.
- ii) **Acoustic phonetics**-dealing with the properties of sound waves and how they are received by the inner ear.
- iii) **Auditory phonetics**-concerned with speech perception, primarily how the brain forms perceptual representations of the inputs it receives.

**Phonetic Transcription:** In order to understand the sounds and symbols one must know how to transcribe the letters/words into sounds. The process of transforming letters into sounds is known as phonetic transcription. Phonetic transcription can be defined as a kind of alphabetical writing in which each letter represents one sound. It is, thus the writing of a language by means of a separate symbol for every sound. A pronunciation symbol or a phonemic symbol represents each English sound. As the letters of the English alphabet can be a poor guide to pronunciation, it is advisable to learn the phonemic symbols of English because these symbols are a reliable guide to English pronunciation. Knowledge of these symbols is useful in referring to a dictionary to find out the pronunciation of any word. Every good dictionary contains a list of these pronunciation symbols. In order to understand phonetic transcription one must have knowledge of the classification of sounds in English.

**\*Note:** Students are advised to continuously practice phonetic transcription with the help of a good dictionary. It will help them in developing their pronunciation.

**Classification of Speech sounds:** There are total speech 44 sounds in English language as per Received Pronunciation (RP). They are classified as follows. 20 Vowel sounds and 24 Consonant sounds. The vowel sounds are further classified as 12 **Monophthongs** (pure vowels) and 8

**Diphthongs.** The monophthongs are further divided into two parts 5 long vowels & 7 short vowels.

**Vowel Sounds:** These type of sounds are produced without stoppage of air. During the production of vowel sounds, the air from the lungs comes out in an unrestricted manner in a rather continuous stream. Vowel sounds are articulated by the tongue, teeth or lips. In the process of articulation of a vowel sound the active articulator is raised towards the passive articulator in such a way that there is a sufficient gap between the two for air to escape through the mouth without friction. For example, when speaking the word 'art', air escapes freely and continuously without any friction while pronouncing the first sound 'AH'.

**Consonant Sounds:** These type of sounds are produced by stopping air with the help of lips. In order to produce the word 'paper' our lips try to stop air from passing through while producing the sound 'p'. Thus, the voice or breath in consonants is partially hindered by the tongue, teeth, lips, or other organs of articulation. The 24 consonant sounds are classified according to the nature of constriction as plosives, affricates, nasal consonants, lateral consonants, and fricatives.

**Consonant Clusters:** A consonant cluster is a group or sequence of consonants that appear together in a syllable without a vowel between them. E.g. In the word splits /spl/ and /ts/ are consonant clusters. It is important to distinguish between consonant clusters and digraphs with which they are often confused. In contrast to a consonant cluster, a digraph is a group of two or more symbols which really stand for just one sound (usually a consonant). In the word 'chat', the letters /c/ and /h/ appear contiguously but are not a consonant cluster. Even though, both are separate consonants in other contexts. In this instance, /ch/ is a digraph because the 'ch' sequence represents a single sound in the underlying English sound system. It can also be understood like this, that consonant cluster can only occur within one syllable. Consonant clusters are more useful as a definition when they may occur across syllable boundaries. When there are three or more consonants together, native speakers do not always produce or pronounce as many consonant sounds. For example, the final consonant cluster in the word 'fifths' is usually reduced to the last two consonant phonemes.

Example: Dragon, Dream, Smile, Strength, Stream, Drink, Winter, Wrist, Toasting, Rather, Branch, Sneeches, Triangle etc.

### 3.2 Problem Sounds

Non-native speakers or in this case Indian speakers of English face problems in articulation of certain sounds of Received Pronunciation. Let me try to explain this concept by giving the following example:

Speaker 1: Did you like the **test** of our **copy**?

Speaker 2: What do you mean? Which **test** and **copy** are you talking about?

Speaker 1: The copy you have just now finished!

Speaker 2: Oh! Your **coffee**! It **tastes** so well. Thank you.

Such confusions can arise when, Indian speak English with the various accents used in their mother tongues, because many sounds of their language may differ from the sounds of English. Some of the sounds in English are similar to the sounds in the Indian languages.

### 3.3 Syllable division and Word Stress

**3.3.1 Syllables:** We can divide words into, one or more than one separately pronounced parts.

Each part has a distinct pronunciation within the word. These distinctly pronounced parts in a word is known as syllable. A syllable is any of the units into which a word is divided, containing a vowel sound and usually one or more consonant sounds preceding or following it. In a given word generally the structure of the syllable is like this formulae: (C) + (V) + (C). Where 'C' is a consonant and 'V' is a vowel sound. The brackets say that the consonants are not obligatory. There can be one or more syllables in a given word depending upon the number of vowel sounds it has. Thus, a word like 'street' having six letters is monosyllabic, whereas a word like 'ago' having three letters has two syllables. Their structure is as follows: street= CCCVC, ago=VCV. Hence, it is understood that the number of syllables in any word is not decided by the number of consonants it has, rather the number of vowels/sounds it produces. In order to do syllable division of words, one must keep in mind the presence of vowel sounds. While dealing with syllables diphthongs, which consists of two vowel elements, should be treated as one vowel sound. Depending on the number of vowel sounds a word has the words can be termed as monosyllabic, bi-syllabic, tri-syllabic or multi-syllabic. While dealing with syllables one must remember that the first syllable in a word is known as '**prefix**' and the last syllable is known as '**suffix**'.

**Note:-** There are some exceptional syllables which occur at the end of the word which doesn't have a vowel sound. **E.g. Bo-ttle, bu-tton, bo-ttom, etc. One should not confuse between vowels and vowel sounds. These type of words are known as syllabic ending.**

**3.3.2 Word Stress:** When we are dealing with Indian languages, we give stress to all parts, particularly in Odia language. We try to speak (pronounce) each and every letter/syllable prominently, bringing out distinction between each letter. But in English language we don't do like that. We are not compelled to pronounce each and every letter separately. We just need to pronounce the syllables. In words of two or more syllables, one of the syllables stands out from the rest.

Stress or accent is an important feature of the English language. Developing effective word stress and sentence stress is very important to speak intelligible English. The following discussion would enable one to understand the concepts pertaining to syllables, word stress, and sentence stress, which are necessary to speak English effectively with the right accent.

When we speak, the air from our lungs does not come out in a continuous stream but in small puffs, each puff of air producing a syllable. Stress is generally defined as the degree of prominence a syllable has. It is the degree of force with which we pronounce a word/syllable.

Thus, an accent is the degree of prominence or the relatively greater emphasis given to a particular syllable in the word. In a multisyllabic word, one particular syllable stands out from the rest, it has greater stress than the others. The stressed syllable is pronounced relatively louder, held for a longer duration (clearly and distinctly), and made noticeable by the pitch of the voice. Thus, **the stressed syllable has three main features:**

- i) It is said more loudly than the other syllable or syllables (loudness).
- ii) It is said on a different pitch (tone).
- iii) It is held for a longer time than the other syllable or syllables (duration).

**Primary Stress and Secondary Stress:** In longer English words, there may be more than one prominent syllable. In such words, one syllable may have the main strong stress called primary stress, whereas the other syllable may have a weak stress called 'secondary stress'. For example, in the word 'introduction', the third syllable 'duc' is said with force and is held for a longer time, whereas the first syllable 'in' is held for lesser time and is said with a little force. Thus, the first syllable has the secondary stress while the third syllable has the primary stress. The primary stress is shown by a vertical bar above and in front of the accented

syllable, e.g., a'broad, and the secondary stress is shown by a vertical bar below and in front of the accented syllable, e.g., 'calcu|late, e|xami'nation, etc.

➔ **Rules for using correct stress patterns:** English language has developed to such an extent that,there are presently millions of words in its dictionary. Dealing with such a huge number of words in terms of stress is very difficult. As most words are derived from different world languages. But still an attempt can be made to do so. It is difficult to give a comprehensive list

of rules for accenting words/syllables. However, the following rules can help one get the proper accent.

- 1) Words with weak prefixes are accented on the root. E.g. abroad, account, above, affect, disarm, disable, disown, predate, recall, unsaid, unseat, recite, precast, prelude, etc.
- 2) In most two-syllabic words containing a long vowel, the stress is generally on the syllable with the long vowel sound. E.g. artist, accrue, father, farmer, machine, starter, carbon, market, import, harvest, margin, teacher, argue, leader, impart, insert, season, etc.
- 3) Word ending in –ee are generally accented on the last syllable. E.g. agree, degree, decree, referee, trustee, etc.
- 4) Words ending in –tion are generally accented on the syllable before it. E.g. action, attention, attraction, caption confirmation, collection, introduction, intention, sanction estimation, friction, limitation, etc.
- 5) Words ending in –sion, –ssion, –cion, and –shion have the stress on the syllable before it. e.g. mansion, expansion, pension, diffusion, commission, concession, fashion, suspicion, possession, etc.
- 6) Words ending in –ic, –ical, –ically, –ious, –ially, –ial, –logy, –nomy, –graphy, have generally the stress on the syllable preceding the suffix. E.g. academic, specific, aromatic, artistic, mechanic, electric, magnetic, electrical, essential, partial, delicious, cautious, suspicious, economic, precious, magic, confidential, photography, geography, etc.
- 7) Words ending in –icy, –ify, – and –ty have the stress generally on the third syllable from the end. E.g. policy, scarcity, codify, identity, pacify, clarity, facility, locality, purity, totality, classify, morality, charity, punctuality, activity, etc.
- 8) The suffixes –eer, –self, –ever, –ique, and –mental are accented on the last syllable. E.g. career, herself, myself, however, forever, whatever, physique, unique, departmental, experimental, sentimental, compartmental, etc.

9) The suffixes –ed, -ment, -es, -ing, -age, -ance, -en, -ess, -ful, -hood, -ice, -ish, -ive, -less, -ly, -ness, -or, -ship, -ter, -ure, -y, -zen do not affect the stress pattern of the original word.

E.g. affect – affected, court – courtship

10) The suffixes –al, -ible, -ial, and –ially generally affect the stress pattern. E.g. accident – accidental, origin – original, sentiment – sentimental, access – accessible, President – presidential, etc.’

11) The stress pattern in the two syllabic English words that function with both as nouns/adjectives and as verbs generally depends upon the grammatical category of the words. The stress is on the first syllable if the word is used as a noun or adjective and on the second syllable if it is a verb.

Noun /adjective -----	Verb
<u>Convert</u> -----	<u>Convert</u>
<u>Process</u> -----	<u>Process</u>
<u>Transport</u> -----	<u>Transport</u>
<u>Conduct</u> -----	<u>Conduct</u>
<u>Contact</u> -----	<u>Contact</u>

**3.3.3 Sentence Rhythm:** Sentence rhythm refers to the phonological structure of the language. English is a rhythmic language. Rhythm refers to the timing pattern. There are two factors that influence the rhythm of English: sentence stress and connected speech. Maintaining a rhythm in a speech makes the speech sound natural and fluent.

### 3.4 Intonation: Falling, rising and falling-rising tones

**3.4.1 Intonation:** It can be claimed as the melody of language or music of speech. If we tend to speak in one pitch from beginning till end of the sentence, the process will be monotonous and listening will be hampered. At the same time the desired result of the speech will not be achieved as the listeners will not understand anything. To speak fluent English, we need to develop the correct tone or intonation. Intonation is a significant variation in pitch from one part of an utterance to another. Stress and Intonation are linked phenomena, they work together to give the effect of 'prominence' or 'accent'. Important changes in pitch occur with stressed syllables. A tone refers to the modulation of the voice expressing a particular feeling or mood. It is an important feature of spoken English and plays an important role in verbal communication. The tone of a voice shows the attitude of the speaker and reveals his intention. It gives implicit information by indicating the type of sentence spoken by the speaker. In order to use and identify correct tone in spoken English, we should identify the tonic syllable, understand different types of tones, and divide an utterance into tone groups. A segment of speech carrying one intonation pattern is called a tone. Tone can be understood as the modulation of the voice that shows the attitude, approach and intention of the speaker. Emotional degrees of the speaker affect his intonation. The more the speaker is involved with what he is saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch changes he uses. Intonation of language is not one time occurrence, rather it refers to patterns of pitch variation. In a normal speech the pitch of our voice goes on changing constantly, going up, going down, and sometimes remaining steady. **Tonic syllable** is that syllable on which the pitch of the utterance changes. These changes generally occur in the last stressed syllable in an utterance. This is otherwise called as 'nucleus'. The following are the main functions of intonation.

- Distinguishing different types of utterances such as statements, commands, requests and questions.
- Differentiating the speaker's emotional attitude such as curiosity, apprehension, friendliness and politeness.
- Drawing the listeners' attention to those segments of an utterance that one considers important.

### **3.4.2 Uses of the tones:**



➔ **Falling tone:** The pitch of our voice falls on the tonic syllable in a falling tone. In utterances with falling tone, the pitch falls from high to low. Falling tone is used in ordinary statements (assertive sentences, including both affirmative and negative, without any implication), wh-questions (questions beginning with 'wh' words such as what, why, whom, where, when, etc.), polite expressions, greetings, imperative sentences (commands, prohibitions, etc.) and exclamatory sentences.

1) In ordinary statements made without emotional implications.

E.g. i) I am 'writing a book.

ii) I can 'drive a 'car.

iii) She is 'going to 'London.

iv) I am 'pleased to 'talk to you.

2) Wh-questions which are spoken in a natural and sometimes unfriendly way:

E.g. i) 'Who did 'it?

ii) 'What happened to 'you?

iii) 'What's your 'problem?

iv) 'Why are you 'late?

3) Polite expressions:

E.g. i) 'Thanks for 'helping.

ii) 'So 'nice of you.

4) Greetings or Farewells:

E.g. i) 'Good 'morning, 'Good 'Evening

ii) 'Cheers!

iii) See you 'good 'night.

5) Exclamatory sentences:

E.g. i) 'What a 'fine 'morning!

ii) 'How 'wonderful!

iii) 'What a 'nice 'place!

6) Imperative Sentences: Commands, prohibitions

E.g. i) 'Shut the 'door.

ii) 'Pick up the 'phone.

iii) 'Finish the 'job.

➔ **Rising Tone:** The pitch of our voice rises on the tonic syllable in a rising tone. Rising tone is used in polite questions, conditional expressions, polite requests, direct questions, and incomplete utterances.

1) Polite questions:

E.g. i) How is your study?

ii) What's the name?

iii) Can I help you?

2) Conditional expressions:

i) If you do what I say, you will get what you want.

ii) If you read well, you will secure good marks.

3) Polite requests:

E.g. i) Please give me your pen.

ii) Please sit down.

iii) Shut the door please.

- 4) Direct questions (yes-no questions or alternative questions):

E.g. i) Do you like English music?

ii) Have you finished the job?

iii) Did you attend the meeting?

- 5) Incomplete utterances...

E.g. i) By the way...

ii) Fortunately...

iii) It's 10 o'clock...and Ravi hasn't gone to office.

➔ **Falling-rising tone:** There is a change in the pitch from high to low in a falling-rising tone. You use this tone when you are in doubt/confusion or want to convey some implicit or special meaning. Study the following examples.

E.g. i) I will do well in the <sup>∇</sup>examination...meaning...I am doubtful about doing well in the examination

ii) It is such a nice <sup>∇</sup>party...meaning...I am not interested in parties/ I am bored.

iii) Her husband is <sup>∇</sup>smart...meaning...Her husband looks smart, but he is not intelligent.

### **3.5 Varieties of Spoken English: Standard Indian, American and British**

As we know that British English which is known as Received Pronunciation (RP) is used and followed in India. Received Pronunciation is also used in all the Commonwealth countries. But after the invention of America (USA) and the declaration of freedom, the Americans have evolved a new English pattern known as General American (GA). This type of English is spoken in USA, Canada, Philippines, South America and in those countries where America has dominance. Now a days as many Indians are moving to America for jobs they have also acquired this pattern. In India, also it has become widespread and professionals are showing interest in this type of pronunciation. Both RP and GA are recognized and established international standards in English. For both the forms of pronunciation dictionaries are

available. As there are more number of English speakers in our country. Off late, a new type of English Pronunciation is evolving in India. It is known as Educated Indian English (EIE). But unfortunately no Pronunciation dictionary is available till date.

- Received Pronunciation: 20 Vowels (12 pure and 8 gliding).
- Educated Indian English: 17 Vowels (11 pure and 6 gliding).
- General American: 15 Vowels (10 pure and 5 gliding).

The consonants sounds in each case are more or less same. There is not much difference in the structure of all the pronunciation style. One should try to develop a neutral accent in order to speak fluent English. Once we are able to overcome MTI and develop a neutral accent we will be universally understood and there will be no hindrance in the process of communication, no matter, what is the stage or situation.

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